

**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D**

UNIT PREPARES IN QUADRUPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: 18 October 2021

Julianne Newmark, Ph.D.
(Name of individual initiating Graduate Degree or Graduate Certificate)

Principal Lecturer, Coordinator of Technical and Professional Communication Program, 5
(Title, position, telephone number)

newmark@unm.edu
(Email address)

English
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2022

Required Signatures:

Department Chair	<u>Dr. Anita Obermeier</u>	Digitally signed by Dr. Anita Obermeier Date: 2021.10.27 09:53:56 -06'00'	Date <u>10.27.2021</u>
College Curricula Committee	<u>Mary Domski</u>	Digitally signed by Mary Domski Date: 2021.10.27 10:21:56 -06'00'	Date <u>10.27.2021</u>
College or School Dean	<u>Mary Domski</u>	Digitally signed by Mary Domski Date: 2021.10.27 10:22:06 -06'00'	Date <u>10.27.2021</u>
Dean of Library Services	<u>L St</u>	Digitally signed by Laura Soito Date: 2021.10.28 17:46:44 -06'00'	Date <u>10.28.2021</u>
Office of the Registrar—Catalog	<u>Michael Raine</u>	Digitally signed by Michael Raine Date: 2021.10.29 07:35:25 -06'00'	Date <u>10.29.2021</u>
FS Graduate Committee	<u>Nikki Jennigan</u>		Date <u>12-02-2021</u>
Dean of Graduate Studies	<u>Julie Conrad</u>		Date <u>12/02/2021</u>
FS Curricula Committee	<u>Christine Delucas</u>		Date <u>12-10-2021</u>
Office of the Provost	<u>Pamela Cheek</u>		Date <u>12-10-2021</u>
Faculty Senate	_____		Date _____
Board of Regents	_____		Date _____

Additional Approvals for Degrees:

Board of Regents	_____	Date _____
Council of Graduate Deans	_____	Date _____
Academic Council of Higher Education	_____	Date _____
Higher Education Department	_____	Date _____
State Board of Finance	_____	Date _____

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

October 28, 2021

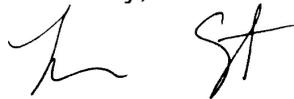
Dr. Julianne Newmark
Technical and Professional Communication Program
Department of English

Dear Dr. Newmark,

The University Libraries has reviewed the Form D for the Graduate Certificate in Technical and Professional Communication. Since the UL is already supporting the teaching and research needs of the faculty and students of the established courses that comprises this certificate program, we should not need to add any new resources to continue to support these classes.

If any new courses are added to the curriculum or new faculty is added to support this certificate program, it is possible that new or additional library resources will be needed to support the teaching and research needs of students and faculty. Since the UL operates with limited resources, we may have to cancel some existing resources in support of the Technical and Professional Communication Program to meet any future needs for new information resources.

Sincerely,



Laura Soito
Associate Professor
Director of Collections
College of University Libraries & Learning Sciences
lsoito@unm.edu
505-277-4760

cc:

Leo Lo, Dean, College of University Libraries & Learning Sciences



OFFICE OF ACADEMIC AFFAIRS

To: Dr. Julianne Newmark, Dr. Anita Obermeier, Associate Dean Mary Domski, Ms. Robben Brown, Mr. Michael Raine

From: Dr. Pamela Cheek, Associate Provost for Curriculum and Assessment

A handwritten signature in black ink, appearing to read 'P. Cheek', written over a horizontal line.

Re: Graduate Certificate in Technical and Professional Communication

Date: September 30, 2021

Your initial proposal for a Transcribed Graduate Certificate in Technical and Professional Communication has been reviewed in the Office of the Provost and EVP for Academic Affairs. On behalf of Provost Holloway, I would like to offer our office's support of the initial proposal. The proposal is timely and appropriate to meeting emerging workforce needs. As you develop the proposal fully, consultation with the College of Arts & Sciences about resources and recruitment will be fruitful. Please track the progress of your Form D carefully as it moves forward. Thank you for your work developing this proposal.

Executive Summary

Graduate Certificate in Technical and Professional Communication

The English Department proposes the creation of a graduate certificate in Technical and Professional Communication (TPC), at 15 credit hours (5 three-credit Online Max courses). There will be a Standard track and a Grant and Proposal Writing track (details are explained in our Curriculum document). The intent of the graduate certificate is to provide students with a microcredential -- either sought as a standalone certificate or attached to an existing graduate degree -- that will boost a student's hireability post-graduation, as skills in Technical and Professional Communication are prized in workplaces.

Rosselot-Merritt (2020) explains that "The U.S. Bureau of Labor Statistics projects that the demand for technical writing will grow 11% between 2016, when 52,400 technical writers were working in industry, and 2026, when 58,100 are projected to be working in the United States." Further, in their analysis of 142,000 job advertisements, Rios et al. (2020) indicate that "oral and written communication, collaboration, and problem-solving skills are in high demand by employers, with particular emphasis on the pairing of oral and written communication," the paired skills that are the foundation of the TPC graduate certificate.

With ethics-oriented, targeted training in written, visual, oral, and multimodal communication, the TPC graduate certificate will offer working professionals a credential that will boost salary and offer industry-oriented tools for the critical assessment and effective composition of various communication outputs for specific communities, with specific attention to historically marginalized communities. For graduate students from English and other UNM departments, this microcredential will offer post-graduation access to communication-heavy career fields, from non-profits to governmental organizations to private companies, that many MA and Ph.D. programs alone do not directly facilitate.

UNM's TPC Graduate Certificate will be a unique credential, as compared to other peer institutions' certificates, and the coursework will ensure that those completing it not only have the marketable "hard" skills in effective communication of technical and workplace information to expert and non-expert audiences, across communication modalities, but that these professionals represent UNM's mission and ethos while serving in industry. The certificate program's core values and outcomes reflect global awareness and community-mindedness; this framework is rooted in the certificate's courses' attentiveness to the ethical responsibilities of all TPC practitioners to create just communications for diverse audiences of users. As Walton, Moore, and Jones (2019) suggest in *Technical Communication After the Social Justice Turn: Building Coalitions for Action*, our program will be committed to building an inclusive environment of students and community members, fostering socially just practices and activism that support students as technical communication practitioners in recognizing, revealing, rejecting, and replacing oppressive practices that occur in society through their writing and interactions in the workplace.

Students will develop a range of skills that will encourage them toward just communication practices; a few examples are learning to create diverse testing cohorts, correcting design flaws in online and analog forms that have historically limited response from marginalized populations, and recognizing the historical role the field of TPC has played in propelling normative workplaces discourses that have excluded, harmed, and silenced users of products/communications, communities affected by environmental crises, and workplace members who have not been reflected in corporate communications, to name just a few selected examples.

Our program is well positioned to be a top contender for students seeking technical communication professional development in an online format. Currently, programs such as those at Arizona State, Texas Tech, and New Mexico State (to offer a few regional examples) offer foundational courses such as Editing, Documentation, and other similar courses that focus on the writing/communication/information design aspects of the degree; while our program will also offer such courses, our focus on social justice issues puts us at the forefront for addressing technical communication in real-world situations that are relevant for the digital age, particularly in our region. Our faculty team's research knowledge and applied skills in COVID communication in indigenous communities, universal design for learning in corporate training modules, linguistic justice in industry and government communication contexts, and community-specific accident-reporting documentation (in BIPOC communities) – to name but a few faculty research interests—indicate the kinds of examples and scenarios that will be at the core of our courses.

Further, our curriculum will be shaped by community collaboration and reciprocity. Classes such as Ethics in Technical Communication (ENGL 535) will offer our students the opportunity to collaborate with the community to approach challenges together while fostering digital literacy. We will ask students questions such as, “how does the medium affect a message?” and “how do access challenges persist when such communication is available only in digital mediums—and how do we redress these challenges via effective information and interface design?” Such skills are necessary for success as a technical communicator in the twenty-first century. To foster such learning, we will partner with community entities (such as nonprofits and community-based literacy centers) to work together to understand how we as teachers can best develop and assess our curriculum and develop projects that prompt our students to grow their writing, multimodal communication, and oral presentation skills while simultaneously becoming agents for social change.

To best facilitate our community-based approach, we propose a structure for the organization of the program as such: a Program Director to oversee the certificate and guide incoming and existing students, program faculty to teach online courses for the certificate and collaborate with the Program Director on assessment of efficacy, and an Industry Advisory Team (based on other programs' Corporate Advisory Boards, such as NMT's) to support and provide feedback on the Program's student outputs and program outcomes. IAT members will be invited to the final presentations in each of the program's required courses to offer dialogic input, which will constantly ensure that the program is responsive to the needs of local, national, and global

industry entities. Such collaboration will also ensure that our curriculum remains relevant for our students and our evolving community and society at large.

This certificate unites a suite of new courses with existing courses from the Rhetoric and Writing program, combining to offer a diverse curriculum that will benefit students from across the university and community. Because enough of the courses are offered in fully online mode (Online Max) from the program's inception, with more courses to be created in the coming years in Online Max versions, this Certificate will be available to many more students than current graduate programs in English. Underserved populations-- through geography, family/work demands, military deployment, rurality, age, and race/ethnicity -- will be served by this program's industry connectedness, its accessibility, and its temporal flexibility.

Though we anticipate, based on peer institutions' enrollment numbers, that our initial cohort will be small (likely around 5-10 certificate pursuers per year, over the first two years), we expect our enrollment to grow, especially as social justice continues to be front-of-mind for the industry and the pandemic era has increased many people's comfort with online learning. Our courses will also provide students with a "high engagement" online experience as UNM graduate students, helping to increase retention within this program and potentially link to further enrollment, post-certificate, in MA and Ph.D. programs at UNM. Our commitment to high-engagement practices will be evident via the program requirements of conferencing with the course instructors, collaboration (asynchronous) with class colleagues via a discussion board, and remote group-presentation participation.

We are not asking for budget/resources in general right now, but if and when the program develops, we may require additional faculty to support it. Because it is already in the English Department hiring plan to bring on a new TPC faculty member within 3-5 years, we feel that at present, we have the staff and resources to launch the program and will assess future staffing needs as (and if) they emerge.

This program is supported by English department faculty and the Graduate School; the Provost's and Dean's offices have indicated support. We are excited to educate our colleagues at UNM across disciplines about the promise of this program and its potential to attract new students to UNM, to add an additional layer of credentialing to MA and Ph.D. students' educations, and to help support working professionals' desires for career growth.



University of New Mexico
MSC 03 2180
107 Humanities Building
Albuquerque, NM 87131-1041
Telephone (505) 277-2711
Fax (505) 277-7405

NEW GRADUATE CERTIFICATE PROGRAM APPLICATION

A. General Information

Institution The University of New Mexico

Name and Title of Contact Person Julianne Newmark, Ph.D. Principal Lecturer. Coordinator of Technical and Professional Communication Program, English Department

Email of Contact Person newmark@unm.edu

Name of Proposed Program Graduate Certificate in Technical and Professional Communication

Name of Sponsoring Department, School, and/or College English, College of Arts and Sciences

Level of Proposed Program (*Graduate Certificate or Post-degree Certificate*) Graduate Certificate

Estimated Time to Complete Proposed Program 1 year (5 courses)

Campuses to offer this degree program Main, plus online

All Program Format(s) (*standard, distance education, evening, weekend and/or other*) Face-to-face and online

Anticipated Start Date August 2021

Proposed CIP code 23.1303

B. Program Curriculum

Program Description (*as listed in catalog*)

The Graduate Certificate in Technical and Professional Communication (TPC) prepares certificate-holders to apply enhanced workplace and technical communication skills in their current employment context or in a future context. This 15-credit Certificate can be added in as a part of an existing UNM student's MA or Ph.D. program, effectively as a depth area in TPC (for ENGL graduate students). The Certificate can also be taken as a freestanding credential, ideal for working professionals in science, technology, non-profit administration, engineering, and the military. This Certificate can be completed face-to-face with occasional online courses, or fully

online. The Certificate's foundation in social justice and ethics guides the communication outputs students will create, such as reports, feasibility studies, white papers, usability tests, data visualizations, procedures, and more. Applicants to the Certificate program should already hold a Bachelor's degree. The program requires 15 credit hours of coursework to culminate in a final portfolio (submitted to the Program Director) of the students' best work accompanied by a reflective memorandum that considers selected program outcomes. There is no foreign language requirement for the completion of the Certificate.

Program Curriculum *(as listed in catalog)*

The 15 credit hours of coursework are distributed across core and distribution requirements as follows, in two tracks (Standard track and Grant and Proposal Writing track)

Standard Track

6 credit hours of core requirements:

- Technical and Professional Communication (ENGL 502) and Ethics in Technical and Professional Communication (ENGL 535)

9 credit hours of electives, chosen from the following (with other Rhetoric and Writing and other department courses accepted as substitutions with Program Director's approval)

- User-Centered Design and Usability (ENGL 512); Editing (ENGL 517); Proposal and Grant Writing (ENGL 518); Visual Rhetoric (ENGL 519); Topics in Professional Communication (ENGL 520)

Grant and Proposal Writing Track

15 credit hours of core requirements:

- Technical and Professional Communication (ENGL 502); Proposal and Grant Writing (ENGL 518); Ethics in Technical and Professional Communication (ENGL 535), Research Methods (ENGL 540); Graduate Internship (ENGL 598)

Number of Credits Required 15

Program Learning Outcomes

Upon completion of the Certificate program, students will be able to:

- SLO 1: Ethically **assess diverse audience needs** for appropriately chosen communication outputs and create content to serve these audiences' needs
- SLO 2: **Collaborate** with colleagues and community partners (corporate partners and non-profit partners) to **design and produce responsive communication outputs in various appropriate modalities**
- SLO 3: **Understand and analyze the history of the TPC field** and its role in codifying communication genres that have oppressed those who have not historically been involved in document and information design generation and distribution and who may have been subject to the impacts of such documents.
- SLO 4: Clearly and in well-organized fashion, **create written and rich-media communication outputs** that inform, guide, instruct, protect, and educate audience members
- SLO 5: **Develop and produce** collaborative communication outputs in **remote and local, synchronous and asynchronous**, workplace contexts
- SLO 6: Design technical documents and workplace communications that **further social justice aims**, such as centering voices of communities often marginalized in instructional, operational, environmental, and governmental communications.

Is this certificate designed to be stand-alone or is it intended for students that are also seeking a graduate degree? If so, list how the courses will be shared between the two.

The Certificate will be available to students who seek it as a stand-alone credential and students already enrolled in MA and Ph.D. programs at UNM. For English MA and Ph.D. students, such as those in the 31-credit Rhetoric and Writing (RW) MA, students can fulfill 2 of their distribution courses via the Certificate's course options and can accomplish the remaining 3 courses via their elective allocation.

Is this certificate embedded in a degree program (i.e., do the courses taken articulate to a graduate degree)? If yes, to which degree?

It can be taken stand-alone; it can also be taken as a part of the MA and Ph.D.

C. Assessment

Describe your institution's plan for periodic evaluation of program effectiveness. Include criteria that will be used to determine effectiveness. Max 500 words.

Students in this program will create a digital portfolio of their work throughout the program. The portfolio project will include documents created within each class that showcase students' best work. In addition, students will be asked to complete a final reflection discussing their achievement of at least two programmatic outcomes; the Program Director (and team of instructors) will review students' portfolios at the end of each academic year, using both qualitative and quantitative measures based on established best practices in the field of TPC. For example, within traditional portfolio-based assessment, an assessment team of administrators and instructors use a rubric to score students' texts within the portfolio, also using students' own assessment of their work as evidenced in their reflections. Based on the results of the assessment, the administrator and instructors, in consultation with the Industry Advisory Team (the IAT is described further below), can make necessary changes to the program as a whole and to individual classes to ensure continued student success and workplace alignment.

D. Need

The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need. Max 500 words.

Evidence of need might include results of employer surveys, current labor market analyses and projections, or long-term need projections prepared by a relevant professional organization.

This new Certificate program serves local, regional, and national needs for advanced skills in effective communication of technical and scientific information, multimodally across professional communication genres, in an ethical and audience-centered way. Further, this program supports UNM's larger mission to "to contribute to the state and national economies"; specifically, by equipping Certificate-holders with ethically attuned communication skills, these individuals will be prepared to serve directly our "City and State," in "health care, social services, policy studies" contexts, to produce the documentation that accompanies "commercialization of inventions," and in seeking funding for "cultural events" and the governmental and non-profit organizations that seek funding for them. This Certificate supports cross-disciplinary communication goals across our university, as articulated by a variety of UNM programs, as evidenced by letters attached to this

application from Electrical and Computer Engineering (Dr. Meeko Oishi) and Communication and Journalism (Dr. David Weiss).

In terms of national need for the TPC skillset the Certificate offers, Rosselot-Merritt (2020) explains that “The U.S. Bureau of Labor Statistics projects that the demand for technical writing will grow 11% between 2016, when 52,400 technical writers were working in industry, and 2026, when 58,100 are projected to be working in the United States.” Further, in their analysis of 142,000 job advertisements, Rios et al. (2020) indicate that “oral and written communication, collaboration, and problem-solving skills are in high demand by employers, with particular emphasis on the pairing of oral and written communication,” the paired skills that are the foundation of the TPC graduate certificate.

In our own informal survey of current UNM English graduate students, many expressed an interest in adding in (as an effective depth area) the TPC Graduate Certificate en route to their accomplishment of a Ph.D. or MA degree. In a week-long survey circulated electronically in October 2021 to all English graduate students (funded and non-funded), 44% of respondents affirmed an interest in “adding in” the Certificate to their plan of study. Another 11% of respondents indicated their interest as a “maybe.” Also, 11% of respondents fell into the category of students graduating who *would have* added in the Certificate had it been available during their years of enrollment.

Certificate-holders will not only serve the broadly described entities named in UNM’s mission but will more precisely be able to support Indigenous- and Latinx-owned businesses as they seek expansion, funding, and the furtherance of cultural, technological, engineering, and government-contract goals. Our Industry Advisory Team’s diversity will have a goal of establishing mutually beneficial relationships with such community partners to ensure reciprocity of information to guide and shape the Certificate and to create pathways into such organizations as employment options for our graduates.

If the program fills a regional workforce need, describe collaboration between your institution and regional employers in program development. Max 500 words.

Based on ongoing conversation with Engineering faculty, technical writers and scientists at Sandia National labs, medical writers and editors, and non-profit administrators, we are designing this program to equip those who attain the certificate to contribute significantly in such workplace contexts, by bringing ethics-informed, community-attuned technical and professional communication skills to such employment contexts. We will create an Industry Advisory Team (IAT) of representatives from such entities (outreach for this IAT has begun already) and the IAT will meet bi-annually to review students’ communication outputs, the industry attunement of assignments and scenarios, and preparedness of graduates to contribute to the needs of such entities and their stakeholders. In the Grant and Proposal Writing track of the Certificate, a required internship will allow for regular calibration of the curriculum’s preparation of students and a non-profit’s needs, for example. In the design of this Certificate, feedback from existing UNM graduate students, faculty, and the community/industry representatives named here has been collected (via interviews and surveys) and has informed the ultimate curriculum and assessment plan we are proposing here.

E. Enrollment and Graduation Projections: Establish realistic enrollment, retention, and graduation targets for this program.

Year 1	Year 2	Year 3	Year 4	Year 5
--------	--------	--------	--------	--------

New Students	5	5	10	10	10
Continuing Students	10*	10	10	10	10
Graduates	2-3	8	10	12	12
Annual Retention Rate Target (%)	Target 100% Graduation Rate (%)		Target Job Placement Rate (%)		
90-95%	90-95%		N/A**		

*The "Continuing Students" may continue to be 10 each year, considering how many students enter the Ph.D. and MA programs within the English department and want to take these classes (based on projections from our survey mentioned above). Some of these students may only be taking classes within the program and not completing the entire Certificate, which we have accounted for in the "Graduates" section. It is a challenge to complete this table of projections given that we anticipate a combination of types of students pursuing this Certificate, those in existing ENGL programs, the MA and Ph.D., and those pursuing the Certificate stand-alone. We also have indication from other departments that their students might be interested in a single course or two from the program.

**Many of the students enrolled in this Certificate program as a "stand alone" will be in the workforce already, seeking advancement of skills or promotion; as such, we included "Not Applicable" in response to the "Target Job Placement Rate." Regarding our students pursuing the MA and Ph.D. in ENGL, their hireability will not only be contingent on their completion of the Certificate, but also on their completion of the overall degree they are seeking. However, we are confident that the Certificate will enhance their job prospects beyond academia, which has historically been the target for many of our Ph.D. graduates but is decreasing as an option.

F. Institutional Readiness

Describe the faculty resources that are needed to initiate the program. Will any additional faculty be needed? Max 500 words.

We are not asking for budget/resources at present. If and when the program grows, we may require additional faculty to support it. Because it is already in the English Department hiring plan to bring on a new TPC faculty member within 3-5 years, we feel that at present, we have the staff and resources to launch the program and will assess future staffing needs as (and if) they emerge. Based on our assessment plan, at least one instructor will most likely need to take on the role of "Program Director" to facilitate assessments at the end of each academic year. The Program Director will not only oversee assessment but will also guide and mentor Certificate students and organize and sustain IAT meetings and relations. Because of these demands, the Program Director role must come with a course release. Current Rhetoric and Writing staffing volume can accommodate this course release and still manage current RW course offerings.

Describe the library and other academic support resources that are needed to initiate the program. What, if any, additional resources will be needed? Max 500 words.

None

Describe the physical facilities of the institution that will be used for the first five years of the program. Will additional space or modifications of existing space be required within the first five years of program operation? Max 500 words.

No additional classrooms or office space will be needed for the program.

Describe the institution's equipment and technological resources needed for the first five years of the program? What, if any, additional equipment will be needed? Max 500 words.

No additional equipment or technological resources (aside from the LMS capabilities offered through UNM Online) will be needed for this program's sustainment.

Describe any other operating resources needed to initiate the program. Max 500 words.

None

Are there existing external facilities that will be used? Have agreements been established to ensure use of those facilities? For example, if you are offering a graduate nursing program have you established a partnership with local hospital(s) and other clinical settings? Max 500 words.

No external facilities will be used.

G. Projected Budget

Provide a clear analysis of the projected cost of the proposed program and the sources of funding that will support it for the first five years that the program will be offered. Include a discussion of how any of the needed resources discussed in **Section F** will be addressed. **Section G** should be completed in collaboration with your institution's financial office.

The only budget item related to the GCERT is a one-course release, in the amount of \$4284.80. A part-time instructor will cover the course for the Program Director. The English department will cover the funds, thus we are not requesting additional funding for the GCERT.

Signature of Chief Academic Officer **Date**

Printed Name of Chief Academic Officer **Date**

Signature of Data (CIP) Coordinator **Date**

Printed Name of Data (CIP) Coordinator **Date**

HED use only

Date Presented to Advisory Committee _____

Approved **Denied** **Request more information**

Cabinet Secretary's Signature **Date**

NEW GRADUATE CERTIFICATE

Graduate Certificate in Technical and Professional Communication

Name and Title of Contact Person

Julianne Newmark, Ph.D. Principal Lecturer. Coordinator of Technical and Professional Communication Program, English Department. newmark@unm.edu

CATALOG DESCRIPTION

The Graduate Certificate in Technical and Professional Communication (TPC) prepares certificate-holders to apply enhanced workplace and technical communication skills in their current employment context or in a future context. This 15-credit Certificate can be added in as a part of an existing UNM student's MA or Ph.D. program, effectively as a depth area in TPC (for ENGL graduate students). The Certificate can also be taken as a freestanding credential, ideal for working professionals in science, technology, non-profit administration, engineering, and the military. This Certificate can be completed face-to-face with occasional online courses, or fully online. The Certificate's foundation in social justice and ethics guides the communication outputs students will create, such as reports, feasibility studies, white papers, usability tests, data visualizations, procedures, and more. Applicants to the Certificate program should already hold a Bachelor's degree. The program requires 15 credit hours of coursework to culminate in a final portfolio (submitted to the Program Director) of the students' best work accompanied by a reflective memorandum that considers selected program outcomes. There is no foreign language requirement for the completion of the Certificate.

Graduate Certificate in Technical and Professional Communication

15 credit hours

Courses with an asterisk are Online Max courses; highlighted courses are new courses.

Standard Path

Course Number	Course Title	Credits
Required Courses		
ENGL 502*	Technical and Professional Communication	3
ENGL 535*	Ethics in Technical and Professional Communication	3
Electives (choose three; other courses may be substituted with Program Director approval)		
ENGL 512*	User-Centered Design and Usability	3
ENGL 517*	Editing	3
ENGL 518*	Proposal and Grant Writing	3
ENGL 519	Visual Rhetoric	3
ENGL 520	Topics in Professional Communication	3

Grant and Proposal Writing Track

Course Number	Course Title	Credits
Required Courses		
ENGL 502*	Technical and Professional Communication	3
ENGL 518*	Proposal and Grant Writing	3
ENGL 535*	Ethics in Technical and Professional Communication	3
ENGL 540	Research Methods	3
ENGL 598	Graduate Internship	3

NEW GRADUATE CERTIFICATE

Graduate Certificate in Technical and Professional Communication

Name and Title of Contact Person

Julianne Newmark, Ph.D. Principal Lecturer. Coordinator of Technical and Professional Communication Program, English Department. newmark@unm.edu

LIBRARY IMPACT STATEMENT

We do not request any support from the library and the program will not impact the library or rely on other academic support resources.

NEW GRADUATE CERTIFICATE

Graduate Certificate in Technical and Professional Communication

Name and Title of Contact Person

Julianne Newmark, Ph.D. Principal Lecturer. Coordinator of Technical and Professional Communication Program, English Department. newmark@unm.edu

GRADUATE PROGRAM PROJECTED COSTS

At this time, there are no costs to the university associated with the launch of this Certificate. We are not asking for budget/resources at present. If and when the program grows, we may require additional faculty to support it. Because it is already in the English Department hiring plan to bring on a new TPC faculty member within 3-5 years, we feel that at present, we have the staff and resources to launch the program and will assess future staffing needs as (and if) they emerge.

Based on our assessment plan, at least one instructor will most likely need to take on the role of "Program Director" to facilitate assessments at the end of each academic year. The Program Director will not only oversee assessment but will also guide and mentor Certificate students and organize and sustain Industry Advisory Team (IAT) meetings and relations. Because of these demands, the Program Director role must come with a course release. Thus, the only budget item related to the GCERT is this one-course release, in the amount of \$4284.80. A part-time instructor will cover the course for the Program Director. The English department will cover the funds, thus we are not requesting additional funding for the GCERT.



OFFICE OF THE CHAIR

October 13, 2021

Julianne Newmark, Ph.D.
Department of English
University of New Mexico

Dear Dr. Newmark,

Thank you for providing me with information about your department's proposed Graduate Certificate in Technical and Professional Communication (TPC).

I am writing to offer my enthusiastic support for the proposed certificate program. I believe that the program will be of great benefit not only to students in the Department of English, to the UNM graduate student body, and to the wider community, but also to many students in my own department's graduate programs.

While most of the students who enroll in C&J's MA program, and just about all who enroll in our PhD program, do so with the intention of pursuing an academic career, quite a few of our MA students each year treat their master's degree as terminal. Typically, members of our MA cohorts are interested in pursuing careers in professional communication-focused fields such as strategic communication, mediation, or human resources. However, for better or worse, our MA program does not offer the sort of skills-focused courses that are the key components of the proposed TPC program.

While I don't think many of our MA students would be able to complete the entire TPC certificate program, I have little doubt that quite a few would be interested in taking selected TPC classes as electives. Indeed, I could easily see our professionally-oriented MA students being very interested in taking at least two such courses: most likely, ENGL 502 or 535 and, depending upon their specific career plans/needs, ENGL 512, 517, and/or 518 as well. To that end, I would be very happy to bring the TPC program directly to the attention of our grad students and encourage them to take its courses.

I wish you the best of luck with your proposal and hope that the certificate program becomes a reality in the very near future. In the meantime, please don't hesitate to contact me if there's any additional information I can provide or if you'd like to discuss ways our departments might work together once the program is up and running.

Yours,

Sincerely yours,

David

David Weiss, Ph.D., Associate Professor,
Chair, Department of Communication & Journalism

davidweiss@unm.edu
direct dial: 505-277-1905



October 13, 2021

To Whom It May Concern:

This letter is written in support of the proposed Graduate Certificate in Technical and Professional Communication.

As a Professor in Electrical and Computer Engineering, I believe such a program has considerable value to graduate students in engineering. Many of our students lack skills for effective communication, and this has a direct impact on our students' research and professional endeavors. For PhD students, technical communication is an integral part of students' research success. It is critical that students have the skills to read technical papers and distill essential ideas, as well as to effectively convey their own research ideas in written and in verbal form. Students' research success depends on their ability to write compelling conference papers and journal articles, to present technical talks at conferences and workshops, and to convey the essentials of their contributions in short and succinct, high level, "elevator pitches." Students often have no option other than to acquire these skills in an ad-hoc fashion, without formal training that could dramatically simplify the process of developing the relevant expertise. Professional communication skills would also be of great use to our MSc students who do not conduct research, as credentialed expertise in technical and professional communication could have considerable impact on their hireability.

Sincerely,

Dr. Meeko Oishi
Professor and Regents' Lecturer
Electrical and Computer Engineering
University of New Mexico
Phone: (505) 277 0299
Web: <http://www.unm.edu/~oishi>