Executive Summary

Request for Authorization to Implement BA and Minor in Professional and Technical Writing

Requested by	Department of English, College of Social & Behavioral Sciences
CIP Code	23.1303: Professional, Technical, Business, and Scientific Writing
Purpose of Program	The Bachelor of Arts in Professional and Technical Writing (PTW) prepares students to communicate effectively and ethically in technologically and culturally diverse environments. The degree draws on the expertise of English department faculty to provide preparation in critical reading and thinking, language skills, editing, research, communication genres and styles, rhetorical theory, and practices of digital communication. The PTW major offers students the opportunity to engage in local community and industry writing projects that will provide valuable professional preparation. Graduates of the PTW major will be ready to pursue graduate studies in fields requiring highly developed writing skills and technical knowledge, or to pursue careers in a range of industries, in professions including: • technical writing • professional editing and publishing • content strategy and management • project management • user experience research and design The 33 unit major consists of 12 units of core coursework, 12 units of writing and language courses, and 9 units of area courses. Department of English faculty generated course combinations in the area courses requirement to assist students with their career goals. Area course combinations include Publishing, Digital Media, Writing with Data, and English Studies. Students are required to complete ENGL 494P, Portfolios in Professional and Technical Writing as a culminating senior capstone experience. After completing the BA in Professional and Technical Writing, students shall be able to: • Communicate effectively and inclusively across differences in cultures, abilities, and technologies • Implement flexible strategies for designing and redesigning communication in a variety of genres and platforms and for a variety of purposes • Apply a repertoire of research strategies to understand, engage, and collaborate with readers, users, and stakeholders • Analyze, develop, and manage content using appropriate tools and technologies • Apply reflexive and critical strategies for self-assessment The 18 unit minor consists of 9 units of required core and 9 units of PTW electives. Minor coursework may not double dip with another minor or major.

	5-year projected annual enrollment				
	1st year	2nd year	3rd year	4th year	5th year
	15	30	45	60	75
Source(s) of Funding	Continuing Sources: Reallocation from existing College funds				

Approvals:

ABOR
Undergraduate Council 09/10/2019
Graduate Council N/A
CAAC 08/27/2019
Provost's Council 09/23/2019
Faculty Senate

For use by Curricular Affairs:

☐ Create approval memo
☐ Send memo to college/dept and acad_org listserv
☐ Create UAccess Plan Table code(s) (secondary?)
☐Upload approval memo and proposal documents to UAccess Plan Table
☐ Notify acad_org of the plan code creation
☐ Notify ADVIP team
☐ Update API, if necessary

THE UNIVERSITY OF ARIZONA

New Academic Program Workflow Form

General

Proposed Name: Professional & Tech. Writing

Transaction Nbr: 00000000000030

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Arts

Do you want to offer a minor? Y

Anticipated 1st Admission Term: Fall 2020

Details

Department(s):

SBSC

DEPTMNT ID	DEPARTMENT NAME	HOST
0429	English	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 23.1303, Professional, Technical, Business, and Scientific Writing.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Bachelor of Arts in Professional and Technical Writing

Transcript: Y Bachelor of Arts in Professional and Technical Writing

Conditions for Admission/Declaration for this Major:

No special requirements or criteria for admission/declaration.

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

Consistent with the College's strategic goal of increasing student diversity and success, specific efforts will be made to recruit a diverse student body and particularly to ensure the success of underrepresented students (see section V. Diversity and Inclusion, in the "Additional Information Form" document for specific strategies). The field of technical communication is deeply involved in the process of globalization, and thus commitment to diversity is vital to sustain its relevance. Two national trends that happen to be particularly pronounced in our state present challenges for scientific and technological literacy, namely the aging and increasing diversity of our population . Like the STC succinctly concludes, "a technical communicator's primary goal is to make the user successful ." The aging and increased diversity of technology users generate a need for professional communicators that are skilled at communicating with individuals of widely diverse socioeconomic, educational, ability, generational, linguistic, ethnic/racial, and cultural characteristics.

This degree will also contribute to the College's goal of increasing engagement opportunities through local community partnerships, working with community leaders to prepare students to be ready for the workforce. Community businesses and organizations will be crucial partners in this program, for example by hosting internships, providing feedback on student learning outcomes including job preparedness, and as key stakeholders in our program assessment strategies.

The undergraduate degree in PTW will be an example of an innovative, community-focused, globally-relevant educational program that will build on the UA's strengths in English and writing, science and technology, and interdisciplinary studies, and will further the UA's mission and priorities by

providing students with meaningful engagement opportunities and strengthening our community partnerships.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Technical Communication	BS	157	ASU, Polytechnic Campus/Online	N

Peer Comparison

See attachment.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
22075537	Ann Shivers-McNair	0429	Assit. Prof	Doctor of Philosophy	100.00
22053649	Cristina Ramirez	0429	Assoc. Prof	Doctor of Philosophy	.25
22063608	Keith Harms	0429	Assit. Prof	Doctor of Philosophy	50.00
22067047	Rochelle Rodrigo	0429	Assoc. Prof	Doctor of Philosophy	25.00
22076157	Kevin Cassell	0429	Lecturer	Doctor of Philosophy	50.00
22076168	Catrina Mitchum	0429	Lecturer	Doctor of Philosophy	50.00

Additional Faculty:

Tenure-track professor - fall 2020

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0429	373	136	101.47

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0429	383	403	423	0	0	0	101.47	101.47	101.47

Library

Acquisitions Needed:

None

Physical Facilities & Equipment

Existing Physical Facilities:

None

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

Department of English academic advisors.
The Society of Technical Communicators is a national organization comprised of technical communication professional chapters and student chapters. There is an STC Arizona chapter (professionals), and we would apply for a student chapter charter at UA. https://www.stc.org/
The Council for Programs in Technical and Scientific Communication (CPTSC) provides expert consultation to help start, build, assess, sustain, and revise training programs in technical, professional, and scientific communication: https://cptsc.org/resources/program-review/
The Association of Teachers of Technical Writing provides an email discussion list open to members and non-members interested in discussion and announcements about teaching technical communication: http://attw.org/about-attw/subscribe-to-mailing-list/
Women in Technical Communication is a professional organization that provides research and mentoring resources to address the needs of women in the field. Their website includes references and online resources on intersectional research and mentoring, among other topics: http://womenintechcomm.org

Other Support Needed over the Next Three Years:

None

Comments During Approval Process

8/15/2019 2:22 PM

MOVEGA

Comments
Per correspondence from M. Marquez, the revised documents have been uploaded today 8/14/19.

8/19/2019 2:49 PM

ASHEEHAN

Comments
Approved.

8/19/2019 4:09 PM

RICAR22

Comments
Approved.

8/20/2019 9:59 AM

MARTINMARQUEZ

Comments
Corrected known UAccess copy and paste error displaying upside-down questions marks in place of quotation marks and apostrophes. Impacted text fields that were copied and pasted.

THE UNIVERSITY OF ARIZONA

NEW ACADEMIC PROGRAM-UNDERGRADUATE MAJOR
ADDITIONAL INFORMATION FORM

I. PURPOSE AND NATURE OF THE MAJOR–provide a description for the proposed program. Include the purpose, nature, and highlights. The description will be displayed on the advisement report and should match departmental and college websites, handouts, promotional materials, etc.

The Bachelor of Arts in Professional and Technical Writing (PTW) prepares students to communicate effectively and ethically in technologically and culturally diverse environments. The degree draws on the expertise of English department faculty to provide preparation in critical reading and thinking, language skills, editing, research, communication genres and styles, rhetorical theory, and practices of digital communication. The PTW major offers students the opportunity to engage in local community and industry writing projects that will provide valuable professional preparation.
Graduates of the PTW major will be ready to pursue graduate studies in fields requiring highly developed writing skills and technical knowledge, or to pursue careers in a range of industries, in professions including:

- technical writing
- professional editing and publishing
- content strategy and management
- project management
- user experience research and design

II. MAJOR REQUIREMENTS– complete the table below to list the major requirements, including minimum number of credit hours, required core, electives, and any special requirements, including sub-plans, theses, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, department checklists, curricular/assessment map, etc.). Delete the EXAMPLE column before submitting/uploading. Complete table found in

Appendix A if requesting a corresponding minor.

Total units required to complete degree	120
Upper-division units required to complete degree	42
Foundation courses	
Second language	Fourth-semester proficiency
Math	General Math Strand (one course)
General education requirements	**Tier one:** 1. Traditions and Cultures-2 courses 2. Individuals and Societies-2 courses 3. Natural Sciences-2 courses **Tier two:** 1. Arts – 3 units 2. Individuals and Societies – 1 course 3. Natural Sciences-1 course
Pre-major? (Yes/No. If yes, provide requirements). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	N/A
Major requirements	
Minimum # of units required in major (units counting towards major units and major GPA)	33
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	27
Minimum # of residency units to be completed in the major	18

Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include subject code, units, and title. **Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.**	N/A
Major requirements (list all required major coursework including major core, major electives, sub-plan core, and sub-plan electives; courses count towards major units and major GPA) Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	**Core Courses (12 units)** ENGL 313 (3) Introduction to Professional and Technical Writing ENGL 430 (3) User Experience Research in Professional and Technical Writing ENGL 4XX (3) Writing for Linguistically and Culturally Diverse Audiences (New) ENGL 494P (1) Portfolios in Professional and Technical Writing (currently being modified to a variable 1-3-unit course, PTW students will enroll in 3 units) **Writing and Language Courses (at least 12 units from the following, at least 9 of which must be upper division). A maximum of 3 units of internship (ENGL 393/493/493H and SBS 393) may be used towards this requirement.** ENGL 201 (3) Introduction to the Writing of Creative Nonfiction ENGL 209 (3) Introduction to the Writing of Poetry ENGL 210 (3) Introduction to the Writing of Fiction ENGL 255 (3) Introduction to the English Language ENGL 280 (3) Introduction to Literature ENGL 301 (3) Intermediate Nonfiction Writing ENGL 306 (3) Advanced Composition ENGL 307 (3) Business Writing ENGL 308 (3) Technical Writing ENGL 340 (3) Topics in Professional and Technical Writing

	ENGL 355 (3) English Sociolinguistics ENGL 362 (3) Introduction to Rhetorical Theory, Inquiry, and Practice ENGL 385 (3) Environmental Writing ENGL 393/493 (3) Internship or SBS 393 (3) Internship or ENGL 493H (3) Honors Internship ENGL 401 (3) Advanced Creative Writing Nonfiction Writing ENGL 406 (3) Modern English Grammar ENGL 414 (3) Advanced Scientific Writing ENGL 468 (3) Writing in the Practice of Law ENGL 4XX (3) Document Design for Professional and Technical Writing (New) **Area Courses (at least 9 units from the following, at least 6 of which must be upper division) Department of English faculty have generated suggested course combinations to assist students with their career goals. Select courses in consultation with your Department of English advisor.** <u>Publishing</u> ENGL 217 (3) Grammar and Editing in Context ENGL 389 (3) Introduction to Publishing (limit 3 units) ESOC 315 (3) Publishing: From Papyrus to e-Book JOUR 209 (3) Writing and Reporting JOUR 422 (3) Publication Design <u>Digital Media</u> ESOC 300 (3) Digital Storytelling and Culture ESOC 314 (3) Theories of New Media SBS 350 (3) Introduction to Adobe Creative Cloud for Multimedia Projects JOUR 319 (3) Visual Journalism JOUR 480 (3) Advanced Multimedia*

	*PTW students who wish to take JOUR 480 must complete both SBS 350 and JOUR 319 before enrolling in JOUR 480. <u>Writing With Data</u> SBS 200 (4) Introduction to Statistics for the Social Sciences ESOC 214 (3) Introduction to Data Science <u>English Studies</u> ENGL 200-499 Note: The major restricts the number of house-numbered units used overall for major requirements to 15.
Internship, practicum, applied course requirements (Yes/No. If yes, provide description)	No
Senior thesis or senior project required (Yes/No. If yes, provide description)	Yes, 494P Portfolio
Additional requirements (provide description)	No
Minor (specify if optional or required)	Required
Any double-dipping restrictions? (Yes/No. If yes, provide description)	12 units double dipping arrangement with all majors. 0 units double dipping allowed with all minors. 0 units double dipping allowed with the undergraduate certificate in Professional and Technical Writing.

III. CURRENT COURSES–using the table below, list existing courses included in the proposed major. If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head's permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the "Letter(s) of Support" field on the UAccess workflow. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
			CORE COURSES				
ENGL 313	3	Introduction to Professional and Technical Writing	An introduction to key concepts and practices of professional and technical writing.	Freshman English Composition	In-person, online, hybrid	F, Sp, Su	Yes
ENGL 430	3	User Experience Research in Professional and Technical Writing	This course offers students an opportunity to learn and practice methods and skills in engaging user communities at every step of their writing and design processes and reporting effectively on their research. By partnering with the campus-wide, interdisciplinary User Experience Initiative (UXI), located in the LifeLab in the Student Union, the course provides a user-centered, collaborative space for students to gain research skills, work on projects connected to their interests, and develop communicative, cultural, and technological resources in and beyond the classroom.		In-person, online, hybrid	F, Sp, Su	Yes
ENGL 494P	3 (mod) (mod anticipated by Fall 2021)	Portfolios in Professional and Technical Writing	Students will explore the theories and practices of professional and academic portfolios while simultaneously designing and developing an adaptive identity and a professional persona for post-graduate settings. Students will synthesize work from past and present courses and experiences. They will make complex composition decisions about the content, design, structure, and media of their portfolios in connection with identifiable elements of a given rhetorical situation. Students will discuss and apply legal and	Pre or concurrent ENGL 313	In-person, online, hybrid	F, Sp, Su	Yes

			ethical issues related to portfolio development and publication of 21st century digital identities.				
			WRITING AND LANGUAGE ELECTIVES				
ENGL 201	3	Introduction to the Writing of Creative Nonfiction	This course is intended to give students a practical understanding of beginning techniques of nonfiction writing, taught through exercises, the writing of original nonfiction, and readings in contemporary nonfiction. The course complements existing courses in poetry (ENGL209) and fiction (ENGL210). All three courses are intended to improve undergraduate education by providing contact hours with Creative Writing faculty members early in the undergraduate's course of study.	ENGL 101, ENGL 102.	In-person, online, hybrid	F, Sp, Su	Yes
ENGL 209	3	Introduction to the Writing of Poetry	Beginning techniques of poetry writing, taught through exercises, the writing of original poetry, and readings in contemporary poetry.		In-person, online, hybrid	F, Sp, Su	Yes
ENGL 210	3	Introduction to the Writing of Fiction	Beginning techniques of fiction writing, taught through exercises, the writing of original fiction, and readings in contemporary fiction.		In-person, online, hybrid	F, Sp, Su	Yes
ENGL 255	3	Introduction to the English Language	Basic concepts in the study of the English language: history, semantics, phonology, morphology, syntax, and discourse. English in its social context: regional and social varieties, language acquisition, and English as an international language.		In-person, online, hybrid	F, Sp, Su	Yes
ENGL 280	3	Introduction to Literature	Close reading of literary texts, critical analysis, and articulation of intellectually challenging ideas in clear prose.	Major or minor: CRTV or ENGL. Freshman English Composition	In-person, online, hybrid	F, Sp, Su	Yes
ENGL 301	3	Intermediate Nonfiction Writing	Practice in the writing of nonfiction.	ENGL 201	In-person, online, hybrid	F, Sp, Su	Yes

ENGL 306	3	Advanced Composition	Study of genre and rhetorical situation; advanced practice in expository writing.	Freshman English Composition	In-person, online, hybrid	F, Sp, Su	Yes
ENGL 307	3	Business Writing	Practice in writing business letters, reports and proposals.	Freshman English Composition	In-person, online, hybrid	F, Sp, Su	Yes
ENGL 308	3	Technical Writing	Analysis and presentation of scientific and technical information.	Junior & Senior status only. Freshman English Composition.	In-person, online, hybrid	F, Sp, Su	Yes
ENGL 340	3	Topics in Professional and Technical Writing	An advanced topics course on professional and technical writing		In-person, online, hybrid	F, Sp, Su	Yes
ENGL 355	3	English Sociolinguistics	Study of English form and use in relation to social and cultural contexts. Topics include regional and social dialectology, attitudes toward variation and change, strategies of interaction, gender and language use, and politeness, power and politics		In-person, online, hybrid	F, Sp, Su	Yes
ENGL 362	3	Introduction to Rhetorical Theory, Inquiry, and Practice	This course examines historical trends in rhetoric, both as a field of study and as a practical art. The course connects theories of rhetoric to the historical development of literacy, print and electronic media, forms of public discourse, and literature.	ENGL 101, ENGL 102 or equivalent	In-person, online, hybrid	F, Sp, Su	Yes
ENGL 385	3	Environmental Writing	This course focuses on creative environmental writing and the study of environmental literature across multiple genres. It is designed for two distinct groups: those in the sciences hoping to deepen their understanding of environmental issues through creative writing and the study of environmental literature, and those in the humanities seeking to further their creative writing skills on the specific subject of the environment. Course content will include the reading of topical literature that demonstrates a range of formal and aesthetic styles; workshop discussion of	Freshman English Composition. ENGL 215 or ENGL 280.	In-person, online, hybrid	F, Sp, Su	Yes

			student works-in-progress; and writing assignments culminating in a portfolio or series of completed writings.				
ENGL 393/493	3 (limit 3)	Internship	Qualified students working on an individual basis with professors who have agreed to supervise such work.		In-person, online, hybrid	F, Sp, Su	Yes
SBS 393	1-12	Internship	Through specialized work in professional settings, students are exposed to the day-to-day experiences that cannot be gained from the traditional classroom setting. Students gain individual training and service in the public, non-profit, and private sectors.		In-person, online, hybrid	F, Sp, Su	Yes
ENGL 401	3	Advanced Creative Writing Nonfiction Writing	Writing-Emphasis Course for creative writing majors.	ENGL 301, or consent of instructor	In-person, online, hybrid	F, Sp, Su	Yes
ENGL 406	3	Modern English Grammar	Introduction to the nature of grammar and approaches to the description of English grammar, emphasizing Chomsky's transformational-generative model. Focus is on grammatical structure, but scope includes phonology and social/historical factors which influence the form and use of English in various contexts. Includes practice in phonemic transcription and sentence diagramming.		In-person, online, hybrid	F, Sp, Su	Yes
ENGL 414	3	Advanced Scientific Writing	Preparation of professional literature for publication.		In-person, online, hybrid	F, Sp, Su	Yes
ENGL 468	3	Writing in the Practice of Law	Writing in the practice of law is rhetoric, not simply description or narration or classification or exposition or even "logical" argument. In the practice of law writers are interested in effective writing, not in good writing, except to the extent that what may be considered good writing is also effective (Good writing can be effective writing: bad writing is almost always ineffective.) In this course, we will look at some of the many different kinds of writing lawyers do in the practice of law and learn as we do what it means to read writing not as mere exposition or logical argument but as a kind of action.	Freshman English Composition	In-person, online, hybrid	F, Sp, Su	Yes

			We will perform several short writing assignments designed to help us address the issues that arise in a number of different kinds of legal writing. Some of this writing will be done collaboratively, as it often is in a law office. The writing will be collected in a final portfolio that will be accompanied by an analysis and estimate of the effectiveness of the writing you have done.				
ENGL 493H	3 (limit 3)	Honors Internship	Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.	Must be active in the Honors College	In-person	F, Sp, Su	Yes
			PUBLISHING				
ENGL 217	3	Grammar and Editing in Context	An English grammar and editing course in which students will learn and apply contextual strategies for editing their own writing, as well as the writing of others, for grammar, style, and format.		In-person, online, hybrid	F, Sp, Su	Yes
ENGL 389	3	Introduction to Publishing	This course will consist of both hands-on and academic experience and training in journal publishing; specific sections will be tied to one particular English Department journal.	Freshman English Composition	In-person, online, hybrid	F, Sp, Su	Yes
ESOC 315	3	Publishing: From Papyrus to e-Book	In the early 21st Century, we see publishing in the throes of dramatic changes, from print to electronic most obviously but also in who authors books, the economics of publishing, and how books get to readers. These changes remind us that the dynamics of the movement of the written word to its audience are an integral part of the society in which books are written, produced, and circulate. This 3-credit course takes an historical perspective on publishing, which we will define as the processes by which books come into being in multiple copies and are distributed to reach their audiences. We will start with ancient societies all over the world, and we will investigate the circumstances across societies in which books distinguish themselves from administrative records and begin to serve the needs of the literate elite. We will examine the way the physical form of the book and the technologies for producing it arise from the circumstances of each society, and in turn, how that physical format conditions the character of books and their use. We will trace the rise of publishing practices and identify the factors necessary for the reproduction and distribution of books to form an actual trade in books in		In-person, online, hybrid	F, Sp, Su	Yes

			varying societies. As we work our way from the ancient world to the early modern world, we will compare publishing practices in different societies and explore commonalities and differences in the relationships that develop between the creation, reproduction and distribution of books. Of particular focus will be our comparison of the rise of publishing and book trades in Europe, Asia, and the Arab world before 1450. After the introduction of printing with metal moveable type in Europe, associated with Gutenberg in approximately 1450, we will have an opportunity to observe the changes that this new technology makes in publishing and the book trade, by comparing the mature manuscript book trade of the late middle ages to that of the hand-press book publishing of early modern Europe. In the run up to the mid-term we will see the effect of monetary capital on the book trades and the shaping of the function of the publisher (although not yet called that). We will also examine related publishing matters such as art and decorative print production as well as the emergence and social role of pamphlets.				
JOUR 209	3	Writing and Reporting	This new course for minors only develops students' ability to recognize news, to gather facts necessary to report for all platforms, to think critically about information, and to write factual, credible stories. The course focuses on writing mechanics and style and on journalism principles and practices. Students will gain the skills in this class necessary for identifying news, and for reporting, synthesizing, analyzing and organizing information. These skills, whether used in print, broadcast or online, and whether used in legacy media, entrepreneurial start-ups, or on varied platforms are grounded in tenets common to news: accuracy, fairness, completeness, taste, and good news judgment. The class is taught in labs of no more than 19 students per class by experienced adjuncts or faculty.	Minor: JOUR. JOUR 109.	In-person, online, hybrid	Su	Yes
JOUR 422	3	Publication Design	Theory, principles and practice of layout, typography, and design for a variety of media.	Major: JOUR	In-person, online, hybrid	F	Yes
			DIGITAL MEDIA				
ESOC 300	3	Digital Storytelling and Culture	This course will lay a foundation for understanding how stories shape communities, identities, memories, and perspectives on our lives. In addition, this course will provide opportunities for the theoretical analysis of self representation, composite narratives on behalf of others, cultural		In-person, online, hybrid	F, Sp, Su	Yes

			heritage, and memories as they are preserved and performed within stories and through narrative. Influences on digital digital storytelling such as the sociocultural context, the institutional contexts of production the audience, and the needs or goals of the digital storyteller will be examined. Students will be required to call on their own intellectual, emotional, and imaginative processes, as well as to develop their own skills in digital storytelling, interviewing, oral history collection, and the use of relevant digital storytelling tools.				
ESOC 314	3	Theories of New Media	This course will lay a foundation for theoretical analyses of how people socially create and negotiate information in the digital age. In addition, this course investigates a variety of approaches ranging from critical/cultural studies to positivist/behavioral research, considering the differing ways to think about social life and information in contemporary times. Broader paradigmatic assumptions (e.g., feminist theory, systems research) as well as specific theoretical topics (e.g., interactivity, mobility, telecommunity) will be examined. In addition, this class will survey the theoretical underpinnings of new media research across a variety of topic areas to include gaming, digital labor, communities, and global culture online.		In-person, online, hybrid	F, Sp, Su	Yes
SBS 350	3	Introduction to Adobe Creative Cloud for Multimedia Projects	In this course students will learn to produce multimedia texts using the Adobe Creative Cloud suite. Besides becoming familiar with and producing texts in applications Adobe Spark, Photoshop and/or Illustrator, InDesign and/or Premiere, as well as Muse and/or Dreamweaver, students will learn about basic design, copyright, and accessibility issues related to writing multimedia texts. The vast majority of "writing" in the 21st century is either composed in or composed for digital environments. Even traditional literary novels and legal contracts have been adapted to be interacted with and consumed in digital applications. As "writing" has gone digital, it has also gone multimodal. To "write" in the 21st century is to compose with words, images, and sounds.		In-person, online, hybrid	F, Sp, Su	Yes
JOUR 319	3	Visual Journalism	This is an introduction photojournalism and multimedia course specifically for minors only that will present the basics of photography, multimedia production and storytelling, which is some combination of text, still photographs, video clips, audio and interactivity presented on a Web site. The course will cover the foundations of visual storytelling including composition, perspective and light. Software fundamentals will include Photoshop and Final Cut Pro X to round out the course.	Minor: JOUR. JOUR 109. JOUR 109 or current	In-person, online, hybrid	Su	Yes

				enrollment in JOUR 109.			
JOUR 480	3	Advanced Multimedia	This is a hands-on advanced multimedia course that will provide students with the opportunity to refine their multimedia storytelling and technical production skills by producing journalistically interesting multimedia projects. The multimedia projects will be well researched and include some combination of text, video, audio, still photographs, graphics that will be presented on a website. Through interactive exercises and assignments, emphasis will be given to improving audio, video, still image capture and editing skills. This course is a combined lecture with outside lab work being required. Intermediate computer technical knowledge and skills, basic photojournalism and multimedia are required for successful completion of this course.	JOUR 307	In-person, online, hybrid	F, Sp, Su	Yes
			DATA MANAGEMENT				
SBS 200	4	Introduction to Statistics for the Social Sciences	An introductory course in the fundamentals of modern statistics with applications and examples in the social and behavioral sciences. Topics include: methods for describing and summarizing data, probability, random sampling, estimating population parameters, significance tests, contingency tables, simple linear regression, and correlation.	Appropriate Math Placement Level	In-person, online, hybrid	F, Sp, Su	Yes
ESOC 214	3	Introduction to Data Science	As data continue to grow in volume and penetrate everything we do in contemporary work across many professions, employers are seeking data scientists to extract meanings and patterns from large quantities of data. This user-friendly course will provide an introduction to a variety of skills required for data analytics in organizations, education, health contexts, and the sciences. Specifically, this course examines information management in the context of massive sets of data, provides students proficiency with a variety of data analysis tools, and exposes learners to varied data platforms as well as skills and concepts related to data mining and statistical analysis. Particular attention will be given to toolkits imbedded in R and other platforms.		In-person, online, hybrid	F, Sp, Su	Yes
JOUR 433	3	Digging with Data	Learn how to find, request and create databases, uncover stories using various software programs, and turn them into compelling visuals. Whether you call it data journalism, computer-assisted reporting, precision journalism, or power reporting, these skills will set you apart from your peers in any line of work.	Major: JOUR. JOUR 205 with a C or better.	In-person, online, hybrid	Sp, odd years	Yes

				C or better in JOUR 205, 306 and 208.			
			ENGLISH STUDIES				
ENGL 200-499	Multiple	Multiple	Multiple (see catalog)	Multiple	Multiple	Multiple	Multiple

IV. NEW COURSES NEEDED – using the table below, list any new courses that must be created to initiate the major. If specific course number is undetermined, please provide level, (ie CHEM 4**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
4**	3	Writing for Linguistically and Culturally Diverse Audiences	Students learn how to apply localization strategies to the development, editing, and management of content in ways that are responsive to linguistic and cultural differences.		Online, in-person, hybrid	D	Fall 2020	F, Sp, Su	Yes
4**	3	Document Design for Professional and Technical Writing	Students learn and apply principles for the design and management of effective visual and written communication.		Online, in-person, hybrid	D	Spring 2021	F, Sp, Su	Yes

*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested prefix, if any. :

N/A

V. FOUR-YEAR PLAN – provide a sample four-year degree plan that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. Refer to Degree Search for examples. Use generic title/placeholder for requirements with more than one course option (e.g. Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2). Add rows as needed.

Semester 1		**Semester 2**		**Semester 3**		**Semester 4**	
Course prefix and number	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**
ENGL 101	3	ENGL 102	3	Third Semester Second Language	4	Fourth Semester Language Course	4
First Semester Second Language	4	Second Semester Second Language	4	GE Tier 1	3	GE Tier 2	3
GE Tier 1	3	GE Tier 1	3	GE Tier 2	3	Minor Course	3
GE Tier 1	3	GE Tier 1	3	GE Tier 2	3	Minor Course	3
GE Tier 1	3	Math	3	ENGL 313	3	Major Elective	3
Total	16	**Total**	16	**Total**	16	**Total**	16

Semester 5		**Semester 6**		**Semester 7**		**Semester 8**	
Course prefix and number	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**
ENGL 430	3	Upper-Division Major Elective	3	ENGL 4XX	3	ENGL 494P	3
Upper-Division Major Elective	3	Upper-Division Major Elective	3	Upper-Division Major Elective	3	Upper-Division Major Elective	3
Minor Course	3	Minor Course	3	Minor Course	3	Minor Course	3
Major Elective	3	General Elective	3	General Elective	3	General Elective	3
General Elective	3	General Elective	3	General Elective	3		
Total	15	**Total**	15	**Total**	15	**Total**	12

VI. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the conclusion of this major. Work with Office of Instruction and Assessment to create a curricular map using Taskstream. Include your curricular map in this section .

Student Learning Outcomes

After completing a degree in Professional and Technical Writing, students shall be able to

- Communicate effectively and inclusively across differences in cultures, abilities, and technologies
- Implement flexible strategies for designing and redesigning communication in a variety of genres and platforms and for a variety of purposes
- Apply a repertoire of research strategies to understand, engage, and collaborate with readers, users, and stakeholders
- Analyze, develop, and manage content using appropriate tools and technologies
- Apply reflexive and critical strategies for self-assessment

Outcome Assessment

Our assessment plan follows the Council of Programs in Technical and Scientific Communication (CPTSC) white paper on programmatic assessment[1], which recommends that outcome assessment plan should include strategies for:

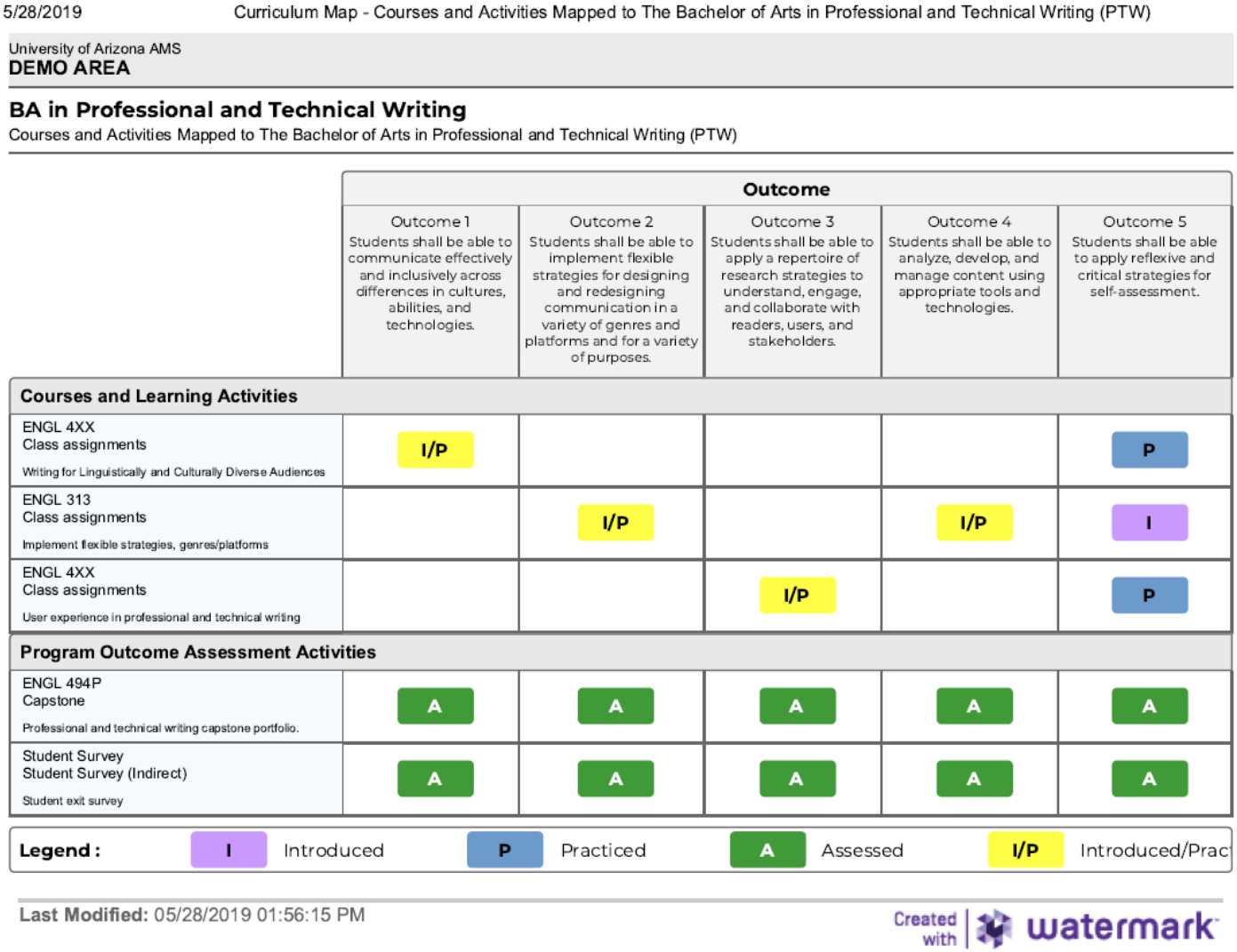
- ***Individual student assessment:*** Projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments. The capstone portfolio will serve as the final assessment of a student's progress in meeting the learning outcomes. Following McKee (2016),[2] our students' capstone portfolios receive feedback not only from program faculty but also from members of a proposed PTW major advisory board, which will be comprised of professionals in PTW-related fields.
- ***Individual course assessment:*** Evaluation of a courses' contribution to the program's learning objectives, including students' reflections on how their skills/confidence changed as a result of the course.
- ***Program assessment:*** Graduate data regarding job placement and performance, and input from stakeholders including students (e.g., through exit interviews), faculty, other departments, and industry partners (e.g., internship sites, employers of graduates). Our PTW Major Advisory Board, comprised of professionals in PTW-related fields, will serve as an important source of accountability for the program through regular review of curriculum and feedback on

[1] Rice-Bailey, T. (2016). TC Program Assessment. Council for Programs in Technical and Scientific Communication.

[2] McKee, H. (2016). Researching a new professional writing major: Miami University. *Programmatic Perspectives, 8*(2), 142-162.

student capstone portfolios.

Curriculum Map:



5/28/2019 Curriculum Map - Courses and Activities Mapped to The Bachelor of Arts in Professional and Technical Writing (PTW)

University of Arizona AMS
DEMO AREA

BA in Professional and Technical Writing
Courses and Activities Mapped to The Bachelor of Arts in Professional and Technical Writing (PTW)

	Outcome				
	Outcome 1 Students shall be able to communicate effectively and inclusively across differences in cultures, abilities, and technologies.	Outcome 2 Students shall be able to implement flexible strategies for designing and redesigning communication in a variety of genres and platforms and for a variety of purposes.	Outcome 3 Students shall be able to apply a repertoire of research strategies to understand, engage, and collaborate with readers, users, and stakeholders.	Outcome 4 Students shall be able to analyze, develop, and manage content using appropriate tools and technologies.	Outcome 5 Students shall be able to apply reflexive and critical strategies for self-assessment.
Courses and Learning Activities					
ENGL 4XX Class assignments Writing for Linguistically and Culturally Diverse Audiences	I/P				P
ENGL 313 Class assignments Implement flexible strategies, genres/platforms		I/P		I/P	I
ENGL 4XX Class assignments User experience in professional and technical writing			I/P		P
Program Outcome Assessment Activities					
ENGL 494P Capstone Professional and technical writing capstone portfolio.	A	A	A	A	A
Student Survey Student Survey (Indirect) Student exit survey	A	A	A	A	A

Legend : I Introduced P Practiced A Assessed I/P Introduced/Prac

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VII. ASSESSMENT PLAN FOR STUDENT LEARNING- using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete EXAMPLE row.

Learning Outcomes	**Sources(s) of Evidence**	**Assessment Measures**	**Data Collection Points**
Outcome 1: Communicate effectively and inclusively across differences in cultures, abilities, and technologies	Projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments.	Exams, papers, and other forms of student work Summative critical self-reflections Capstone Portfolio Exit Survey	End of 494P
Outcome 2: Implement flexible strategies for designing and redesigning communication in a variety of genres and platforms and for a variety of purposes	Projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments.	Exams, papers, and other forms of student work Summative critical self-reflections Capstone Portfolio Exit Survey	End of 494P
Outcome 3: Apply a repertoire of research strategies to understand,	Projects, quizzes and tests, reflections, internship supervisor evaluations (if	Exams, papers, and other forms of student work	End of 494P

engage, and collaborate with readers, users, and stakeholders	applicable), and portfolio assessments.	Summative critical self-reflections Capstone Portfolio Exit Survey	
Outcome 4: Analyze, develop, and manage content using appropriate tools and technologies	Projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments.	Exams, papers, and other forms of student work Summative critical self-reflections Capstone Portfolio Exit Survey	End of 494P
Outcome 5: Apply reflexive and critical strategies for self-assessment	Projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments.	Exams, papers, and other forms of student work Summative critical self-reflections Capstone Portfolio Exit Survey	End of 494P

VIII. PROGRAM ASSESSMENT PLAN- using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete EXAMPLE rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Job Placement Statistics	Alumni Survey	After graduation
Academic Program Review	7 Year Departmental Academic Program Review	Every 7 years
Program Success	Student Exit Survey, Advisory Board Review	At graduation, at advisory board meetings
Individual Course Assessment (while students are in program)	Student reflection; instructor reflection	Every 2 years
Student Assessment (while students are in program)	Class assignments, instructor review	Every 2 years

IX. NEED FOR THE MAJOR-describe how the major fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed major. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program during the next three years.

A. HOW DOES THIS PROGRAM FULFILL THE NEEDS OF THE STATE OF ARIZONA AND THE REGION? Include an explanation of the process or source for arriving at all numbers used in this section

1. Is there sufficient demand for the program? Provide student data indicating demand.

Yes, the survey results noted below show sufficient demand for the program. Please see the student data below as well as data attached to question IX.B (local, regional, and national need for the program).

Survey of Students

A survey was conducted of two student groups: 1) students currently enrolled in PTW certificate courses (since ENGL 307 and 308 are required by several majors across UA) and 2) students currently declared as English or Creative Writing majors.

The survey protocol includes the following questions:

1. If there had been a Professional and Technical Writing (BA) major when I entered UA, I would have considered earning the degree. [Response options: Definitely yes, Probably yes, Maybe or maybe not, Probably not, Definitely not]
2. If there had been a Professional and Technical Writing (BA) major when I entered UA, I would have considered adding it as a double or additional major. [Response options: Definitely yes, Probably yes, Maybe or maybe not, Probably not, Definitely not]
3. What is (are) your major(s)? [Open-ended response]

The survey was distributed by email in fall 2018 to current English and Creative Writing majors (n=538) and to all students currently enrolled in existing PTW courses (ENGL 307, 308, 313, 340, and 494P) (n=324). A total of 109 students responded. For the purposes of this analysis, interest is defined as "definitely yes," "probably yes," or "maybe or maybe not." In their responses, 58% of students indicated interest in response to Question 1, and 68% of students indicated interest in response to Question 2, as illustrated in the table below. Please see Appendix C for the full Qualtrics report with raw responses and data.

Survey Question	**Response**	**Number**	**Percentage (of total N=109)**
Q1. If there had been a Professional and Technical Writing (BA) major when I entered UA, I would have considered earning the degree.	Definitely yes	12	11%
	Probably yes	25	23%
	Maybe or maybe not	26	24%
			Total: 58%
Q2. If there had been a Professional and Technical Writing (BA) major when I entered UA, I would have considered adding it as a double or additional major.	Definitely yes	23	21%
	Probably yes	29	27%
	Maybe or maybe not	22	20%
			Total: 68%

2. Beginning with the first year in which degrees will be awarded, what is the anticipated number of degrees that will be awarded each year for the first five years? (Use the following tabular format).

We have projected these numbers based on comparison with similar programs nationally including Michigan State's (peer institution) Professional and Public Writing Major and ASU's B.S. in Technical Communications (see below). After 5 years, the expectation is that we will have 75 students in the major, and we will graduate approximately 25 a year. The figures thus show a backward projection from 25 over a 5-year ramp.

PROJECTED DEGREES AWARDED ANNUALLY					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Degrees	5	10	15	20	25

B. What is the local, regional and national need for this program? Provide market analysis data or other tangible evidence of the need for and interest in the proposed program. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program during the next three years.

We have assessed a need for this program at the local, regional, and national levels. See the following data for support.

<u>Survey of Local Professionals</u>
In an August 2018 survey of Tucson user experience (UX) professionals about the proposed PTW major, 100% of respondents (n=10) indicated that they see a need in their professional environments for the competencies and skills described in the major's coursework.

Professionals offered the following comments:

- "This sounds great and much needed."

- "If I was an undergrad again, I would definitely consider this major! In my current work, I do a lot of document design, editing, and creating materials for diverse audiences."
- "This looks incredibly good—solid training in methods + portfolio at the end. Love it, love it, love it!"
- "Very cool. My BA is in technical writing. Including user experience [methods] is interesting and I would think very desirable for new students."
- "I was an English major in my undergrad and that [degree] would've been fantastic."

Assessment of Employment Opportunities: Relevant Occupation Categories

Our market analysis draws on an unpublished 2017 study of Michigan State University graduates from the Professional Writing (PW) program by Stuart Blythe, Associate Chair for Undergraduate Programs in Writing, Rhetoric, and American Cultures. Blythe's study revealed that the occupations of a sample of 50 PW graduates from 2005-2016 could be grouped into 5 major (overlapping) categories and an "Other" category. In order from most graduates to least, those 5 categories were:

1. Organizational communications (e.g., copywriting, social media)
2. User interface (UI)/User experience (UX) design
3. Non-profit work (e.g., grant writing)
4. Technical writing
5. Editing and publishing

The "other" category included academic advising, law, sales, and software development. The study also found that most graduates find jobs within a few months after graduation.

The following Standard Occupational Classification (SOC) entries were selected as most relevant for the occupational data search for our proposed major:

27-3042 Technical writer
27-3041 Editor
27-3043 Writer and author (27.3043.04 Copywriter)

These occupations are listed as requiring a Bachelor's degree.

Local Need for the Program

Pima County Occupational Projections[3]			
Occupation	**2017 Estimate**	**2017 – 2019 2-year % change**	**2016 – 2026 10-year % change**
Technical writers	168	3.6%	19.6%
Editors	247	2.0%	–4.4%
Writers & authors	258	3.5%	8.2%

All occupations 2-year % change: 3.4%; all occupations 10-year % change: 16.9%.

Tucson MSA Employment and Wages[4]		
Occupation	**2017 Employment**	**2017 Median Annual Wage**
Technical writers	130	$66,640
Editors	180	$45,120
Writers & authors	40	$57,600

Regional Need for the Program

Five of the six "thriving industries" in the state of Arizona identified by the Arizona Commerce Authority[5] (aerospace and defense, technology and innovation, advanced manufacturing, bioscience and healthcare, and business and financial services) are industries that employ technical writers; in some cases, like technology and manufacturing, professional writing and communication is a vital part of the process.

[3] Office of Economic Opportunity, Arizona Labor Statistics. https://laborstats.az.gov/employment-forecasts
[4] Occupational Information Network. https://www.onetonline.org
[5] Arizona Commerce Authority. https://www.azcommerce.com

Arizona Statewide Occupational Projections[6]			
Occupation	**2017 Estimate**	**2017 – 2019 2-year % change**	**2016 – 2026 10-year % change**
Technical writers	1,042	6.0%	18.2%
Editors	1,712	2.9%	2.7%
Writers & authors	2,072	5.5%	9.1%

A different source, O*NET (which draws its data from the Bureau of Labor Statistics) offers comparable projections:

Arizona Wages and Occupational Projections[7]		
Occupation	**2017 Median Annual Wage**	**2014 – 2024 % Change**
Technical writers	$66,490	+26%
Editors	$49,020	+8%
Writers & authors	$53,790	+19%

To triangulate these data, a report was generated via Program Insight from Burning Glass Technologies to validate employment potential for the proposed degree program's CIP code, Professional, Technical, Business, and Scientific Writing (23.1303). Careers mapped to the program include

- Proofreader
- Travel / Tour Guide
- Enrollment / Eligibility Specialist
- Human Resources Assistant
- Sales Representative
- Residential Assistant / Advisor
- Insurance Sales Agent
- Writer

[6] Office of Economic Opportunity, Arizona Labor Statistics. https://laborstats.az.gov/employment-forecasts
[7] Occupational Information Network. https://www.onetonline.org

- Technical Writer
- Copywriter
- Reporter
- Editor
- Recruiter
- Event Planner
- Account Manager / Representative
- Policy Analyst
- Social Science Researcher
- Enrollment / Admission Counselor
- Paralegal / Legal Assistant
- Legal Support Specialist

The report indicates that for the above occupations, growth is on par with the total labor market and, furthermore, growth is relatively higher in Arizona than nationwide. See Appendix E for the full report.

Growth by Geography			
Geography	**Selected Occupations**	**Total Labor Market**	**Relative Growth**
Arizona	14.57%	14.97%	Average
Nationwide	5.02%	5.78%	Average

National Need for the Program

The Validate report referenced above shows a total of 748 degree conferrals nationwide in 2017 for the CIP code Professional, Technical, Business, and Scientific Writing (23.1303). There was a growth of 4.5% in conferrals nationwide from 2013 to 2017. See Appendix E for the full report. Furthermore, at the time of Meloncon & Henschel's 2013 study of undergraduate programs in technical and professional communication, while there were 120 programs offering a degree, emphasis, track, ***or*** specialization in TPC, there were only 65 programs (3 of those fully online)

offering an undergraduate degree in TPC. Importantly, as of 2013, there were only 14 BA, BS, and BAS degrees in Technical, Scientific, or Professional Communication at Hispanic-Serving Institutions.[8]

Nationwide Income & Job Outlook[9]			
Occupation	**2016 # of Jobs**	**2017 Median Annual Pay**	**2016 – 2026 Job Outlook**
Technical writers	52,400	$70,930	11% (Faster than average)
Editors	127,400	$58,770	–1% (Little/no change)
Writers & authors	131,200	$61,820	8% (As fast as average)

2017 median annual wage for all workers was $37,690. Average 2016–2026 growth rate for all occupations was 7%.

Employer Demand for Professional and Technical Communication-Related Positions[10]						
Search Term	# of job postings Linkedin.com			# of Job Postings Indeed.com		
	TUS	AZ	U.S.	TUS	AZ	U.S.
Technical writer	12	78	4,981	12	146	7,923
Editor	27	200	14,308	13	156	10,172

[8] Matveeva, N. (2015). Teaching Technical, Scientific, or Professional Communication at Hispanic-Serving Institutions.
[9] United States Department of Labor, Bureau of Labor Statistics. https://www.bls.gov/data/
[10] Searched on August 13, 2018.

Writer	39	325	20,044	38	344	20,042
Grant writer	9	33	1,723	5	18	841

Finally, the Society of Technical Communication (STC) annual salary database is based on data from the U.S. Department of Labor's Bureau of Labor Statistics, supplemented by additional research. In their description of their latest data from 2016, the STC reported:

> "In 2016, employment rates for technical communicators increased modestly, but it still represents the highest employment level for the occupation since being individually tracked by the Bureau of Labor Statistics. 'Technical writer' as a profession has seen employment growth every year since 2011, with an average annual employment increase of 1.9%[11]."

Data for 2016 provided by the STC lists the following median annual wage and % change in employment from the previous year for the ten highest-paying industry sectors (based on average wage) for technical communicators[12].

Industry Sector	Median Annual Wage	% change in employment from previous year
Lessors of nonfinancial intangible assets (except copyrighted works)	$111,130	0.0%
Specialized design services	$92,480	–
Computer and peripheral equipment manufacturing	$84,490	–4.8%
Cable and other subscription programming	$82,080	–40.0%
Federal executive branch (OES designation)	$81,880	0.0%
Manufacturing and reproducing magnetic and optical media	$80,840	42.9%

[11] https://www.stc.org/salary-database/

[12] Data provided by James Cameron, STC Communications Manager (James.Cameron@stc.org).

Advertising, public relations, and related services	$79,570	15.4%
Software publishers	$77,600	–7.1%
Accounting, tax preparation, bookkeeping, and payroll services	$77,420	63.6%
Household appliances and electrical/ electronic goods wholesalers	$76,860	0.0%

X. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Students	15	30	45	60	75

Data/evidence used to determine projected enrollment numbers:

- UA English launched an undergraduate Professional and Technical Writing certificate in Fall 2017. 11 students will complete the certificate by the end of 2018. The certificate, which is offered both face-to-face and online, has attracted interest from students and staff at UA and from professionals in Tucson and across the U.S.
- ASU's BS in Technical Communication has 157 majors enrolled for the Fall of 2018.[13] As UA has about half the student body, we estimate the major to plateau at 75 students. The figures in the table above are projected backwards from that number over a 5-year ramp.
- ABOR peer Michigan State University's Professional Writing degree graduates between 40 and 50 students per year. 47 majors graduated in the Spring of 2017 and 44 in the Spring of 2018. There were 120 majors

[13] Enrollment data for both ASU programs was provided by Kelli Haren, Assistant Director, Academic Support, ASU College of Integrative Sciences and Arts (Kelli.Haren@asu.edu). More data is available on "ASU TC F18 Enrollment" and "ASU TC F17 v F18 Enrollment" files.

enrolled in the Fall of 2017, and 113 enrolled in the Spring of 2018. Overall, enrollment has increased from 78 in the Fall of 2007 (oldest data available) to 113 in the Spring of 2018 (most recent data available).[14]

Note regarding anticipated enrollment impact on current department majors:

The PTW major will allow the English department to redeploy itself to serve students who have left traditional humanities majors out of a desire for a clearly defined career-path within their chosen major. We do not anticipate that this will adversely affect the current numbers of majors in either of our other two majors, English and Creative Writing. Instead, it will help us to regain some students who would have formerly majored in English but have left following the 2008 crash and the ensuing social and financial pressure to choose majors that sound like they offer career security. It will also be an attractive double major for humanities students who want to pair their humanities education with specific training for a thriving career field. If the PTW major impacts our teaching resources at all, it will do so in a positive sense, by bringing more students into English classes and helping to refill depleted classes.

XI. ANTICIPATED DEGREES AWARDED- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Use National Center for Education Statistics College Navigator to find program completion information of peer institutions offering a same or similar major.

PROJECTED DEGREES AWARDED ANNUALLY					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Degrees	5	10	15	20	25

See above for

[14] MSU contact: Stuart Blythe, PhD, Associate Chair for Undergraduate Programs in Writing, Rhetoric, and American Cultures, (blythes@msu.edu)

XII. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

1. Marketing Timeline: Upon approval, marketing will begin at departmental and college level. Website will be designed and implemented in Spring 2020.

2. Student Recruitment Activities: Informational meetings will begin being held in Spring 2020. Meet Your Major Fair and other recruiting events will be attended by departmental advisors, faculty members, and program coordinators. The SBS outreach team will promote the major at high schools and other external recruitment events as part of the recruitment to the university. The major will also be promoted through a marketing video and social media directed at prospective students and the Arizona community.

XIII. DIVERSITY AND INCLUSION-describe how you will recruit diverse students and faculty to this program.

UA Assistant Professor and Director of Professional and Technical Writing Ann Shivers-McNair, along with Laura Gonzales (University of Texas, El Paso) and Kendall Leon (California State University, Chico), won a 2018 national research award from the Council of Programs in Technical and Scientific Communication (CPTSC) for an in-progress study of culturally-responsive developing professional and technical writing programs at Hispanic-Serving Institutions. The award citation praised the project for "address[ing] an area of drastic need in the field's programmatic research and was impressed with the well-grounded, cross-institutional qualitative methodology that you designed. Reviewers noted that the results of [the] study will have the potential for large implications for other HSIs trying to grow their programs. Moreover, reviewers noted that the research is well positioned to lead to further research on how to engage Hispanic and Latinx students at other institutions."

Gonzales, Leon, and Shivers-McNair's study, which informed the development of this proposed major, builds upon a 2015 review of teaching technical, scientific, or professional communication at Hispanic-Serving Institutions (HSI), in which Matveeva[15] noted that

[15] Matveeva, N. (2015). Teaching Technical, Scientific, or Professional Communication at Hispanic-Serving Institutions. *Programmatic Perspectives, 7*(1), 3-20.

> "By responding to our students' needs, using their cultural and linguistic knowledge, and connecting them to and maintaining close ties with their local cultural communities, technical communication instructors can better motivate students and help them succeed in their professional lives (…) Considering the difficulties that HSIs and their students are facing, critical skills for employability and strong connections to local communities and businesses could be the answer to sustaining the growth of technical, scientific, or technical [professional] communication programs" (p.11).

To increase retention and college success rates of Hispanic students, Matveeva offered the following suggestions:

1. Prepare to address ESL issues: be prepared to tackle language transfer problems; require/allow multiple revisions of assignments; recruit bilingual professors; educate faculty on research in ESL composition and applied linguistics to help inform their writing instruction.
2. Consider adding a learning module in one of your courses or a separate course on diversity and workplace communication. Present issues of diversity, cultural identity, and workplace communication as an important part of the professional writing degree. Incorporate activities that help students explore the connections between their personal biographies, group and community contexts, and broader systemic institutions. This process helps students clarify their goals for pursuing education, understand their relationships to various communities, and discern power relationships that they may be negotiating in their personal or professional lives.
3. Establish close ties with local nonprofits and business: Another way to involve and motivate students is to establish local ties to businesses and organizations in the local community, often as part of internship courses and client-based projects. Organize events to promote community engagement (e.g., showcase students' work in events where community partners and potential employers are invited).
4. Identify and teach the skills for employability: Develop students' critical skills for employability through a variety of language and technology courses that increase their chances to successfully compete in the job market. Developing certificate programs (or tracks/specializations?) utilizing students' existing second-language skills.

Importantly, programs should *utilize* (not just address) students' cultural background and language skills. Other strategies include securing funding for minority scholarships, recruitment activities targeting diverse high schools and community colleges, minority-focused open houses, and developing ties with organizations such as the Hispanic Association of Colleges and Universities to access federal funding programs that can offer students external resources and internship opportunities.

Savage & Mattson (2011)[16] emphasize the importance of recruiting diverse faculty and faculty with experience mentoring minority students, since faculty engagement with minority students both in and out of class is a critical factor in students' academic performance, their integration with the broader campus population, and their retention until degree. Moreover, faculty diversity is associated with the use of a broader range of instructional techniques. To this end, it is vitally important that UA commit to hiring Latinx faculty to lead and contribute to the proposed program.

In addition, Savage & Mattson point out that curricular change needs to accompany student and faculty diversification in technical communication programs: beyond programs including courses in international or intercultural technical communication, curricula should make students critically examine their cultural preconceptions, values, and behaviors, and teach them how to work and serve people perceived as different from them. Beyond having courses on multicultural perspectives, multicultural perspectives must be embedded across course content. By requiring our planned Writing for Culturally and Linguistically Diverse Audiences in the core of our major, the UA PTW major commits to centering inclusive, cross-cultural perspectives and sets itself apart from competitor degree programs.

XIV. ABOR REQUIREMENT: Table-Proposed New Programs

Name of Proposed Degree (degree type and major), College/School, Location, Anticipated Catalog Year	**Program Fee Required? (Yes or No)**	**Brief Description Justification and Identified Market Need**	**Learning Outcomes and Assessment Plan**	**Projected 3rd Year Enrollment**
Bachelor of Arts in Professional and Technical Writing, Department of English, College of Social and Behavioral Sciences, University of Arizona (Tucson), Fall 2020	No	Description: The Bachelor of Arts in Professional and Technical Writing (PTW) prepares students to communicate effectively and ethically in technologically and culturally diverse environments. The degree draws on the expertise of English department faculty to provide	**Learning Outcome #1** Communicate effectively and inclusively across differences in cultures, abilities, and technologies *Concepts:*	50

[16] Savage, G., & Mattson, K. (2011). Perceptions of Racial and Ethnic Diversity in Technical Communication Programs. *Programmatic Perspectives, 3*(1), 5-57.

		preparation in critical reading and thinking, language skills, editing, research, communication genres and styles, rhetorical theory, and practices of digital communication. The PTW major offers students the opportunity to engage in local community and industry writing projects that will provide valuable professional preparation. Justification: Graduates of the PTW major will be ready to pursue graduate studies in fields requiring highly developed writing skills and technical knowledge, or to pursue careers in a range of industries, in professions including: • technical writing • professional editing and publishing • content strategy and management • project management • user experience research and design Market Need: <u>Student interest</u> In a survey of 101 current UA students, 57% of students indicated interest in earning this degree as a primary major, and 67% of students	Cultural awareness, technological awareness, ability awareness, English style and grammar *Competencies:* Written and oral communication; Intercultural competency *Measures:* Projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments. *Assessment Method and/or Instruments:* • Exams, papers, and other forms of student work • Summative critical self-reflections • Capstone Portfolio • Exit Survey **Learning Outcome #2** Implement flexible strategies for designing and redesigning communication in a variety of genres and platforms and for a variety of purposes *Concepts:* Genres, platforms, communication theory *Competencies:*	

		indicated interest in earning this degree as an additional major. <u>Arizona market</u> Five of the six "thriving industries" in the state of Arizona identified by the Arizona Commerce Authority[17] (aerospace and defense, technology and innovation, advanced manufacturing, bioscience and healthcare, and business and financial services) are industries that employ professional and technical writers. The Office of Economic Opportunity, Arizona Labor Statistics, projects 18% growth in jobs for technical writers between 2016 and 2026 and reports a median annual salary of more than $66,000 for technical writers.	Information and data literacy, real world applications, teamwork, Information design, digital-based editing, writing and design *Measures:* Projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments. *Assessment Method and/or Instruments:* • Exams, papers, and other forms of student work • Summative critical self-reflections • Capstone Portfolio • Exit Survey **Learning Outcome #3** Apply a repertoire of research strategies to understand, engage, and collaborate with readers, users, and stakeholders. Concepts: Research, peer-review, collaboration, analysis Competencies: Real world applications, critical thinking, teamwork, problem discovery and problem solving	

[17] Arizona Commerce Authority. https://www.azcommerce.com

			Measures: Projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments. *Assessment Method and/or Instruments:* • Exams, papers, and other forms of student work • Summative critical self-reflections • Capstone Portfolio • Exit Survey **Learning Outcome #4** Analyze, develop, and manage content using appropriate tools and technologies *Concepts:* Content management, content strategy, media *Competencies:* Information and data literacy, time management, written and oral communication *Measures:* Projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments. *Assessment Method and/or Instruments:* • Exams, papers, and other forms	

			of student work • Summative critical self-reflections • Capstone Portfolio • Exit Survey **Learning Outcome #5** Apply reflexive and critical strategies for self-assessment *Concepts:* Reflexivity, assessment *Competencies:* Critical thinking *Measures:* Projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments. *Assessment Method and/or Instruments:* • Exams, papers, and other forms of student work • Summative critical self-reflections • Capstone Portfolio • Exit Survey	

THE UNIVERSITY OF ARIZONA

BUDGET PROJECTION FORM

Name of Proposed Program or Unit: BA in Professional and Technical Writing

	Projected		
	1st Year 2019 - 2020	**2nd Year** 2020 - 2021	**3rd Year** 2021 - 2022
METRICS			
Net increase in annual college enrollment UG	10	25	50
Net increase in college SCH UG	60	150	300
Net increase in annual college enrollment Grad	-	-	-
Net increase in college SCH Grad	-	-	-
Number of enrollments being charged a Program Fee	-	-	-
New Sponsored Activity (MTDC)	-	-	-
Number of Faculty FTE	1	1	1
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)	85,280	85,280	85,280
Other Items (attach description)			
Total Continuing	**$ 85,280**	**$ 85,280**	**$ 85,280**
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	**$ -**	**$ -**	**$ -**
TOTAL SOURCES	**$ 85,280**	**$ 85,280**	**$ 85,280**
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty	65,000	65,000	65,000
Other Personnel			
Employee Related Expense	20,280	20,280	20,280
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	**$ 85,280**	**$ 85,280**	**$ 85,280**
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	**$ -**	**$ -**	**$ -**
TOTAL EXPENDITURES	**$ 85,280**	**$ 85,280**	**$ 85,280**
Net Projected Fiscal Effect	**$ -**	**$ -**	**$ -**

Majors Comparison Chart

Program name, subplan name (if applicable), degree, and institution	Professional and Technical Writing, Bachelor of Arts, University of Arizona	Professional and Public Writing, Bachelor of Arts, Michigan State University	Technical Writing and Communication, Bachelor of Science, University of Minnesota
Current # of enrolled students	0	113	Data requested but not provided
Description of major	The Bachelor of Arts in Professional and Technical Writing (PTW) prepares students to communicate effectively and ethically in technologically and culturally diverse environments. The degree draws on the expertise of English department faculty to provide preparation in critical reading and thinking, language skills, editing, research, communication genres and styles, rhetorical theory, and practices of digital communication. The PTW major offers students the opportunity to engage in local community and industry writing projects that will provide valuable professional preparation. Graduates of the PTW major will be ready to pursue graduate studies in fields requiring highly developed writing skills and technical knowledge, or to pursue careers in a range of industries, in professions including: --technical writing --professional editing and publishing --content strategy and management --project management --user experience research and design	The Bachelor of Arts degree in professional and public writing (P2W) is a degree program for students wishing to specialize in writing as an area of expertise. Students will develop advanced writing skills with emphasis on writing in digital environments such as web authoring and multimedia writing; on writing for an in diverse public and disciplinary communities; and on editing and publishing in a variety of professional contexts. The major prepares students for careers in professional editing and publishing, technical writing, information development, communications management, web design, and web authoring. It may further prepare students for graduate work in rhetoric, writing, technical writing, the teaching of writing, and the study of culture. The P2W major prepares students to become innovative, strategic, and expressive writers and designers who are able to work with a wide range of documents and digital environments and in a variety of workplaces. Graduates in professional writing pursue careers in a range of industries, excelling in jobs that demand deep knowledge of writing, editing, publishing, and communications. http://www.cal.msu.edu/academics/undergraduate/professionalwriting https://reg.msu.edu/ACADEMICPROGRAMS/Text.aspx?Section=116#s1750	Technical writing and communication (TWC) involves communicating complex information to specific audiences with clarity and accuracy. Technical communicators write, organize, edit, and design information for a variety of workplace settings in business, health, technology, science, environment, and law. Technical writers and communicators do far more than write. They also design information, integrate visuals, deliver presentations, and work in teams. Technical communicators may collaborate with scientists, engineers, doctors, designers, or computer programmers on products and services. Technical communicators transform concepts and ideas into appropriate forms that audiences can use and understand such as reports, newsletters, policy and procedure manuals, brochures, user manuals, videos, online documentation, multimedia, and website. The Department of Writing Studies offers a bachelor of science in TWC. This degree offers a unique combination of written, digital, oral and visual communication theory and practice as it relates to interdisciplinary areas of science and technology. Core WRIT courses address writing and editing, rhetorical theory, visual rhetoric and document design, usability ,and technical communication practices. Students combine core WRIT courses with one of four sub-plan areas in technology or

			science: information technology and design, biological and health sciences, legal discourse and public policy, and environmental science. https://cla.umn.edu/writing-studies/bs-technical-writing-communication https://onestop2.umn.edu/pcas/viewCatalogProgram.do?programID=16480
Target careers	▪ Technical writing ▪ Professional editing and publishing ▪ Content strategy and management ▪ Project management ▪ User experience research and design	▪ Communications management ▪ Professional editing and publishing ▪ Technical writing ▪ Information development ▪ Web design, authoring, and development ▪ Social media strategy ▪ Copyediting ▪ Photo coordinator ▪ Public affairs ▪ Digital marketing	▪ Documentation specialist ▪ Information architect ▪ Technical editor ▪ Technical writer ▪ Usability specialist ▪ User experience designer ▪ Content strategist
Total units required to complete degree	120	120	120
Upper-division units required to complete degree	42	30	40
Foundation courses			
English composition	University Foundation Composition Requirement	Tier I writing requirement: WRA101 or WRA195H. Developmental writing course might be required.	▪ First year writing: WRIT1301, 1401, or equivalent. ▪ 4 writing intensive courses, 2 in upper division (one within major field).
Foreign language	Fourth-semester proficiency	2nd year proficiency. May be satisfied by placing into a 300-level foreign language course based on placement test.	No for B.S.
Math	General Math Strand (one course)	One of the following: ▪ Complete 2 of the following: MTH101, 102, 103. ▪ Complete both MTH103 and: - MTH112, 114, 124, 132, 152H, or 202; or - Statistics and Probability 200 or 201. ▪ Complete MTH110 or 116. ▪ Waiver through placement exam.	Mathematical thinking (3)
General education requirements	**Tier one:**	A minimum of 24 credits:	▪ Arts/humanities (3)

	1. Traditions and Cultures-2 courses 2. Individuals and Societies-2 courses 3. Natural Sciences-2 courses **Tier two:** 1. Arts – 3 units 2. Individuals and Societies – 1 course 3. Natural Sciences-1 course	▪ 8 credits in Arts and Humanities: 4 credits <IAH 211, 4 ≥IAH211. ▪ 8 credits in Social, Behavioral, & Economic Sciences: 4 credits on 200-level ISS course and 4 on 300-level ISS course. ▪ 8 credits in Biological and Physical Sciences: 3 credits in Biological Sciences, 3 credits in Physical Sciences, 2-credit laboratory experience. Completion of a defined level of mathematics is a prerequisite for courses in both biological and physical sciences. At least 2 courses (IAH, ISS) emphasizing national/international/multicultural diversity.	▪ Biological sciences (4), must include lab/field experience ▪ Historical perspectives (3) ▪ Literature (3) ▪ Physical sciences (4), must include lab or field experience ▪ Social sciences (3) ▪ 3 credits in 4 out of the following 5: Civic Life & Ethics, Diversity & Social Justice in the United States, The Environment, Global Perspectives, Technology & Society
Pre-major? (yes/no). If yes, indicate coursework.	No	No.	No.
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	N/A	For admission to College of Arts and Letters: ▪ Completion of at least 28 credits acceptable to the college. ▪ Academic record meeting requirements of Academic Standing of Undergraduate Students. ▪ Acceptance as a Major by a Department of interdepartmental program in the college.	
Major requirements			
Minimum # of units required in major	33	33	50
Minimum # of upper-division units required in the major	27	30	31
Minimum # of residency units to be completed in the major	18	20	22
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include subject code, units, and title.	N/A	12 credits in a non-Arts and Letters cognate and 12 credits in an open cognate. Must include 1 course or 3 credits at 300/400 level.	

Major requirements (list all required major coursework including major core, major electives, subplan core, subplan electives; courses count towards major units and major GPA). Courses listed must include course prefix, number, units, and title. Mark new coursework (New).	**Required Core Courses (12 units)** ▪ ENGL 313 (3) Introduction to Professional and Technical Writing ▪ ENGL 430 (3) Methods and Research in Professional and Technical Writing ▪ ENGL 4XX (3) Writing for Linguistically and Culturally Diverse Audiences (New) ▪ ENGL 494P (3) Professional and Technical Writing Capstone Portfolio **Writing and Language Courses (at least 12 units from the following, at least 9 of which must be upper division)** ENGL 201 (3) Introduction to Nonfiction ENGL 209 (3) Introduction to Poetry ENGL 210 (3) Introduction to Fiction ENGL 255 (3) Introduction to the English Language ENGL 280 (3) Introduction to Literature ENGL 301 (3) Intermediate Nonfiction ENGL 306 (3) Advanced Composition ENGL 307 (3) Business Writing ENGL 308 (3) Technical Writing ENGL 340 (3) Topics in Professional and Technical Writing ENGL 355 (3) English Sociolinguistics ENGL 362 (3) Introduction to Rhetorical Theory, Inquiry, and Practice ENGL 385 (3) Environmental Writing ENGL 399/499 (3) Internship or SBS 393 (3) Internship ENGL 401 (3) Advanced Nonfiction ENGL 406 (3) Modern English Grammar ENGL 414 (3) Advanced Scientific Writing ENGL 468 (3) Writing in the Practice of Law	**I. Core Courses (13)** ▪ WRA202 (3) Introduction to Professional Writing; and ▪ WRA210 (3) Introduction to Web Authoring; and ▪ WRA260 (3) Rhetoric, Persuasion, & Culture; and ▪ WRA360 (4) Visual Rhetoric/Document Design. **II. WRA455 (3) Portfolio seminar** **III. One concentration (9)** **Track 1: Digital & Technical Writing** ▪ WRA320 (3) Technical Communication; and ▪ WRA415 (3) Digital Rhetoric; and ▪ WRA410 (3) Advanced Web Authoring, or WRA420 (3) Content Strategy. **Track 2: Writing in Communities & Cultures** 3 of the following: ▪ WRA330 (3) Writing and Research in Communities & Cultures; ▪ WRA331 (3) Writing in the Public Interest; ▪ WRA453 (3) Grant & Proposal Writing; ▪ WRA471 (3) The Rhetoric of Grammar. **Track 3: Writing, Editing, & Publishing** ▪ WRA370 (3) Introduction to Grammar & Editing; and ▪ WRA 480 (3) Publication Management I; and ▪ WRA481 (3) Publication Management II. **IV. Required electives (9)** ▪ WRA225 (3) Introduction to Multimedia Writing ▪ WRA290 (3) Independent Study ▪ WRA308 (3) Invention in Writing ▪ WRA320 Technical Communication ▪ WRA330 (3) Writing Research in Communities & Cultures ▪ WRA331 (3) Writing in the Public Interest	**I. Core Courses (22)** ▪ WRIT3001 (3) Introduction to Technical Writing and Communication ▪ WRIT3221W (3) Communication Modes and Methods ▪ WRIT3441 (3) Editing, Critique, and Style ▪ WRIT3671 (3) Visual Rhetoric and Document Design ▪ WRIT3701W (3) Rhetorical Theory for Writing Studies ▪ WRIT3562W (4) Technical and Professional Writing ▪ WRIT4501 (3) Usability and Human Factors in Technical Communication or WRIT4662W (3) Writing with Digital Technologies **II. One Subplan (15)** **Subplan 1: Information Technology & Design** Lower division (9) ▪ CSCI1001 (4) Overview of Computer Science ▪ CSCI1103 (4) Introduction to Computer Programming in Java ▪ CSCI1113 (4) Introduction to C/C++ Programing for Scientists & Engineers ▪ DES2101 (2) Design & Visual Presentation ▪ GDES2342 (3) Web Design ▪ GDES2361 (3) Design Process: Photography ▪ DES1101W (4) Introduction to Design Thinking or DES1101V (4) Honors: Introduction to Design Thinking ▪ CSCI1133 (4) Introduction to Computing & Programming Concepts ▪ CSCI2011 (4) Discrete Structures of Computer Science or CSCI2011H (4) Honors Discrete Structures of Computer Science

	ENGL 4XX (3) Document Design for Professional and Technical Writing (New) **Specialization Area Courses (at least 9 units from the following, at least 6 of which must be upper division)** <u>Publishing</u> ENGL 217 (3) Editing and Grammar in Context ENGL 389 (3) Introduction to Publishing ESOC 315 (3) Publishing: From Papyrus to e-Book JOUR 209 (3) Writing and Reporting JOUR 422 (3) Publication Design <u>Digital Media</u> ESOC 300 (3) Digital Storytelling and Culture ESOC 314 (3) Theories of New Media SBS 350 (3) Introduction to Adobe Creative Cloud for Multimedia Projects JOUR 319 (3) Visual Journalism JOUR 480 (3) Advanced Multimedia* *PTW students who wish to take JOUR 480 must complete both SBS 350 and JOUR 319 before enrolling in JOUR 480. <u>Data Management</u> SBS 200 (3) Introduction to Statistics for the Social Sciences ESOC 214 (3) Introduction to Data Science JOUR 433 (3) Digging with Data <u>English Studies</u> ENGL 200-499	▪ WRA341 (3) Nature and Environmental Writing ▪ WRA355 (3) Writing for Publication Workshop ▪ WRA370 (3) Introduction to Grammar & Editing ▪ WRA395 (3) Writing Center Theory and Practice ▪ WRA410 (3) Advanced Web Authoring ▪ WRA415 (3) Digital Rhetoric ▪ WRA420 (3) Content Strategy ▪ WRA425 (3) Advance Multimedia Writing ▪ WRA441 (3) Social Justice and Rhetorical Practice ▪ WRA453 (3) Grant & Proposal Writing ▪ WRA460 (3) Advanced Visual Rhetoric and Document Design ▪ WRA471 (3) The Rhetoric of Grammar ▪ WRA480 (3) Publication Management I ▪ WRA481 (3) Publication Management II ▪ WRA482 (3) Information and Interaction Design ▪ WRA491 (1-4) Special Topics ▪ WRA493 (1-3) Internship in Professional Writing ▪ WRA499 (1-3) International Research in Professional Writing	Upper Division (6) ▪COMM3201 (4) Introduction to Electronic Media Production ▪COMM3204 (4) Advanced Electronic Media Production ▪COMM3211 (3) Introduction to Media Studies ▪COMM3645W (3) How Pictures Persuade ▪COMM4291 (3) New Telecommunication Media ▪CSCI 3921W (3) Social, Legal, & Ethical Issues in Computing ▪DES3131 (4) User Experience in Design ▪DES3141 (3) Technology, Design, & Society ▪DES3311 (3) Travels in Typography ▪GDES 4131W (4) History of Graphic Design ▪IDSC3101 (2) Introduction to Programming ▪IDSC3102 (3) Intermediate Programming ▪JOUR3006 (3) Visual Communication ▪JOUR 3614 (3) History of Media Communication ▪JOUR3751 (3) Digital Media & Culture ▪UC3201 (4) Web Designer Introduction ▪HSCI3331 or HSCI5331 (3) Technology & American Culture ▪HSCI3401 or HSCI5401 (3) Ethics in Science & Technology ▪HSCI4321 (3) History of Computing) or CSCI 4921 History of Computing ▪KIN3505 (3) Intro to Human-Centered Design or KIN5505 (3) Human-Centered Design – Principles & Applications ▪HUMF5001 or KIN5001 (3) Foundations of Human Factors/Ergonomics **Subplan 2: Biological & Health Sciences** Lower Division (9) ▪BIOC1010 (3) Human Health & Disease ▪BIOL1101 (3) Genetics & Society

			▪BIOL1012 (4) Human Biology: Concepts & Current Ethical Issues ▪NSCI1001 (3) Fundamental Neuroscience: Understanding Ourselves ▪NSCI2100 (4) Human Neuroanatomy ▪PHAR1004 (2) Common Prescription Drugs & Diseases ▪PHIL1005 (4) Scientific Reasoning ▪BIOL1009 (4) General Biology ▪CHEM1015 (3) Introductory Chemistry: Lecture with CHEM1017 (1) Introductory Chemistry: Laboratory ▪CHEM1061 (3) Chemical Principles I with CHEM1065 (1) Chemical Principles I Laboratory ▪CHEM1062 (3) Chemical Principles II with CHEM1066 (1) Chemical Principles II Laboratory ▪CHEM2301 (3) Organic Chemistry I ▪CHEM2302 (3) Organic Chemistry II Upper Division (6) ▪ANAT3001 (3) Human Anatomy ▪BIOC3021 (3) Biochemistry ▪NSCI3001W (4) Neuroscience & Society ▪NSCI3100 (3) Mind & Brain ▪PHAR3206 (3) Foundations of Health Literacy ▪PHAR4200W (3) Drugs & the U.S. Healthcare System ▪PHAR5201 (2) Applied Medical Terminology ▪PHCL3100 (2) Pharmacology for Pre-Med & Life Science Students ▪PHIL3601W (4) Scientific Thought ▪PHSL3051 (4) Human Physiology ▪PUBH3004 (4) Basic Concepts in Personal & Community Health ▪PUBH3106 (2) Making Sense of Health Studies ▪PUBH3350 (2) Epidemiology: People, Places, & Disease ▪PUBH3415 (3) Introduction to Clinical Trials

			▪PUBH3905 (2) Nutrition for Public Health Promotion & Disease Prevention ▪STAT3011 (4) Introduction to Statistical Analysis ▪MICB3301 (5) or MICB3003 (3) Biology of Microorganisms ▪BIOL4003 or GCD3022 (3) Genetics ▪BIO4004 (3) Cell Biology or GCD4005W (4) Cell Biology-Writing Intensive. **Subplan 3: Legal Discourse & Public Policy** Lower Division (9) ▪PHIL1001 (4) Introduction to Logic ▪PHIL1004W (4) Introduction to Political Philosophy ▪POL1201 (4) Political Ideas and Ideologies ▪POL1001 (4) American Democracy in a Changing World Upper Division (6) ▪COMM3631 (3) Freedom of Speech ▪CSCI3921W (3) Social, Legal, & Ethical Issues in Computing ▪GWSS3415 (3) Feminist Perspectives on Domestic Violence & Sexual Assault ▪HIST3835 (3) Law in American Life: 1865 to Present ▪JOUR 3775 (3) Administrative Law and Regulation for Strategic Communication ▪LAW3000 (3) Introduction to American Law & Legal Reasoning ▪PHIL 4321W (3) Theories of Justice ▪POL3225 (3) American Political Thought ▪POL3308 (3) Congressional Politics & Institutions ▪POL3309 (3) Justice in America ▪POL4403W (3) Constitutions, Democracy, & Rights: Comparative Perspectives ▪POL4501W (3) The Supreme Court & Constitutional Interpretation

			▪POL4502W (3) The Supreme Court, Civil Liberties, & Civil Rights ▪SOC4161 (3) Criminal Law in American Society ▪SOC4162 (3) Criminal Procedure in American Society ▪SOC3101 (3) Sociological Perspectives on the Criminal Justice System ▪AAS4231 or AFRO4231 or AMIN4231 or CHIC4231 (3) Color of Public Policy: African Americans, American Indians, Asian Americans, & Chicanos in the U.S. ▪JOUR3776 (3) Mass Communication Law ▪SOC4101W (3) Sociology of Law ▪SOC4170 or GLOS4406 (3) Sociology of International Law: Human Rights, Trafficking, & Business Regulation **Subplan 4: Environmental Science** Lower Division (9) ▪ESCI1001 (4) Earth & Its Environments ▪ESCI2202 (4) Earth History ▪ESPM1011 (3) Issues in the Environment ▪BIOL1052 (3) Environmental Biology: Science & Solutions or BIOL1055 (4) Environmental Biology: Science & Solutions with Laboratory ▪GEOG1403 (4) Biogeography of the Global Garden ▪ESPM1425 or GEOG1425 (4) Introduction to Weather & Climate Upper Division (6) ▪BBE4733 (3) Renewable Energy Technologies ▪CEGE3501 (3) Introduction to Environmental Engineering ▪CEGE3541 (3) Environmental Engineering Laboratory ▪COMM4250 (3) Environmental Communication ▪ENGL3501 (3) Public Discourse: Coming to Terms with the Environment

			▪ESCI3005 (3) Earth Resources ▪ESPM3011W (3) Ethics in Natural Resources ▪ESPM3607 (3) Natural Resources Consumption & Sustainability ▪ESPM3612W (4) Soil & Environmental Biology ▪ESPM4021W (4) Problem Solving: Environmental Review ▪FW4102 (3) Principles of Conservation Biology ▪GEOG3401 (4) Geography of Environmental Systems & Global Change ▪GEOG4002W (3) Environmental Thought & Practice ▪LA3501 (3) Environmental Design & its Biological & Physical Context ▪PHIL3301 (4) Environmental Ethics ▪SUST3003 (3) Sustainable People, Sustainable Planet ▪URBS3751 (3) Understanding the Urban Environment ▪AGRO3203W or ANSC3203W (3) Environment, Global Food Production, & the Citizen ▪ESCI3002 or ESCI5102 (3) Climate Change & Human History ▪GEOG3379 or GLOS3303 (3) Environment & Development in the Third World ▪ESCI3402 or ESCI5402 (3) Science & Politics of Global Warming ▪HSG3482 or ESPM3601 (3) Sustainable Housing: Community, Environment, & Technology ▪GLOS4305 or SOC4305 (3) Environment & Society: An Enduring Conflict ▪HSCI3244 or HSCI5244 (3) Nature's History: Science, Humans, & the Environment **III. Electives**

			Oral, Written, Visual, & Digital Communication (6): ▪ WRIT3029W (3) Business and Professional Writing ▪ WRIT3101W (3) Writing Arguments ▪ WRIT3102W (3) Public Writing ▪ WRIT3244W (3) Critical Literacies: How Words Change the World ▪ WRIT3257 (3) Technical and Professional Presentations ▪ WRIT3672W (3) Project Design & Development ▪ WRIT3751W (3) Seminar: Theory and Practice of Writing Consultancy ▪ WRIT4196 (3) Internship in Technical Writing & Communication ▪ WRIT4573W (3) Writing Proposals & Grant Management ▪ WRIT4662W (3) Writing with Digital Technologies **Science, Technology, & Society (6)** ▪ WRIT3152W (3) Writing on Issues of Science & Technology ▪ WRIT3315 (3) Writing on Issues of Land & the Environment ▪ WRIT3361 (3) Literature on Social Movements in the United States: 1950 to Present ▪ WRIT3371W (3) Technology, Self, & Society ▪ WRIT3381W (3) Writing & Modern Cultural Movements ▪ WRIT3405W (3) Humanistic Healthcare & Communication ▪ WRIT3577W (3) Rhetoric, Technology, & the Internet ▪ WRIT4431W (3) Science, Technology, & the Law ▪ WRIT4501 (3) Usability & Human Factors in Technical Communication ▪ WRIT4562 (3) International Professional Communication ▪ WRIT4664W (3) Science, Medical, & Health Writing

			III. Capstone (1) ▪ WRIT4995 (1) in conjunction with a 3xxx or 4xxx level WRIT course.
Internship, practicum, applied course requirements (yes/no). If yes, provide description.		No.	No. Internship recommended but optional.
Senior thesis or senior project required (yes/no)		Yes. Capstone. ▪ WRA455 (3) Portfolio Seminar	Yes. Capstone. ▪ WRIT4995 (1) in conjunction with a 3xxx or 4xxx level WRIT course.
Additional requirements (provide description)		A minimum GPA of 2.0 in courses in the major.	All incoming CLA freshmen must complete the First-Year Experience course sequence in their initial Fall and Spring semesters. This is an online, 2-credit (CLA1001 & 1002) program where students learn study habits, goal setting, and career preparation.
Minor(specify if optional or required)		Optional.	Optional.

*Note: comparison of additional relevant programs may be requested.

THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
School of Information

Harvill Building
1103 E. 2nd St., Rm 409
Tucson, AZ 85721
Phone: 520.621.3565
Web: ischool.arizona.edu

April 8, 2019

Dear Professor Sheehan:

We agree to give regular access to the courses listed below to students in the English Department's proposed Professional and Technical Writing major and minor:

- ESOC 214 Introduction to Data Science
- ESOC 300 Digital Storytelling and Culture
- ESOC 314 Theories of New Media
- ESOC 315 Publishing: From Papyrus to e-Book

I understand that the English Department estimates that in the first three years of this program, 10-50 students per year would enroll in the BA degree program and could take one or more of our department's courses as electives. At this time, we are able to accommodate this number of students without significant disruption to department or faculty operations.

Sincerely,

Catherine Brooks, PhD
Director, School of Information

THE UNIVERSITY OF ARIZONA

School of Journalism
College of Social and Behavioral Sciences

Marshall Building
845 N Park Ave #334

PO Box 210158B
Tucson AZ 85721-0158

Tel: (520) 621-7556
Fax: (520) 621-7557
http://journalism.arizona.edu/

April 15, 2019

Dear Professor Sheehan:

The School of Journalism agrees to give regular access to the courses listed below to students in the English Department's proposed Professional and Technical Writing major and minor:

- JOUR 209 Writing and Reporting
- JOUR 319 Visual Journalism
- JOUR 422 Publication Design
- JOUR 433 Digging with Data
- JOUR 480 Advanced Multimedia*

**As indicated in the proposal documents, PTW students who wish to take JOUR 480 must complete both JOUR 319 and SBS 350 (both listed as specialization area electives in the proposed major and minor) before enrolling in JOUR 480.*

I understand that the English Department estimates that in the first three years of this program, 10 to 50 students per year would enroll in the B.A. degree program and could take one or more of our department's courses as electives. At this time, we can accommodate this number of students without significant disruption to department or faculty operations.

Sincerely yours,

Carol B. Schwalbe

Carol B. Schwalbe
Associate Professor | Director

cschwalbe@email.arizona.edu
520.300.0693

THE UNIVERSITY OF ARIZONA
College of Social & Behavioral Sciences

OFFICE OF THE DEAN
Douglass Building 200W
PO Box 210028
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Ofc: 520-621-1112
Fax: 520-621-9424

www.sbs.arizona.edu

Dear Professor Sheehan:

SBS agrees to give regular access to the courses listed below to students in the English Department's proposed Professional and Technical Writing major and minor:

- SBS 200 Introduction to Statistics for the Social Sciences
- SBS 350 Introduction to Adobe Creative Cloud for Multimedia
- SBS 393 Internship

I understand that the English Department estimates that in the first three years of this program, 10-50 students per year would enroll in the BA degree program and could take one or more of our department's courses as electives. At this time, we are able to accommodate this number of students without significant disruption to college or faculty operations.

Sincerely,

Amy Kimme Hea, Associate Dean, SBS Academic Affairs & Student Success
College of Social and Behavioral Sciences

Appendix A. Minor Requirements. Complete if requesting a minor (must have same name). Delete EXAMPLE column before submitting.

Total units required to complete minor	18
Upper-division units required	9
Total transfer units that may apply to minor	9
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	None
Minor requirements (list all required coursework including core and electives). Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	**PTW core:** ENGL 313 (3 units) Introduction to Professional and Technical Writing ENGL 430 (3 units) User Experience Research in Professional and Technical Writing ENGL 4XX (3 units) Writing for Linguistically and Culturally Diverse Audiences **PTW electives:** Complete 9 units from the following: ENGL 201 (3) Introduction to Nonfiction ENGL 209 (3) Introduction to Poetry ENGL 210 (3) Introduction to Fiction ENGL 217 (3) Editing and Grammar in Context

	ENGL 255 (3) Introduction to the English Language ENGL 280 (3) Introduction to Literature ENGL 301 (3) Intermediate Nonfiction ENGL 306 (3) Advanced Composition ENGL 307 (3) Business Writing ENGL 308 (3) Technical Writing ENGL 340 (3) Topics in Professional and Technical Writing ENGL 355 (3) English Sociolinguistics ENGL 362 (3) Introduction to Rhetorical Theory, Inquiry, and Practice ENGL 385 (3) Environmental Writing ENGL 389 (3) Introduction to Publishing ENGL 393/493 (3) Internship or SBS 393 (3) Internship (limit 3 units)(ENGL 401 (3) Advanced Nonfiction ENGL 406 (3) Modern English Grammar ENGL 414 (3) Advanced Scientific Writing ENGL 468 (3) Writing in the Practice of Law ENGL 4XX (3) Document Design for Professional and Technical Writing (New)

	ENGL 493H (3) Honors Internship (limit 3 units) ESOC 214 (3) Introduction to Data Science ESOC 300 (3) Digital Storytelling and Culture ESOC 314 (3) Theories of New Media ESOC 315 (3) Publishing: From Papyrus to e-Book JOUR 209 (3) Writing and Reporting JOUR 319 (3) Visual Journalism JOUR 422 (3) Publication Design JOUR 480 (3) Advanced Multimedia SBS 200 (3) Introduction to Statistics for the Social Sciences SBS 350 (3) Introduction to Adobe Creative Cloud for Multimedia Projects Note: 9-unit limit on house numbered courses overall for the minor
Internship, practicum, applied course requirements (yes/no). If yes, provide description.	No
Additional requirements (provide description)	NA
Any double-dipping restrictions? (Yes/No. If yes, provide description)	Yes, minor coursework may not double dip with another minor. Minor coursework may not double dip with another major.

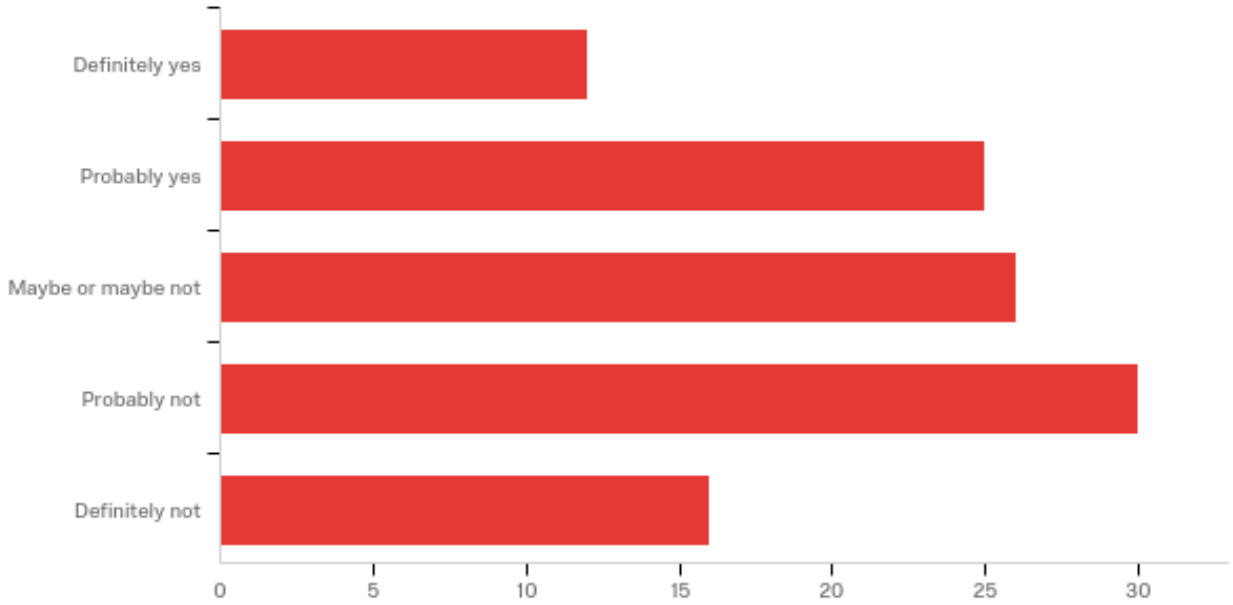
Appendix B. Faculty CV. Complete the table below by providing UA Vitae profile link or short CV for each faculty member participating in the proposed program. Add rows as needed. UA Vitae profiles can be found in the UA directory/phonebook.

Faculty Member	UA Vitae link or "CV attached"
Ann Shivers-McNair	CV attached
Cristina Ramirez	CV attached
Keith Harms	CV attached
Kevin Cassell	https://www.kevincassell.com/vita/
Shelley Rodrigo	CV attached
Catrina Mitchum	https://drive.google.com/file/d/1vsnNAOKg3wzpCYrDuE20eX7ZsU7zSWr6/view?usp=sharing

Appendix C. Qualtrics Report of Student Interest Survey

Student Survey - Proposed Professional & Technical Writing Major
July 23rd 2019, 1:26 pm MDT

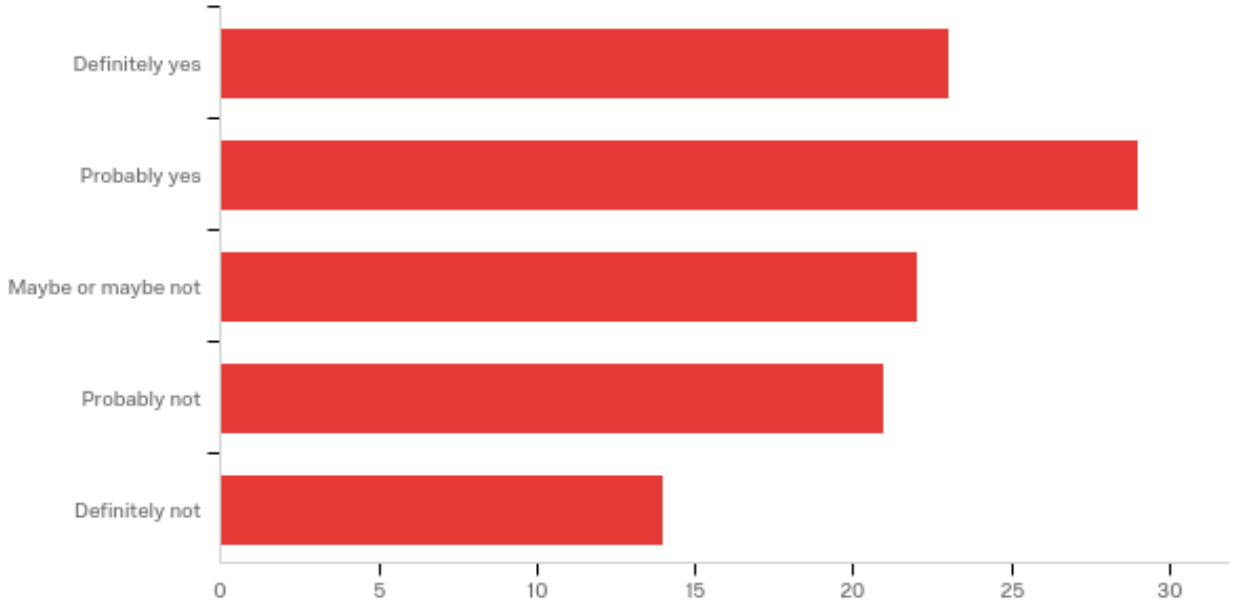
Q1 - If there had been a Professional and Technical Writing (BA) major when I entered UA, I would have considered earning the degree.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Definitely yes	1.00	1.00	1.00	0.00	0.00	12
2	Probably yes	2.00	2.00	2.00	0.00	0.00	25
3	Maybe or maybe not	3.00	3.00	3.00	0.00	0.00	26
4	Probably not	4.00	4.00	4.00	0.00	0.00	30
5	Definitely not	5.00	5.00	5.00	0.00	0.00	16

#	Answer	%	Count
1	Definitely yes	11.01%	12
2	Probably yes	22.94%	25
3	Maybe or maybe not	23.85%	26
4	Probably not	27.52%	30
5	Definitely not	14.68%	16
	Total	100%	109

Q2 - If there had been a Professional and Technical Writing (BA) major when I entered UA, I would have considered adding it as a double or additional major.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If there had been a Professional and Technical Writing (BA) major when I entered UA, I would have considered adding it as a double or additional major.	1.00	5.00	2.76	1.33	1.76	109

#	Answer	%	Count
1	Definitely yes	21.10%	23
2	Probably yes	26.61%	29
3	Maybe or maybe not	20.18%	22
4	Probably not	19.27%	21
5	Definitely not	12.84%	14
	Total	100%	109

Q3 - What is (are) your major(s)?

Entries sorted by response to Q2:

Definitely yes

What is (are) your major(s)?
Creative Writing
English and Philosophy
Creative Writing
English Literature
English
English & Creative Writing
Creative Writing
BFA Photography Emphasis, Creative Writing (Fiction)
English
English
English and Biochemistry
English literature

Probably yes

What is (are) your major(s)?
Creative Writing
English
English
English
English
Creative Writing
My major is Creative Writing.
Creative Writing
English
Creative writing and psychology
English and Creative Writing
Spanish linguistics and creative writing
Creative Writing/ Neuroscience and Cognitive Science

Creative Writing and General Philosophy
English Major
Creative Writing
English and Creative Writing
English
English, Creative Writing, French
English
English major, creative writing minor
creative writing, psychology
English and Creative Writing
Business Admin and Education
Business and Education

Maybe or maybe not

What is (are) your major(s)?
English
English and Creative Writing
Creative Writing
Creative Writing and Global Studies
English
English
English
Creative Writing Major
Creative Writing
English
Public health
Creative Writing
creative writing
English
English

Public Health and English

English and Communication

Major: English; Minor: Business Administration

Creative Writing

Creative Writing and Computer Science

Dual Microbiology & Veterinary Science

English

English literature

English

English

Creative writing

Probably not

What is (are) your major(s)?

English and Creative Writing

English and Creative Writing

Creative Writing

General studies now, transferring to Electrical Engineering

Dance; English

Physiology

English

Creative writing, fiction

Creative Writing

Creative Writing and Theatre Arts

Creative Writing

Public Health

Creative Writing

Public health

Creative Writing

Retail and Consumer Sciences

English and History
English, Journalism
English
english
Public Health
English and Creative Writing
Psychology
English
Creative Writing, Gender and Women's Studies
Meteorology
English major Plant Science minor
English and psychology
English
English and Russian

Definitely not

What is (are) your major(s)?
English&Creative Writing
Creative Writing major; French + Studio Art minors
English
English
English and Classics
Ecology and Evolutionary Biology, English
Creative Writing and English
Family Studies and Human Development
Psychology and Family studies
Public Health, but I will be switching to Ag-Sci
English and Creative Writing
English Major. I have two minors: Film/TV, and a thematic minor combining History, Humanities and Political Science
Creative Writing, with a minor in Philosophy

Creative Writing

English and Philosophy

Appendix D. Validate Reports for Proposed PTW BA (Arizona and Nationwide) Validate: Employment Potential

Report generated using Program Insight from Burning Glass Technologies.

Project Criteria

Validate	**Programs**
States	Arizona
Degree Level	Bachelor's degree
Time Period	6/1/2018 - 5/31/2019
Selected Programs	Professional, Technical, Business, and Scientific Writing (23.1303)
Career Outcomes mapped to Selected Programs of Study	Proofreader, Travel / Tour Guide, Enrollment / Eligibility Specialist, Human Resources Assistant, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Writer, Technical Writer, Copywriter, Reporter, Editor, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist

How Many Jobs are there for your Graduates?

For your project criteria, there were 28,982 job postings in the last 12 months.
Compared to:

- 882,018 total job postings in your selected location
- 282,090 total job postings requesting a Bachelor's degree in your selected location

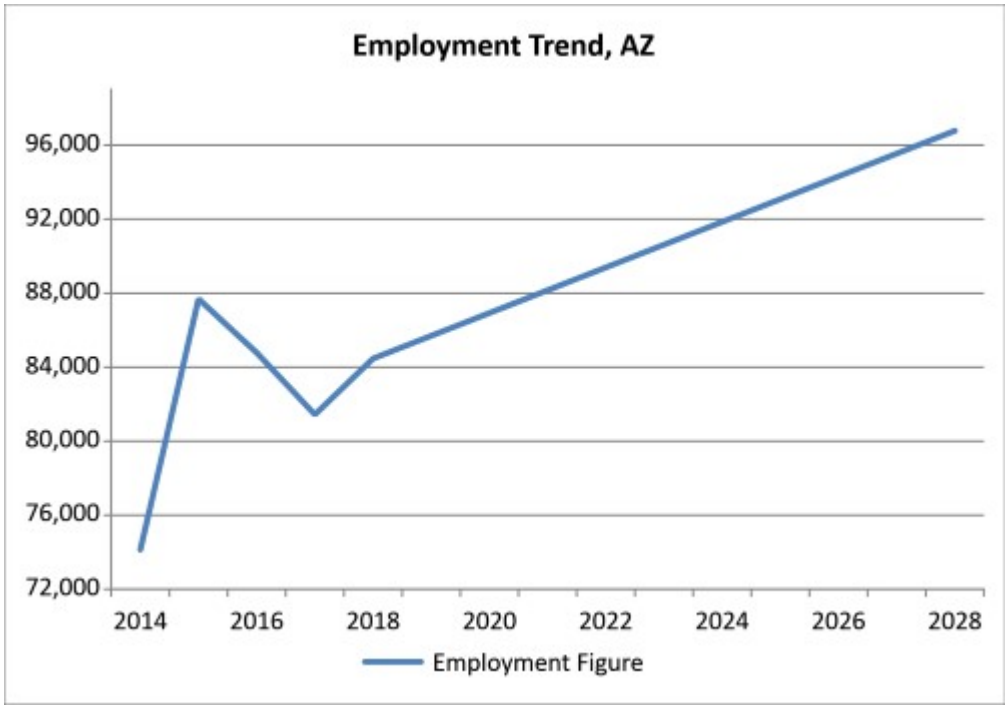
The number of jobs is expected to grow over the next 8 years.

GROWTH BY GEOGRAPHY

Geography	*Selected Occupations*	*Total Labor Market*	*Relative Growth*
Arizona	14.57%	14.97%	Average
Nationwide	5.02%	5.78%	Average

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2014	2015	2016	2017	2018	2028
Employment (BLS)	74,140	87,690	84,780	81,440	84,469	96,780



Employment data between years 2019 and 2028 are projected figures.

DETAILS BY OCCUPATION

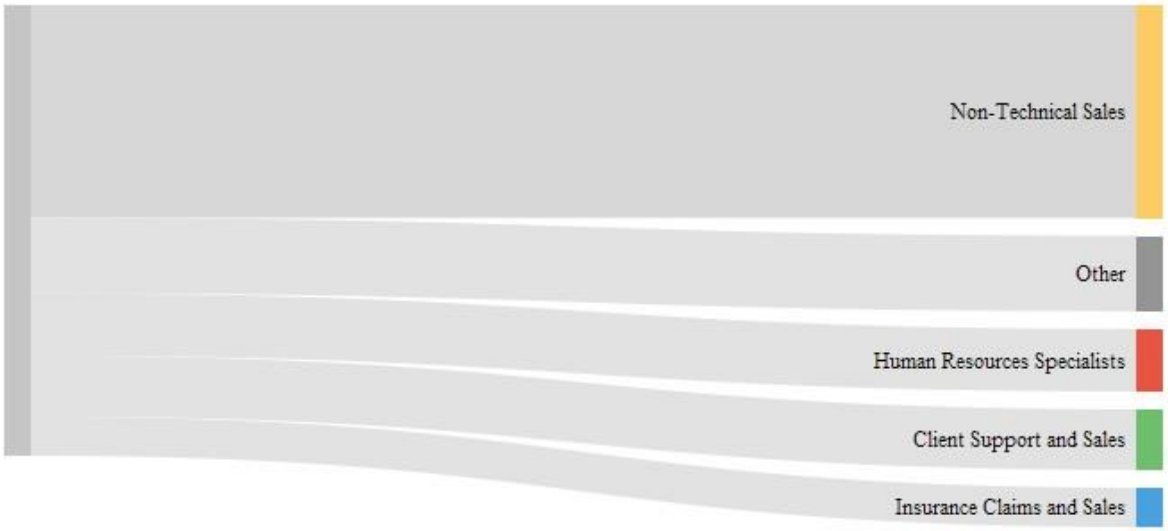
Occupation Group	*Postings*	*LQ*	*Employment (2018)*	*Employment Growth (2017 - 2018)*	*Projected Employment Growth (2019-2028)*
Non-Technical Sales	13,684	1.5	20,220	6.6%	18.1%
Human Resources Specialists	4,018	1.5	13,140	3.1%	15.9%
Client Support and Sales	3,897	1.3	20,340	-0.1%	16.3%
Insurance Claims and Sales	2,529	1.7	7,570	0.9%	0.0%
Legal Support	1,316	1.2	7,970	21.3%	1.1%
Writing and Language	1,274	1.2	2,130	-9.4%	28.7%
Hospitality and Travel	978	1.4	1,759	-0.6%	30.8%
Journalism and Broadcasting	625	0.9	1,700	11.8%	-6.3%
Youth and Career Counseling	311	1.2	8,860	3.4%	19.1%
Clerical Workers	158	2.2	1,330	-6.3%	23.5%

How Versatile is my Program?

Graduates of this program usually transition into any of the 12 different occupation groups:

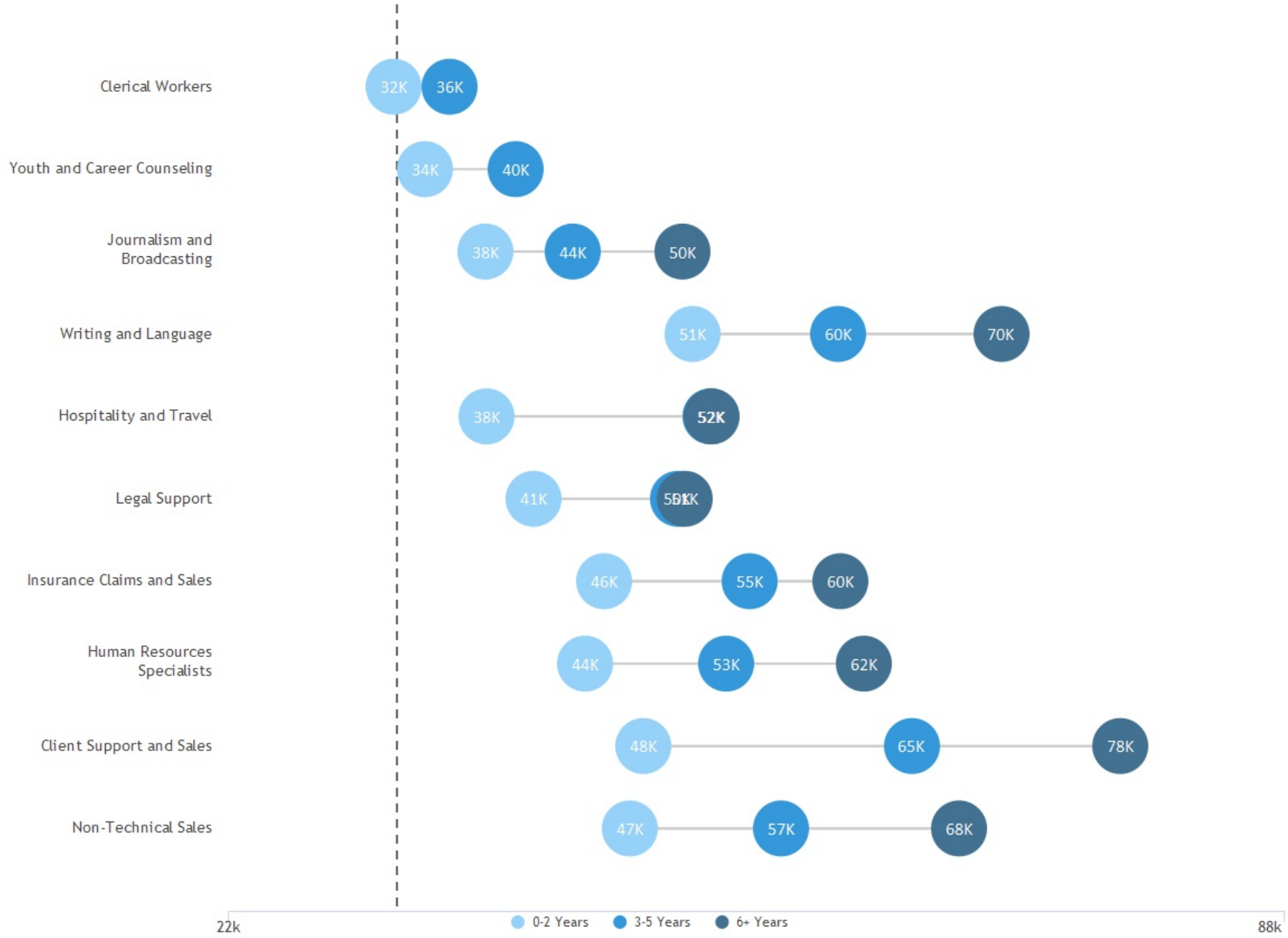
Occupations Group	*Market Size (postings)*	*Percentage of Career Outcome demand*
Non-Technical Sales	13,684	47.2%
Human Resources Specialists	4,018	13.9%

Client Support and Sales	3,897	13.4%
Insurance Claims and Sales	2,529	8.7%
Legal Support	1,316	4.5%
Writing and Language	1,274	4.4%
Hospitality and Travel	978	3.4%
Journalism and Broadcasting	625	2.2%
Youth and Career Counseling	311	1.1%
Clerical Workers	158	0.5%
General Research	114	0.4%
Policy Analysis and Planning	78	0.3%



What Salary will my graduates make?

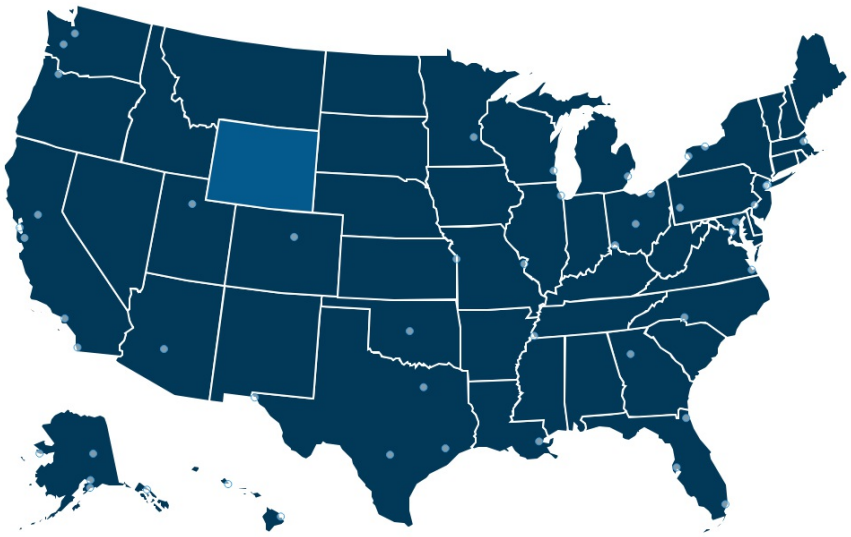
The average salary in Arizona for graduates of your program is $51,456
This average salary is Above the average living wage for Arizona of $32,531


Clerical Workers
32K
36K
Youth and Career Counseling
34K
40K
Journalism and Broadcasting
38K
44K
50K
Writing and Language
51K
60K
70K
Hospitality and Travel
38K
52K
Legal Support
41K
Insurance Claims and Sales
46K
55K
60K
Human Resources Specialists
44K
53K
62K
Client Support and Sales
48K
65K
78K
Non-Technical Sales
47K
57K
68K
22k
0-2 Years
3-5 Years
6+ Years
88k

** Note: The expected salary visualization has been cropped to display only 10 data points **
Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	*25th Percentile*	*Average*	*75th Percentile*
Non-Technical Sales	$47,107	$56,582	$67,712
Client Support and Sales	$47,986	$64,757	$77,810
Human Resources Specialists	$44,332	$53,147	$61,754
Insurance Claims and Sales	$45,526	$54,608	$60,295
Legal Support	$41,118	$50,101	$50,580
Hospitality and Travel	$38,175	$52,159	$52,224
Writing and Language	$51,076	$60,153	$70,354
Journalism and Broadcasting	$38,074	$43,574	$50,423
Youth and Career Counseling	$34,307	$39,957	$0
Clerical Workers	$32,362	$35,865	$0
General Research	$45,883	$58,005	$0
Policy Analysis and Planning	$0	$61,249	$0

Where is the Demand for my Graduates?



TOP LOCATIONS BY POSTING DEMAND

Location	Postings
California	175,876
Texas	105,782
New York	67,733
Florida	60,362

Illinois	50,533
North Carolina	37,441
Ohio	37,307
Pennsylvania	37,254
Massachusetts	36,280
Colorado	33,171

Validate: Competitive Landscape

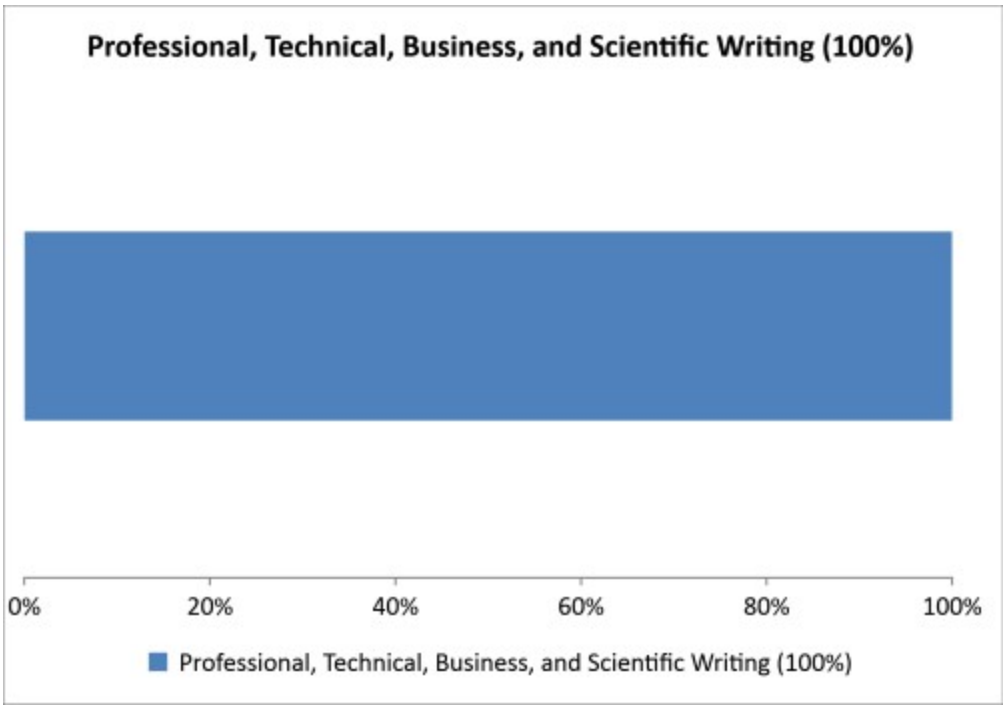
Project Criteria

Validate	**Programs**
States	Arizona
Degree Level	Bachelor's degree
Time Period	6/1/2018 - 5/31/2019
Selected Programs	Professional, Technical, Business, and Scientific Writing (23.1303)
Career Outcomes mapped to Selected Programs of Study	Proofreader, Travel / Tour Guide, Enrollment / Eligibility Specialist, Human Resources Assistant, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Writer, Technical Writer, Copywriter, Reporter, Editor, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist

OVERVIEW

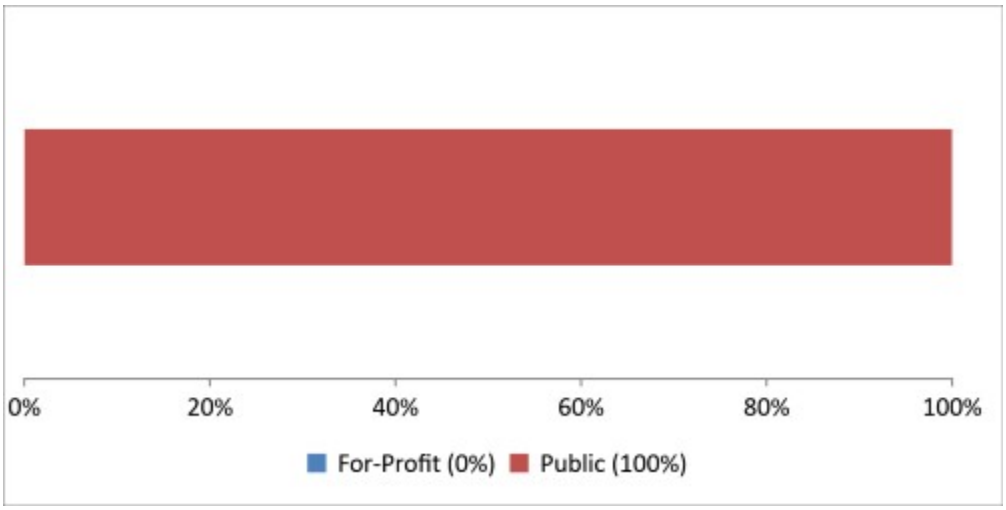
	#	% Change (2013-2017)
Degrees Conferred	43	16%
Number of Institutions	3	50%
Average Conferrals by Institution	14	-22.20%
Median Conferrals by Institution	7	-61.10%

MARKET SHARE BY PROGRAM



Program	*Conferrals (2017)*	*Market Share (%)*
Professional, Technical, Business, and Scientific Writing	43	100.00%

MARKET SHARE BY INSTITUTION TYPE



Institution Type	*Conferrals*	*Market Share (%)*

	(2017)	
For-Profit	0	0.00%
Public	43	100.00%

TOP INSTITUTIONS

Institution	*School Type*	*Market Share (2017)*	*Market Share Change*	*Conferrals (2017)*	*Conferrals Change (2013-2017)*
Arizona State University-Skysong	Public	83.72%	-0.06%	36	16.10%
Arizona State University-Polytechnic	Public	16.28%	0.06%	7	16.70%
Grand Canyon University	For-Profit	0.00%	0.00%	0	0.00%

TOP PROGRAMS

Program	*Market Share (2017)*	*Market Share Change*	*Conferrals (2017)*	*Conferrals Change (2013-2017)*
Professional, Technical, Business, and Scientific Writing	100.00%	0.00%	43	16.20%

ACTIVE COMPETITORS

Institution	*School Type*	*Market Share*	*Market Share Change*	*Conferrals (2017)*	*Conferrals Change (2013-2017)*

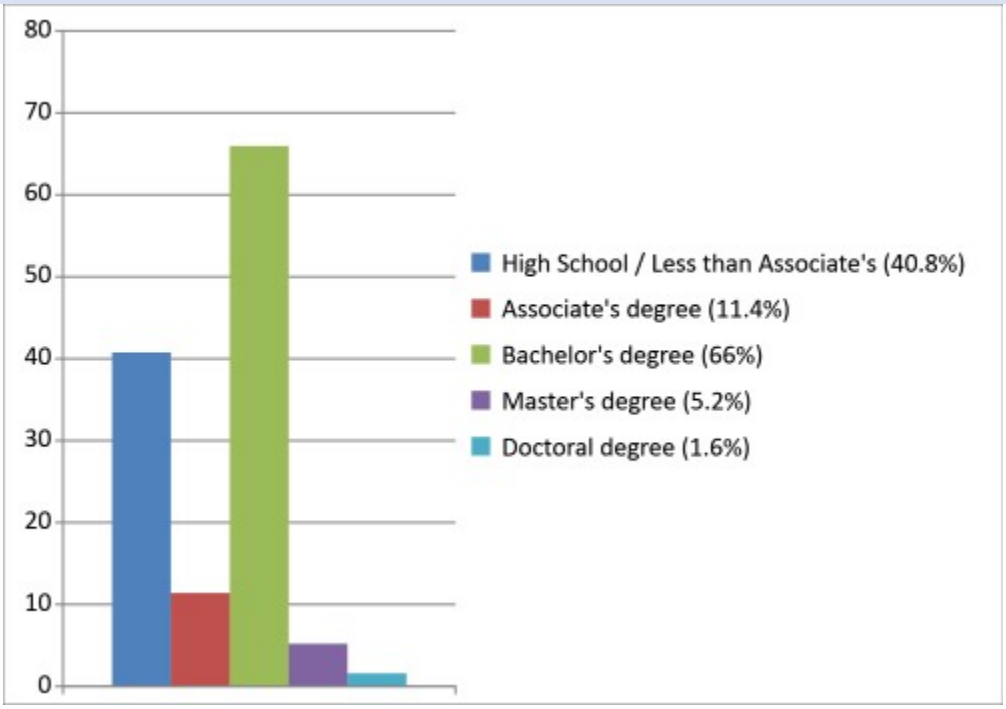
		(2017)			

Validate: Market Alignment

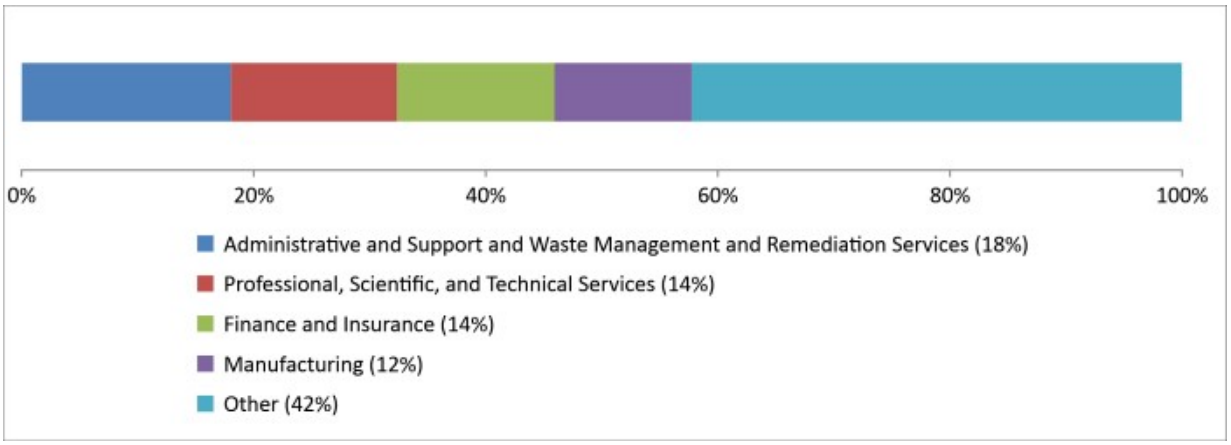
Project Criteria

Validate	**Programs**
States	Arizona
Degree Level	Bachelor's degree
Time Period	6/1/2018 - 5/31/2019
Selected Programs	Professional, Technical, Business, and Scientific Writing (23.1303)
Career Outcomes mapped to Selected Programs of Study	Proofreader, Travel / Tour Guide, Enrollment / Eligibility Specialist, Human Resources Assistant, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Writer, Technical Writer, Copywriter, Reporter, Editor, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist

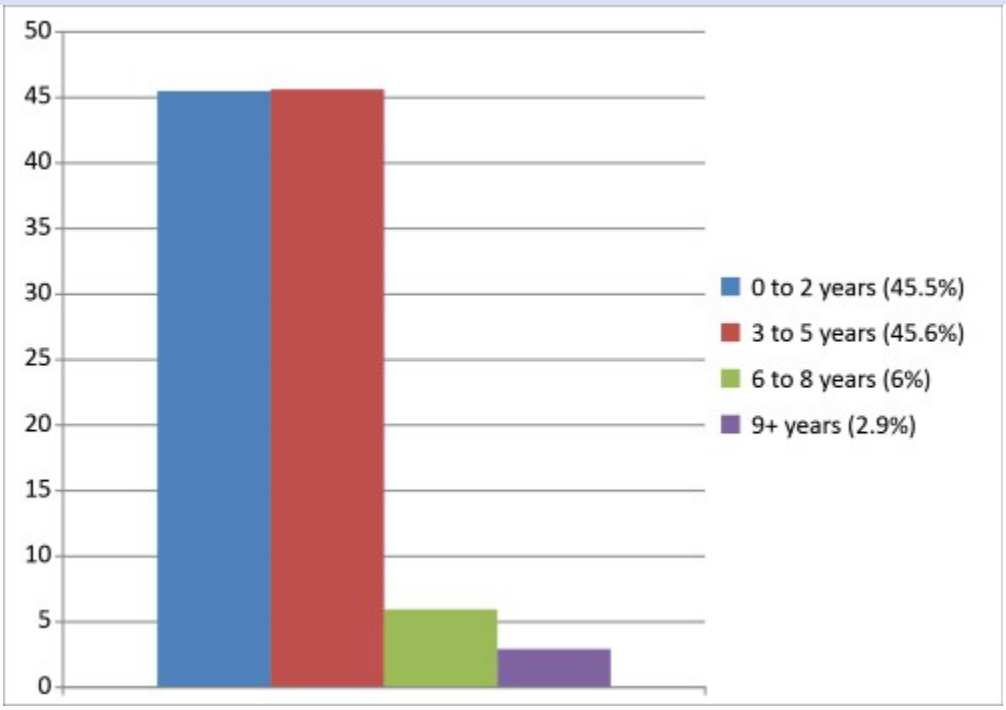
JOB POSTINGS BY ADVERTISED EDUCATION (%)



JOB POSTINGS BY INDUSTRY (%)



JOB POSTINGS BY EXPERIENCE REQUESTED (%)



TOP TITLES

Experience Level: All Experience

Title	*Postings*	*Market Share (%)*
Sales Representative	1,635	11.56%
Account Manager	1,535	10.85%

Recruiter	775	5.48%
Sales Specialist	524	3.70%
Inside Sales Representative	456	3.22%
Outside Sales Representative	346	2.45%
Sales Executive	334	2.36%
Sales Consultant	297	2.10%
Technical Writer	240	1.70%
Paralegal	185	1.31%
Recruiting Coordinator	183	1.29%
Sales Coordinator	166	1.17%
Copywriter	159	1.12%
Event Coordinator	158	1.12%
Business to Business Sales Representative	139	0.98%

TOP EMPLOYERS HIRING

Experience Level: All Experience

Employer	*Postings*	*Market Share (%)*
Dish Network	260	1.84%
Ttec	107	0.76%
Arizona State University	91	0.64%
University of Arizona	81	0.57%
Automatic Data Processing Incorporated	80	0.57%
Reynolds & Reynolds	78	0.55%

United Parcel Service Incorporated	74	0.52%
U.S. Bancorp	69	0.49%
Medtronic	68	0.48%
Liberty Mutual	53	0.37%
Carvana Company	50	0.35%
UnitedHealth Group	50	0.35%
Amazon	48	0.34%
Stryker Medical	47	0.33%
State of Arizona	46	0.33%

Validate: Key Competencies

Project Criteria

Validate	**Programs**
States	Arizona
Degree Level	Bachelor's degree
Time Period	6/1/2018 - 5/31/2019
Selected Programs	Professional, Technical, Business, and Scientific Writing (23.1303)
Career Outcomes mapped to Selected Programs of Study	Proofreader, Travel / Tour Guide, Enrollment / Eligibility Specialist, Human Resources Assistant, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Writer, Technical Writer, Copywriter, Reporter, Editor, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist

TOP 15 SPECIALIZED SKILLS

Skill	*Postings*	*Projected Growth*	*Salary Premium*	*Competitive Advantage*
Sales	16626 (56%)	-11.17%	No	No
Customer Service	5314 (18%)	1.05%	No	No
Product Sales	3249 (11%)	-10.12%	No	No
Prospective Clients	3116 (10%)	-4.71%	No	No
Sales Goals	3113 (10%)	-10.04%	No	No

Outside Sales	2923 (10%)	-28.55%	No	No
Scheduling	2858 (10%)	1.88%	No	No
Customer Contact	2830 (9%)	-11.38%	No	No
Business Development	2786 (9%)	-8.98%	No	No
Recruiting	2708 (9%)	13.37%	No	No
Inside Sales	2610 (9%)	2.58%	No	No
Social Media	2289 (8%)	12.88%	No	Yes
Cold Calling	1837 (6%)	-20.34%	No	No
Sales Management	1818 (6%)	-18.01%	Yes	No
Business-to-Business	1814 (6%)	0.19%	Yes	No

TOP 15 BASELINES SKILLS

Skill	*Postings*
Communication Skills	12024 (40%)

Organizational Skills	5925 (20%)
Microsoft Office	5189 (17%)
Building Effective Relationships	5178 (17%)
Teamwork / Collaboration	5103 (17%)
Microsoft Excel	5083 (17%)
Detail-Oriented	4381 (15%)
Problem Solving	3995 (13%)
Writing	3785 (13%)
Research	3391 (11%)
Creativity	3390 (11%)
Multi-Tasking	3164 (11%)

Time Management	3054 (10%)
Written Communication	3036 (10%)
Computer Literacy	3020 (10%)

TOP 15 SOFTWARE PROGRAMMING SKILLS

Skill	*Postings*	*Projected Growth*	*Salary Premium*	*Competitive Advantage*
Microsoft Office	5189 (17%)	-10.2%	No	No
Microsoft Excel	5083 (17%)	17.03%	No	No
Microsoft Word	2500 (8%)	-13.39%	No	No
Microsoft Powerpoint	2458 (8%)	-8.52%	No	No
Salesforce	1587 (5%)	46.69%	Yes	No
Customer Relationship Management (CRM)	974 (3%)	15.03%	No	No
Microsoft Outlook	849 (3%)	-1.45%	No	No
Facebook	427 (1%)	-34.28%	No	No

Software as a Service (SaaS)	427 (1%)	16.78%	No	No
LinkedIn	413 (1%)	11.67%	No	No
Microsoft Windows	344 (1%)	6.61%	No	No
Word Processing	322 (1%)	-19.34%	No	No
Adobe Acrobat	308 (1%)	-15.24%	No	No
Adobe Photoshop	257 (1%)	-22.36%	No	No
Taleo	252 (1%)	-13.7%	No	No

TOP 15 SKILL CLUSTERS

Skill	*Postings*
General Sales	18136 (61%)
Basic Customer Service	7661 (26%)
Microsoft Office and Productivity Tools	7287 (24%)
General Sales Practices	5641 (19%)

Customer Relationship Management (CRM)	4565 (15%)
Inside Sales	4198 (14%)
Recruitment	3937 (13%)
Prospecting and Qualification	3791 (13%)
Administrative Support	3260 (11%)
Business Development	3166 (11%)
Outside Sales	2860 (10%)
Social Media	2595 (9%)
Sales Management	2416 (8%)
Employee Training	2258 (8%)
Procurement	2080 (7%)

TOP 15 SALARY PREMIUM SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Sales Management	1818 (6%)	-18.01%	Yes	No
Business-to-Business	1814 (6%)	0.19%	Yes	No
Salesforce	1587 (5%)	46.69%	Yes	No
Project Management	1408 (5%)	-19.74%	Yes	No
Client Base Retention	1325 (4%)	-7.63%	Yes	No
Negotiation Skills	1280 (4%)	-6.56%	Yes	No

TOP 15 COMPETITIVE ADVANTAGE SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Social Media	2289 (8%)	12.88%	No	Yes

TOP 15 CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
Driver's License	2842 (10%)	No	No

Insurance License	921 (3%)	No	No
Insurance Agent Certification	818 (3%)	No	No
Life Insurance License	475 (2%)	No	No
Paralegal Certification	305 (1%)	No	No
Property and Casualty License	286 (1%)	No	No
Life and Health Insurance License	208 (1%)	No	No
Accident Health and Life (Insurance)	116 (0%)	No	No
Series 6	112 (0%)	No	No
Series 7	86 (0%)	No	No
Security Clearance	80 (0%)	No	No
Professional in Human Resources	69 (0%)	No	No
Real Estate Certification	69 (0%)	No	No
Chartered Property Casualty Underwriter (CPCU)	54 (0%)	No	No

Project Management Certification	47 (0%)	No	No

TOP 15 SALARY PREMIUM CERTIFICATIONS

Skill	*Postings*	*Salary Premium*	*Competitive Advantage*

No certificates available

TOP 15 COMPETITIVE ADVANTAGE CERTIFICATIONS

Skill	*Postings*	*Salary Premium*	*Competitive Advantage*

No certificates available

Validate: Employment Potential

Project Criteria

Validate	Programs
Location	Nationwide
Degree Level	Bachelor's degree
Time Period	6/1/2018 - 5/31/2019
Selected Programs	Professional, Technical, Business, and Scientific Writing (23.1303)
Career Outcomes mapped to Selected Programs of Study	Proofreader, Travel / Tour Guide, Enrollment / Eligibility Specialist, Human Resources Assistant, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Writer, Technical Writer, Copywriter, Reporter, Editor, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist

How Many Jobs are there for your Graduates?

For your project criteria, there were 1,087,395 job postings in the last 12 months.
Compared to:

- 31,246,259 total job postings in your selected location
- 11,208,746 total job postings requesting a Bachelor's degree in your selected location

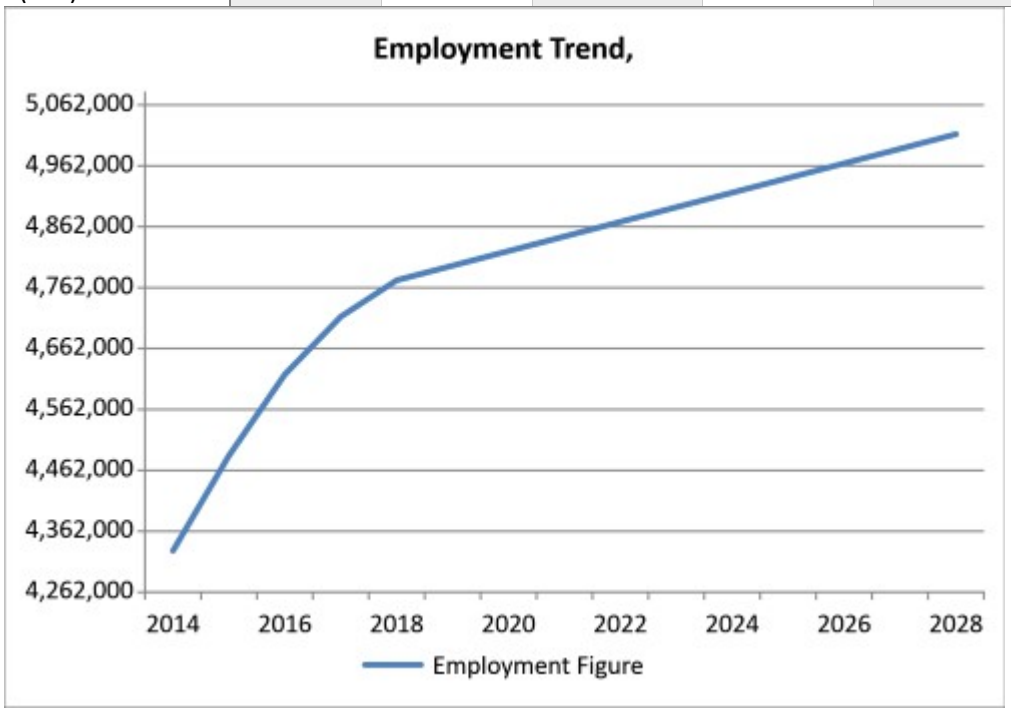
The number of jobs is expected to grow over the next 8 years.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Nationwide	5.02%	5.78%	Average

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2014	2015	2016	2017	2018	2028
Employment (BLS)	4,330,080	4,486,170	4,619,550	4,714,360	4,774,175	5,013,943



Employment data between years 2019 and 2028 are projected figures.

DETAILS BY OCCUPATION

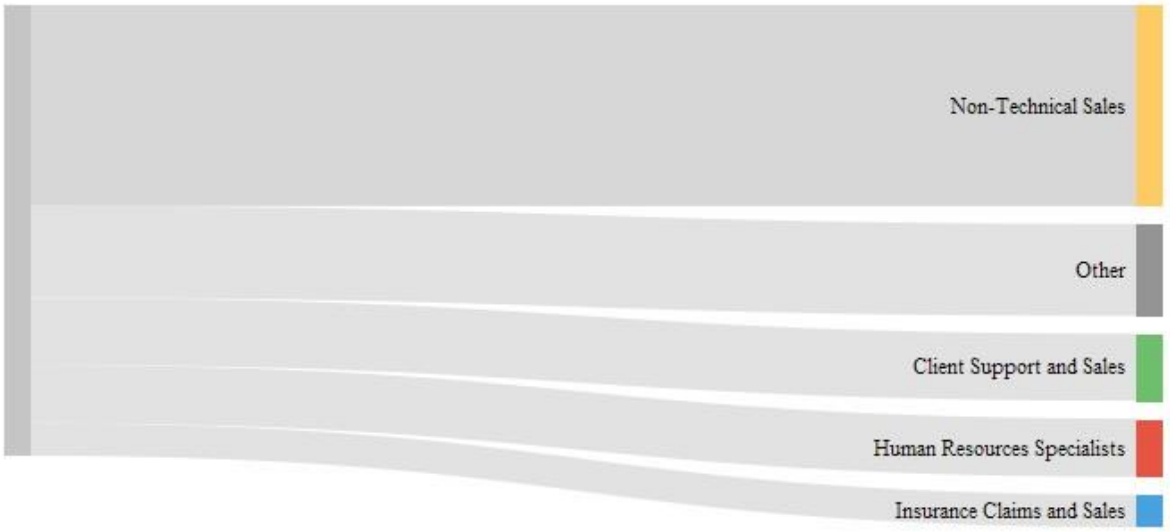
Occupation Group	Postings	LQ	Employment (2018)	Employment Growth (2017 - 2018)	Projected Employment Growth (2019-2028)
Non-Technical Sales	484,897	NA	1,033,820	3.0%	5.2%
Client Support and Sales	161,662	NA	1,350,180	-3.0%	9.6%
Human Resources Specialists	140,570	NA	718,390	4.3%	-1.5%
Insurance Claims and Sales	78,248	NA	393,830	1.9%	7.2%
Legal Support	59,392	NA	353,090	5.4%	1.0%
Writing and Language	58,725	NA	201,130	-1.2%	1.6%
Hospitality and Travel	37,152	NA	113,735	11.0%	2.1%
Journalism and Broadcasting	36,886	NA	132,890	-2.1%	-4.2%
Youth and Career Counseling	14,192	NA	393,840	3.1%	6.5%
General Research	7,647	NA	35,530	0.1%	-2.1%

How Versatile is my Program?

Graduates of this program usually transition into any of the 12 different occupation groups:

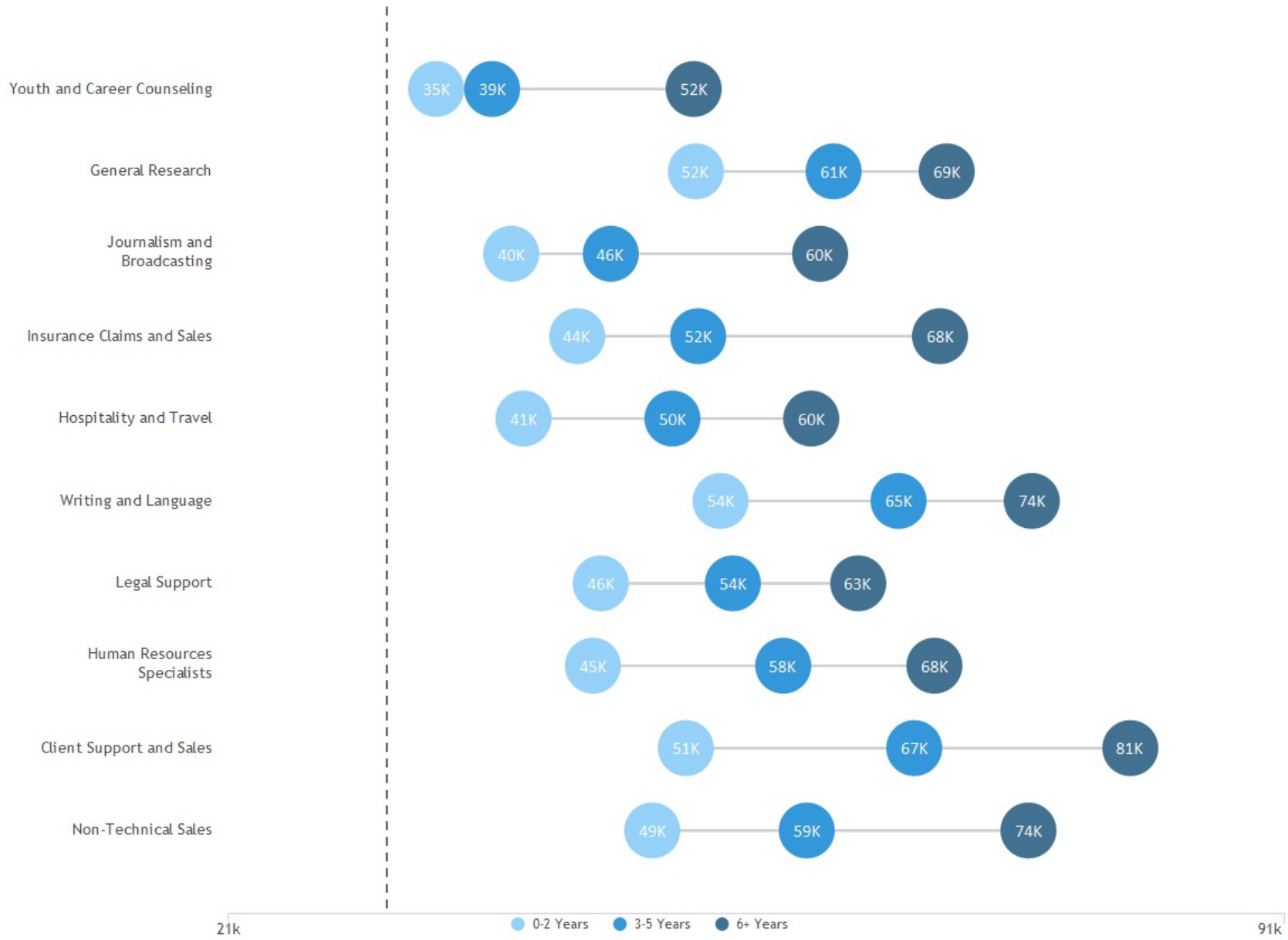
Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
Non-Technical Sales	484,897	44.6%
Client Support and Sales	161,662	14.9%
Human Resources Specialists	140,570	12.9%
Insurance Claims and Sales	78,248	7.2%
Legal Support	59,392	5.5%
Writing and Language	58,725	5.4%
Hospitality and Travel	37,152	3.4%
Journalism and Broadcasting	36,886	3.4%

Youth and Career Counseling	14,192	1.3%
General Research	7,647	0.7%
Policy Analysis and Planning	4,238	0.4%
Clerical Workers	3,786	0.3%



What Salary will my graduates make?

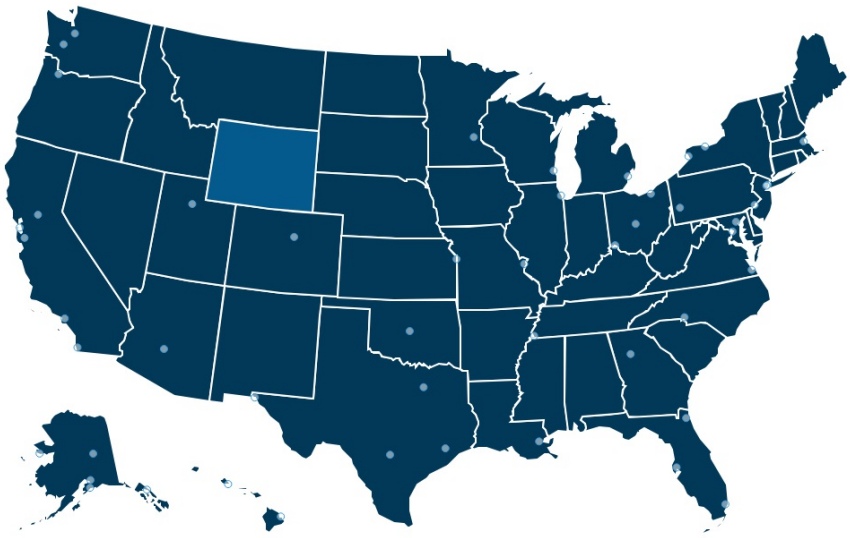
The average salary in the nation for graduates of your program is $54,454
This average salary is Above the average living wage for your region of $31,450


Youth and Career Counseling
35K
39K
52K
General Research
52K
61K
69K
Journalism and Broadcasting
40K
46K
60K
Insurance Claims and Sales
44K
52K
68K
Hospitality and Travel
41K
50K
60K
Writing and Language
54K
65K
74K
Legal Support
46K
54K
63K
Human Resources Specialists
45K
58K
68K
Client Support and Sales
51K
67K
81K
Non-Technical Sales
49K
59K
74K
21k
0-2 Years
3-5 Years
6+ Years
91k

** Note: The expected salary visualization has been cropped to display only 10 data points **
Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	25th Percentile	Average	75th Percentile
Non-Technical Sales	$49,113	$59,404	$74,103
Client Support and Sales	$51,379	$66,551	$80,834
Human Resources Specialists	$45,221	$57,788	$67,855
Legal Support	$45,721	$54,472	$62,765
Writing and Language	$53,683	$65,491	$74,332
Hospitality and Travel	$40,576	$50,485	$59,704
Insurance Claims and Sales	$44,124	$52,175	$68,259
Journalism and Broadcasting	$39,764	$46,346	$60,253
General Research	$51,993	$61,179	$68,685
Youth and Career Counseling	$34,775	$38,519	$51,881
Policy Analysis and Planning	$58,332	$72,589	$78,347
Clerical Workers	$35,356	$39,385	$58,498

Where is the Demand for my Graduates?



TOP LOCATIONS BY POSTING DEMAND

Location	Postings
California	175,876
Texas	105,782
New York	67,733
Florida	60,362
Illinois	50,533
North Carolina	37,441
Ohio	37,307
Pennsylvania	37,254
Massachusetts	36,280
Colorado	33,171

Validate: Competitive Landscape

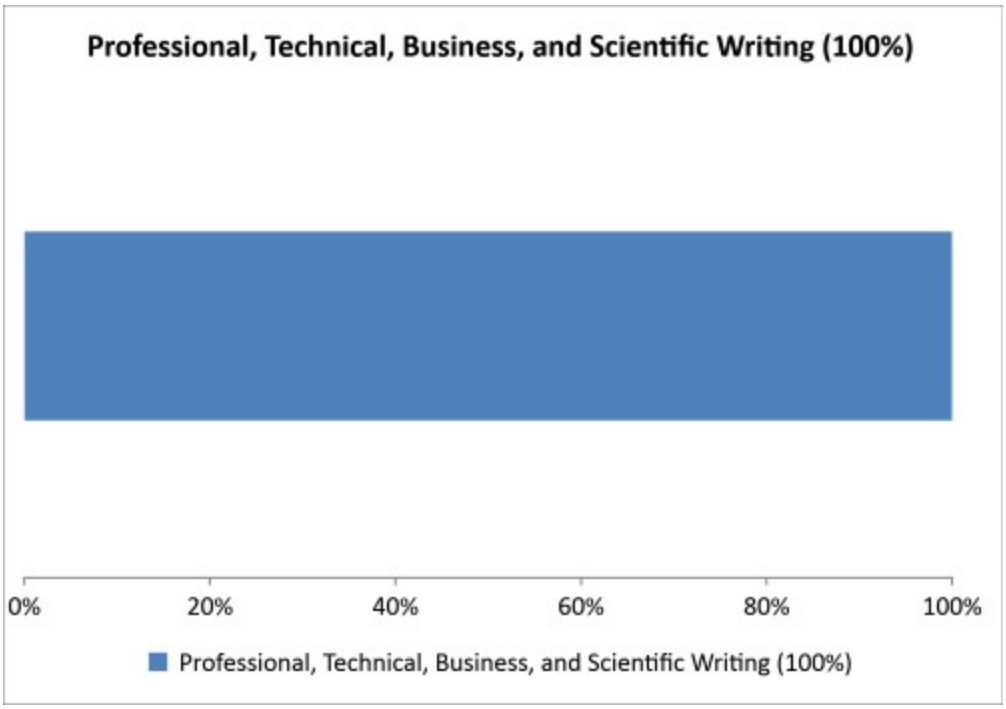
Project Criteria

Validate	Programs
Location	Nationwide
Degree Level	Bachelor's degree
Time Period	6/1/2018 - 5/31/2019
Selected Programs	Professional, Technical, Business, and Scientific Writing (23.1303)
Career Outcomes mapped to Selected Programs of Study	Proofreader, Travel / Tour Guide, Enrollment / Eligibility Specialist, Human Resources Assistant, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Writer, Technical Writer, Copywriter, Reporter, Editor, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist

OVERVIEW

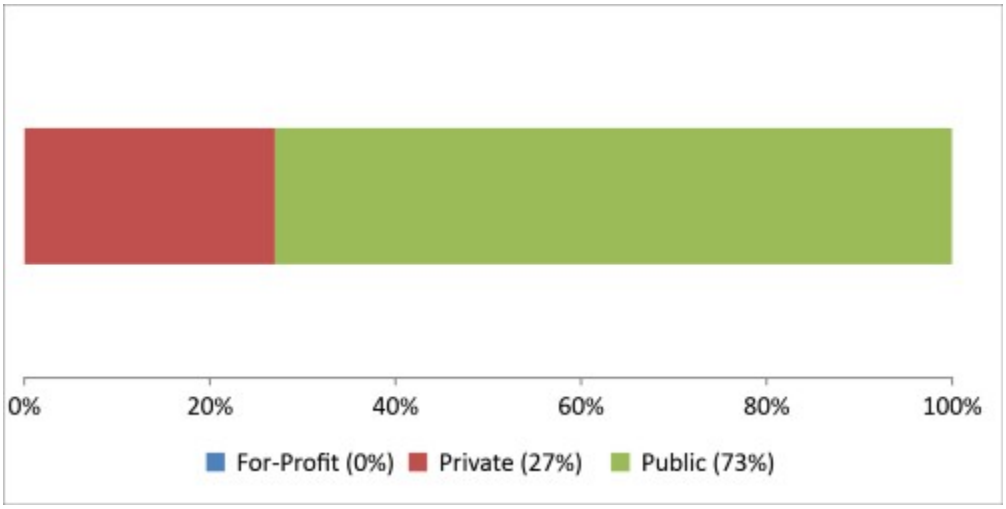
	#	% Change (2013-2017)
Degrees Conferred	748	4%
Number of Institutions	82	12%
Average Conferrals by Institution	9	-10.00%
Median Conferrals by Institution	5	-16.70%

MARKET SHARE BY PROGRAM



Program	Conferrals (2017)	Market Share (%)
Professional, Technical, Business, and Scientific Writing	748	100.00%

MARKET SHARE BY INSTITUTION TYPE



Institution Type	Conferrals	Market Share (%)

	(2017)	
For-Profit	0	0.00%
Private	202	27.01%
Public	546	72.99%

TOP INSTITUTIONS

Institution	School Type	Market Share (2017)	Market Share Change	Conferrals (2017)	Conferrals Change (2013-2017)
Miami University-Oxford	Public	8.56%	7.02%	64	481.80%
James Madison University	Public	7.22%	-2.42%	54	-21.70%
Michigan State University	Public	6.02%	-3.06%	45	-30.80%
Missouri State University-Springfield	Public	4.95%	2.58%	37	117.60%
Arizona State University-Skysong	Public	4.81%	0.48%	36	16.10%
Savannah College of Art and Design	Private	4.41%	2.04%	33	94.10%
Kutztown University of Pennsylvania	Public	4.14%	-0.19%	31	0.00%
Carnegie Mellon University	Private	3.07%	0.00%	23	4.50%

Texas Tech University	Public	3.07%	1.81%	23	155.60%
Purdue University-Main Campus	Public	2.94%	-0.69%	22	-15.40%

TOP PROGRAMS

Program	Market Share (2017)	Market Share Change	Conferrals (2017)	Conferrals Change (2013-2017)
Professional, Technical, Business, and Scientific Writing	100.00%	0.00%	748	4.50%

ACTIVE COMPETITORS

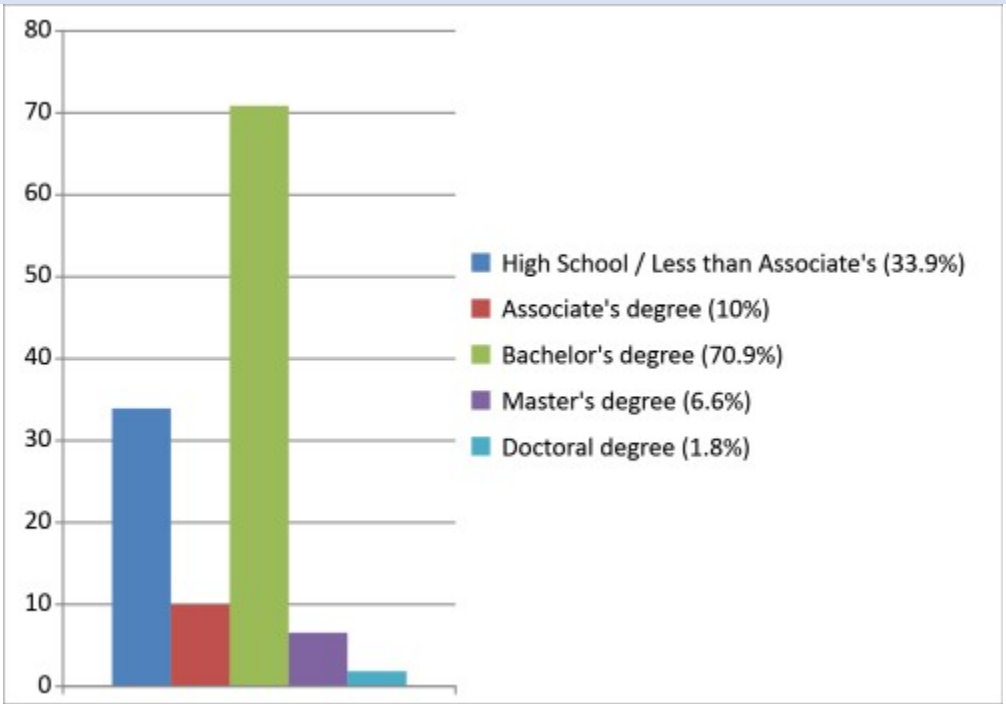
Institution	School Type	Market Share (2017)	Market Share Change	Conferrals (2017)	Conferrals Change (2013-2017)

Validate: Market Alignment

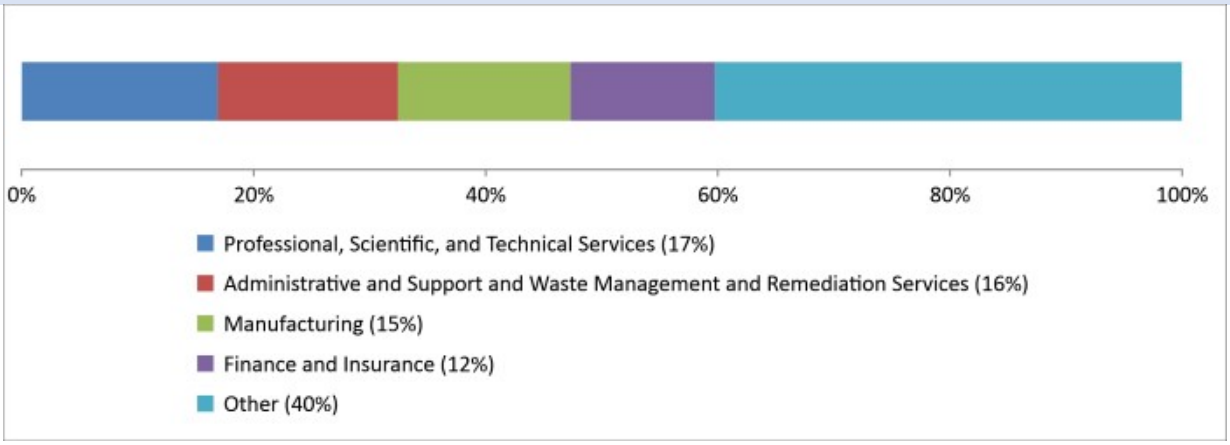
Project Criteria

Validate	Programs
Location	Nationwide
Degree Level	Bachelor's degree
Time Period	6/1/2018 - 5/31/2019
Selected Programs	Professional, Technical, Business, and Scientific Writing (23.1303)
Career Outcomes mapped to Selected Programs of Study	Proofreader, Travel / Tour Guide, Enrollment / Eligibility Specialist, Human Resources Assistant, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Writer, Technical Writer, Copywriter, Reporter, Editor, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist

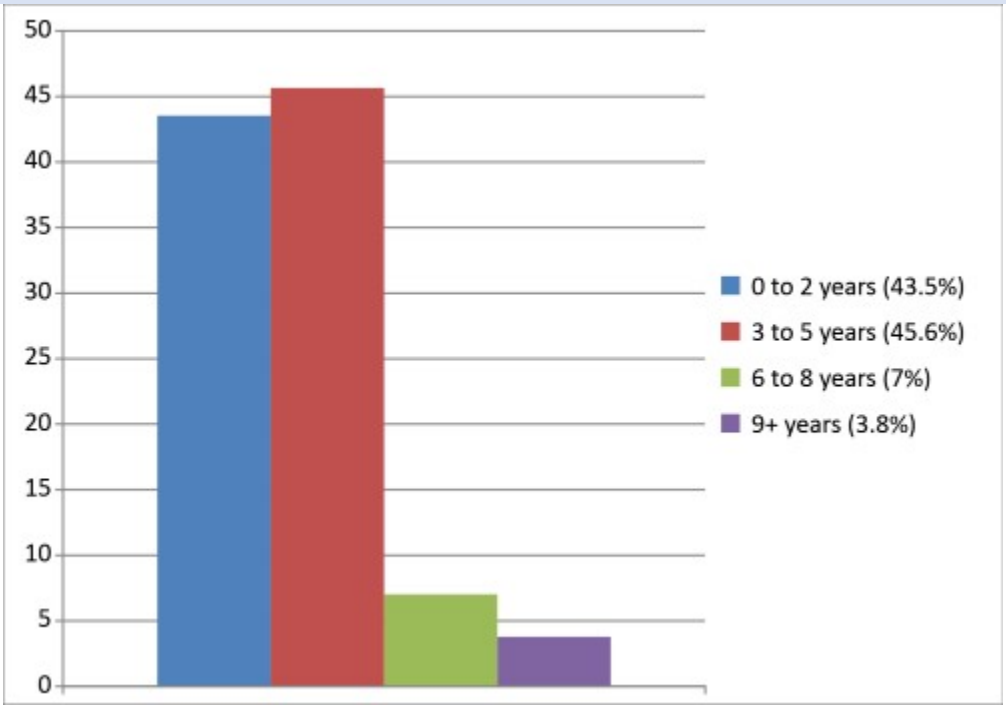
JOB POSTINGS BY ADVERTISED EDUCATION (%)



JOB POSTINGS BY INDUSTRY (%)



JOB POSTINGS BY EXPERIENCE REQUESTED (%)



TOP TITLES

Experience Level: All Experience

Title	Postings	Market Share (%)
Account Manager	67,394	11.93%

Sales Representative	58,252	10.31%
Recruiter	24,273	4.30%
Sales Specialist	14,189	2.51%
Outside Sales Representative	13,917	2.46%
Technical Writer	13,532	2.40%
Sales Executive	13,278	2.35%
Inside Sales Representative	11,830	2.09%
Sales Consultant	11,501	2.04%
Paralegal	9,440	1.67%
Account Representative	7,437	1.32%
Human Resources Assistant	7,406	1.31%
Recruiting Coordinator	6,261	1.11%
Copywriter	6,097	1.08%
Technical Recruiter	6,013	1.06%

TOP EMPLOYERS HIRING

Experience Level: All Experience

Employer	Postings	Market Share (%)
U.S. Bancorp	2,765	0.49%
Anthem Blue Cross	2,719	0.48%
Reynolds & Reynolds	2,609	0.46%
Amazon	2,263	0.40%
Fiserv	2,104	0.37%

Medtronic	1,831	0.32%
Crossmark	1,616	0.29%
Automatic Data Processing Incorporated	1,482	0.26%
Johnson & Johnson	1,476	0.26%
Stryker Medical	1,463	0.26%
Cintas	1,402	0.25%
Liberty Mutual	1,262	0.22%
Iqvia	1,252	0.22%
AT&T	1,243	0.22%
United Rentals	1,220	0.22%

Validate: Key Competencies

Project Criteria

Validate	Programs
Location	Nationwide
Degree Level	Bachelor's degree
Time Period	6/1/2018 - 5/31/2019
Selected Programs	Professional, Technical, Business, and Scientific Writing (23.1303)
Career Outcomes mapped to Selected Programs of Study	Proofreader, Travel / Tour Guide, Enrollment / Eligibility Specialist, Human Resources Assistant, Sales Representative, Residential Assistant / Advisor, Insurance Sales Agent, Writer, Technical Writer, Copywriter, Reporter, Editor, Recruiter, Event Planner, Account Manager / Representative, Policy Analyst, Social Science Researcher, Enrollment / Admission Counselor, Paralegal / Legal Assistant, Legal Support Specialist

TOP 15 SPECIALIZED SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage

Sales	577950 (52%)	-11.17%	No	No
Customer Service	195301 (18%)	1.05%	No	No
Outside Sales	120354 (11%)	-28.55%	No	No
Sales Goals	113387 (10%)	-10.04%	No	No
Business Development	109362 (10%)	-8.98%	No	No
Customer Contact	108365 (10%)	-11.38%	No	No
Product Sales	106328 (10%)	-10.12%	No	No
Prospective Clients	103000 (9%)	-4.71%	No	No
Scheduling	100801 (9%)	1.88%	No	No

Recruiting	88342 (8%)	13.37%	No	No
Social Media	76846 (7%)	12.88%	No	Yes
Account Management	74685 (7%)	8.39%	No	No
Budgeting	74636 (7%)	-10.04%	No	No
Inside Sales	74402 (7%)	2.58%	No	No
Sales Management	67444 (6%)	-18.01%	Yes	No

TOP 15 BASELINES SKILLS

Skill	Postings
Communication Skills	454016 (41%)

Organizational Skills	222279 (20%)
Teamwork / Collaboration	200321 (18%)
Building Effective Relationships	195261 (18%)
Microsoft Excel	189485 (17%)
Microsoft Office	185386 (17%)
Detail-Oriented	169862 (15%)
Writing	159721 (14%)

Creativity	136570 (12%)
Problem Solving	136002 (12%)
Research	134296 (12%)
Planning	114893 (10%)
Written Communication	112138 (10%)
Time Management	110958 (10%)
Computer Literacy	108224 (10%)

TOP 15 SOFTWARE PROGRAMMING SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Microsoft Excel	189485 (17%)	17.03%	No	No
Microsoft Office	185386 (17%)	-10.2%	No	No
Microsoft Powerpoint	99746 (9%)	-8.52%	No	No
Microsoft Word	93645 (8%)	-13.39%	No	No
Salesforce	57916 (5%)	46.69%	Yes	No
Customer Relationship Management (CRM)	31721 (3%)	15.03%	No	No
Microsoft Outlook	27825 (3%)	-1.45%	No	No

Software as a Service (SaaS)	16582 (1%)	16.78%	No	No
Facebook	14504 (1%)	-34.28%	No	No
Word Processing	13450 (1%)	-19.34%	No	No
Adobe Acrobat	13320 (1%)	-15.24%	No	No
Adobe Photoshop	12759 (1%)	-22.36%	No	No
LinkedIn	12703 (1%)	11.67%	No	No
Adobe Indesign	10363 (1%)	-25.5%	No	No
Oracle	8796 (1%)	-16.26%	No	No

TOP 15 SKILL CLUSTERS

Skill	Postings
General Sales	633632 (57%)
Basic Customer Service	284995 (26%)
Microsoft Office and Productivity Tools	269803 (24%)
General Sales Practices	212679 (19%)
Customer Relationship Management (CRM)	163439 (15%)
Recruitment	133217 (12%)
Business Development	128131 (12%)

Prospecting and Qualification	127436 (11%)
Inside Sales	119742 (11%)
Outside Sales	119535 (11%)
Administrative Support	111281 (10%)
Sales Management	97198 (9%)
Social Media	89429 (8%)
Writing	86435 (8%)
Account Management	83584 (8%)

TOP 15 SALARY PREMIUM SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Sales Management	67444 (6%)	-18.01%	Yes	No
Project Management	63460 (6%)	-19.74%	Yes	No
Business-to-Business	62934 (6%)	0.19%	Yes	No
Salesforce	57916 (5%)	46.69%	Yes	No
Client Base Retention	50242 (5%)	-7.63%	Yes	No
Negotiation Skills	45230 (4%)	-6.56%	Yes	No

TOP 15 COMPETITIVE ADVANTAGE SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Social Media	76846 (7%)	12.88%	No	Yes

TOP 15 CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
Driver's License	122548 (11%)	No	No
Insurance License	22038 (2%)	No	No
Insurance Agent Certification	19304 (2%)	No	No
Paralegal Certification	15184 (1%)	No	No
Life Insurance License	14898 (1%)	No	No

Property and Casualty License	10598 (1%)	No	No
Life and Health Insurance License	6765 (1%)	No	No
Security Clearance	6291 (1%)	No	No
Accident Health and Life (Insurance)	4750 (0%)	No	No
Series 6	2788 (0%)	No	No
Series 7	2653 (0%)	No	No
Project Management Certification	2409 (0%)	No	No
Professional in Human Resources	2324 (0%)	No	No
Real Estate Certification	1913 (0%)	No	No

First Aid Cpr Aed	1706 (0%)	No	No

TOP 15 SALARY PREMIUM CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage

No certificates available

TOP 15 COMPETITIVE ADVANTAGE CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage

No certificates available

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PO Box 210067
Tucson, AZ 85721

EDUCATION

PhD Rhetoric and Scientific and Technical Communication, Department of Writing Studies, University of Minnesota, 2014.

Dissertation Title: *Maybe Also a Colony: And Yet Another Critique of the Assessment Community*
Committee: Thomas Reynolds, Patrick Bruch, Lee-Ann Kastman Breuch, Donald Ross

MA English, Creative Writing, University of Southern Mississippi, 2008.

Thesis Title: *Our Lives in Other Cities*
Committee: Frederick Barthelme, Steven Barthelme, Julia Johnson, Linda Pierce-Allen

BA English, Creative Writing, University of New Orleans, 2000.

Major Fields: Writing Assessment, History of Composition, Enlightenment Rhetoric, Postcolonial and Feminist Rhetorics

PROFESSIONAL EXPERIENCE

APPOINTMENTS

2016-present Assistant Professor, Writing Program, University of Arizona.

2014-2016 Postdoctoral Research Associate, Writing Program, University of Arizona.

2011-2012 Research Assistant to Lee-Ann Kastman Breuch.

2009-2014 Graduate Teaching Assistant, Department of Writing Studies, University of Minnesota.

2007-2009 Graduate Teaching Assistant, Department of English, University of Southern Mississippi.

2007-2009 Writing Center Consultant, University of Southern Mississippi.

AWARDS

James I Brown Summer Research Fellowship in Rhetoric. Summer 2013

Graduate Research Professionalization Partnership with Lee-Ann Kastman Breuch. Summer 2010.

English Graduate Organization Professionalization Grant. Fall 2008.

ADMINISTRATION

2016-2017 Assistant Director, Professional and Technical Writing, University of Arizona.

2015-2016 Course Director, English 102, University Writing Program, University of Arizona.

2014-present Curriculum and Assessment Committee, University Writing Program, University of Arizona.

Fall 2014 L2 Placement Committee, University Writing Program, University of Arizona.

2015 English 101/107 Curriculum Redesign Subcommittee, Curriculum and Assessment

2014-2015 Portfolio Assessment Pilot Lead, University Writing Program, University of Arizona.

2008-2009 Co-designer with WPA Sheldon Walcher, English 333, Writing in Academic and Professional Contexts, Online/Live Lecture Hybrid.

Spring 2008 Online Coordinator, English 203, World Literature, Online/Live Lecture Hybrid,

Spring 2007 Associate Editor, *Product*, Center for Writers, University of Southern Mississippi.

2006-2009 Administrative Assistant, Department of English, University of Southern Mississippi.

RESEARCH, PUBLICATIONS AND PRESENTATIONS

"English Only and Rhetorical Education in the Colonial Philippines and Current US Composition." Rhetoric Society of America Biennial Conference, Atlanta, GA, May 2016.

Accepted for Publication:
"Assessment's Word Work: Early 20th Century American Imperialism and the Monolingual Writing Construct." In *Writing Assessment and Social Justice*. Asao Inoue and Mya Poe, eds. Under contract with Colorado State University Press.

"From Crisis-Oriented to Mission-Driven: Deploying Research Praxis as a Means to Create a Sustainable Writing Program." CWPA Annual Conference, Boise, ID, July 2015.

"Maybe Another Colony: And Yet Another Critique of the Assessment Community." Conference on College Composition and Communication, Tampa, FL, March 2015.

"The Prompt as Mediator in Student-Centered Evaluation." Conference on College Composition and Communication, Indianapolis, IN, March 2014.

"Opposing Cultures of Assessment: Why the Concepts of Reliability and Validity Matter." Minnesota Writing and English Conference, Bloomington, MN, April 2013.

"Shared Decision Making in the Hybrid Writing Classroom." Great Plains Association for Computers and Writing, November 2012.

"Social Presence in the Hybrid Writing Classroom." Computers and Writing, Raleigh, NC, May 2012.

"This Might Be Difficult." Minnesota Colleges and Universities English and Writing, Minneapolis, MN, March 2012.

"Cooperative Grading and One Teacher's Attempt to Resist Privilege," Conference on College Composition and Communication, Atlanta, GA, April 2011.

"The Hybrid Writing Classroom as Space for Open Reflexivity." Minnesota Colleges and Universities English and Writing, March 2011.

"Emergence in the Hybrid Writing Classroom." Council of Writing Program Administration Annual Conference, Philadelphia, PA, July 2010.

"Analyzing the Arguments in Public Documents." Minnesota State Colleges and Universities English and Writing, St Paul, MN, April, 2010.

"Review of *Going Wireless: A Critical Exploration of Wireless and Mobile Technologies for Composition Teachers and Researchers*." Kairos 15:1. 2009.

"A Displacement of Force: Non-Linguistic Gender Negotiations as the Discourse of Resistance in Chang-Rae Lee's *Native Speaker*." Mississippi Philological Association Annual Conference, Clinton, MS, January, 2009.

"Othering the Self: Regie Cabico's 'Check One' and the Politics of Form(s)." Guest Lecture, Survey of Multiethnic Literature, University of Southern Mississippi, July, 2007.

"The Imperial Rhetoric of Science and Exploration in the Eighteenth Century: The Case of William Anderson." Faculty Graduate Research Colloquium, University of Southern Mississippi, April, 2007.

WORKSHOPS/PROFESSIONAL DEVELOPMENT

Research Network Forum, Conference on College Composition and Communication, Las Vegas, NV, March 2013.

RESEARCH AND TEACHING INTERESTS

Writing Program Administration, writing assessment, history of rhetoric and composition, postcolonial theory, translingualism and language ideologies in FYW, feminist pedagogies, feminist technical communication, the rhetoric of taste.

TEACHING AND TUTORING EXPERIENCE

GRADUATE LEVEL COURSES

English 591: Composition Preceptorship. University of Arizona, AY 2014-15, 2015-16, 2016-17
Prepare new graduate instructors to teach composition by introducing them to composition theory and rhetorical theory, discussing strategies for application and pedagogical praxis, conducting and discussing class visits, and providing space for peer mentoring.

ADVANCED UNDERGRADUATE LEVEL COURSES

Writing Studies 3562, Professional and Technical Communication, University of Minnesota, Fall 2011-Spring 2014.
Double Writing Intensive course focused on the rhetorical, ethical and methodological aspects of professional and technical communication, including the role of composing technologies and document design. Major projects covered a wide range of professional and technical genres from letters to instructions and technical reports.

English 333, Writing in Academic and Professional Contexts, University of Southern Mississippi, Spring 2009.
Online/live lecture hybrid course focused on moving students between writing in academic and professional contexts, with a focus on rhetorical situations. Major projects asked students to produce written and visual arguments in a variety of writing situations, both academic and professional.

FIRST-YEAR COMPOSITION COURSES

English 102, First-Year Composition, University of Arizona, Spring 2015.
Portfolio-based online/live lecture hybrid course focusing on rhetoric and argumentation in academic and public settings. Students were asked to examine the role of literacy technologies in their lives both inside and outside of school in order to understand the mediational means available for composing persuasive arguments in various contexts. Final portfolios included a required remediation of a previous assignment and an extensive self-assessment, both with an eye toward transfer and possible WAC/WID application.

English 101, First-Year Composition, University of Arizona, Fall 2014-present.
Portfolio-based course focusing on literacy and everyday composing practices. Students were additionally introduced to basic genre theory and multimodality. Major projects included literacy narrative, field research into literacy practices in public spaces, and analysis of these practices through critical literacy studies scholarship. Final portfolios included a required remediation of a previous assignment and an extensive self-assessment, both with an eye toward transfer and possible WAC/WID application.

Writing Studies 1301, University Writing, University of Minnesota, Fall 2009-Spring 2014.

Portfolio-based online/live lecture hybrid course focused on rhetorical theory, genre theory and academic writing. Major projects were all research based, and research was taught as a collaborative process through the use of wikis and social media. Grading of writing was withheld until the final portfolios were complete.

English 101, Composition One, University of Southern Mississippi, 2007-2009.
Portfolio-based course introducing students to writing as a process, critical thinking and reading, and evaluating texts with a heavy focus on invention activities.

English 102, Composition Two, University of Southern Mississippi, 2007-2009.
Portfolio-based course introducing students to academic argumentation. Courses were theme-based and students were asked to analyze writing in their chosen discipline. Major projects included genre analysis, rhetorical analysis and production of an academic argument.

TUTORING

Summer Writing Associate, Department of Writing Studies, University of Minnesota, 2009- 2011.

Tutor, Writing Center, University of Southern Mississippi, Tutored students across disciplines in academic, professional, and personal writing skills. Fall 2006-present.

SERVICE

Writing Program Advisory Committee, AY 2016-2017.

Mentor for incoming Graduate Teaching Assistants, Fall 2014-present.

Facilitator, FYW Orientation for new Graduate Teaching Assistants, Fall 2016.

Assessment Lead for English 101 pilot curriculum, Spring 2016.

Co-designer and Facilitator, FYW Orientation for new Graduate Teaching Assistants, Fall 2015 and Spring 2016.

Voluntary System of Accountability Writing Assessment Project, Office of Instruction and Assessment, University of Arizona. Fall 2014-Spring 2015.

Graduate Student Chair, Literature, Language & Arts Program and Review Committee, University of Minnesota, December AY 2009-2010.

Department representative, Council of Graduate Students, University of Minnesota, September 2009-2011.

University Representative, National Association of Graduate and Professional Students National Conference, Lincoln, Nebraska, October 2009.

Treasurer, University of Southern Mississippi English Graduate Organization. Fall 2008-Spring 2009.

Student representative for the Community Literacy Outreach Initiative to the University of Southern Mississippi Center for Human Rights. Fall 2008-Spring 2009.

Classroom facilitator, Community Literacy Outreach Initiative. Fall 2007-Spring 2009.

Graduate representative to candidate recruitment interviews for the following department job searches: World Literature, American Literature, and Contemporary Literature. Fall 2007-Spring 2008.

Book group leader, First Year Experience. University of Southern Mississippi freshman orientation, Fall 2007-Fall 2008.

Bookfair representative, *The Mississippi Review*, AWP Annual conference, Atlanta, GA, March 2007.

PROFESSIONAL ASSOCIATION MEMBERSHIPS

National Council of Teachers of English

Conference on College Composition and Communication

REFERENCES

Dr Amy C Kimme-Hea
Associate Dean of Instruction, College of Social and Behavioral Sciences
Associate Professor, English
PO Box 210028
Douglas 200w, 1100 E University Blvd
Tucson, AZ 85719
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Cristina D. Ramírez, PhD

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Modern Languages # 434 / Tucson, Arizona 85721
cristinaramirez@email.arizona.edu / Mobile – 915.373.5988
Webpage – www.occupyingourspace.com

Education

The University of Texas at El Paso (UTEP)
Doctorate of Philosophy in Rhetoric & Writing Studies — Finalized 2010
Dissertation: *Claiming the Discursive Self: The Rhetoric of Mexican Women Journalists, 1876-1940*
Director: Beth Brunk-Chavez; 2nd Reader: Samuel Brunk (no relation to Brunk-Chavez);
3rd Reader: Carol Lea Clark

The University of Texas at El Paso
Master of Arts in Teaching English Education — Finalized 2004
Master's Thesis: *Teaching Voice in Writing: History, Analysis, and Pedagogy*
Director: Keith Polette

The University of Texas at El Paso — Finalized 1993
Bachelor of Arts in English (concentration in Literature)
Double minor – Spanish and Education (K-12)

Academic Experience and Appointments

24-year veteran educator

University of Arizona (UA) — May 2011 - present
Associate Professor, English
Director - Rhetoric, Composition and the Teaching of English (RCTE) (Doctoral Program) — July 2018 - present
Course Director - Professional & Technical Writing (PTW) — August 2014 – 2017
*Affiliate Faculty – Latin American Studies — 2014 - present

Western Technical College — August 2010 – May 2011
Writing Instructor (full-time) and Writing Across the Curriculum Consultant
Redesigned P&TW curriculum to meet Texas colleges' accreditation standards

National Center for Border Security and Immigration, Center of Excellence & Think Tank
Post-Doctoral Fellowship — June 2009 – August 2010

In a post-doctoral position at UTEP, I worked as a research and writing specialist for The National Center for Border Security and Immigration (NCBSI), a Department of Homeland Security (DHS) funded Center of Excellence. As a key member of the research team, I

coordinated, developed, tested, and administrated an education needs survey at agency locations around the country, gaining experience in quantitative research, public speaking, and administrative understanding in managing a $1.4 million grant.

Summer Scholars Academy June – August 2010
Program Director

NCBSI's main goal was to promote under-represented students in STEM areas. As part of this initiative, I coordinated a ten-week summer undergraduate research program with 8 nationally ranked students and 6 professors. I organized Talk & Tours with government and international agencies and cross-border security panel discussions with Tecnológico de Monterey, Mexico.

The University of Texas at El Paso August 2005- June 2010
Assistant Graduate Instructor / Rhetoric and Writing Studies

El Paso Community College May 2003 – August 2006
Lecturer in English and Communication

El Paso Independent School District August 1994 – May 2005
Language Arts / Reading & Writing
Public School Teacher / Grades 7 – 12 & Dual Credit

Other work-related experience
Writing Tutor and Lab Coordinator Aug. 2004-May 2005
El Paso High School

Coordinator & Promoter Fall 2004
Children's Literature Conference

Co-Director / West Texas Writing Project Summer 2002-2003

Scholastic Community Book Promoter & Sales Director Fall 1997-2003

Professional Licensures & Certifications

State of Texas Teaching Certificate Received August 1994
Life Certification in Readings and Writing for grades 7 - 12
Granted by Texas State Teaching Certification Committee

Texas Administration Principal Certification Received August 2011

Research Interests

Feminist Writing Theory and Pedagogy, Histories of Rhetoric, Feminist Histories of Rhetoric, Archival Research, Historiography, Gender Studies, Cultural Studies, **Mexican and Mexican American Studies**, Professional Writing Pedagogies, **Translation Theory and Studies**

Awards and Honors

Writing Residency – The Literary Sala / San Miguel de Allende, Mexico Spring 2018

NEH Summer Institute Participant – "What is Gained in Translation?"
Kent St. University Summer 2017

Professor Fellowship Grant / UA Social Behavioral Sciences Research Institute *Project title*
"Barrio Rhetorics: A Chicana Writer's Journey from Chihuahuita to Quinto Sol" Spring 2017

National Outstanding Book Award Winifred Bryan Horner Spring 2016
Occupying Our Space: The Rhetorics of Mexican Women Journalists & Activists, 1875-1942
Awarded by the Coalition of Feminist Scholars in the History of Rhetoric and Composition

Conference on College Composition & Communication Spring 2014
Research Initiative Grant (co-PI with Jessica Enoch)

Provost's First Book Award **/** University of Arizona Fall 2014

UTEP Graduate School Dodson Doctoral Fellowship Spring 2009

Teachers for a New Era Carnegie Research Grant (participant) Spring 2006

Outstanding Graduate Award (Masters) Fall 2004
University of Texas at El Paso

Research: Scholarly Publications

Books and Book Chapters – blind peer reviewed

Ramírez, C.D. (2019). "The Rhetorics of Translation: A Feminist Method for Inquiry, Recovery, and Theoretical Application." *Ethics and Representation in Feminist Rhetorical Inquiry.* Accepted Chapter Proposal. S. Illinois U Press. (Forthcoming 08/2019.)

Ramírez, C. D. (2019). "*Abuela, si estas aquí*: Writing Our Histories as Liberatory Praxis." *Realizing the Dream: Cheryl Glenn Commemorative Edited Collection*. S. Illinois U Press. (Forthcoming, 2019.)

Ramírez, C. D., & Enoch, J. (Forthcoming, 2019) *Mestiza Rhetorics: Anthology of Mexicana Activism in the Spanish-Language Press, 1887-1922* (p. 345). S. Illinois U Press.

Ramírez, C. D. (2015). *Occuyping Our Space: The Mestiza Rhetorics of Mexican Women Journalists and Activists, 1875-1942*. Monograph. UA Press. 2015.

Journal Publications

Blind Peer-Reviewed

Ramírez, C. D., & Rodrigo, R. (2017). "Balancing Institutional Demands with Effective Practice: A Lesson in Curricular & Professional Development." Special Issue, *Technical Communication Quarterly.* Fall 2017.

Ramírez, C.D. (2009). "Forging a Mestiza Rhetoric: Mexican Women Journalists' Role in the Construction of National Identity." *College English* Special Issue Rhetoric & Latinidad 71.6, 606-629.

Ramírez, C. D., & Rioux, G. (2012). "Advancing Curricula Development for Homeland Security (HS) Education through a Survey of DHS Personnel." *Journal of HS Education*, 1(1), 1-28.

Published Research Grant Reports

Ramírez, C.D. and Enoch, J. "Research Results from 2014 Conference on College Composition and Communication Grant." NCTE webpage.

Ramírez, C.D. and Gail Rioux. (2010, Aug). "Homeland Security Education Needs Assessment." The National Center for Border Security and Immigration." Submitted to Washington, D.C. *DHS Research Council* - Award Number: 2008-ST-061-BS0001.

Current scholarly research and writing projects

Barrio Rhetorics: A Chicana Writer's Journey from Chihuahuita to Quinto Sol (1906 – 1973) (manuscript in progress)

This book-length translation project and monograph focuses on the untold history of two U.S. / Mexico border communities, Chihuahuita and Segundo Barrio, both located along the El Paso, Texas, Rio Grande region, and also known as "the Ellis Island of the Southwest." The goals of this study center around recovery, translation, and analysis of the published and unpublished writings (more than 300 pages) of **Ramona González** (1906-1995), my maternal grandmother, who is a 1970s Mexican American and Tejana writer. Her writings appear in the most influential literary journal of the Chicano Movement, *El Grito: A Journal of Mexican American Contemporary Thought*. These writings, mostly in Spanish, reflect the daily lives and personal accounts of people in this U.S. / Mexico border community from 1906-1920, a community already designated as an official Historic District in El Paso, Texas.

This project promotes the understanding of this region and how its survival and resilience has impacted the lives of thousands of Mexican Americans. And it is through reclaiming a significant Mexican American female voice, one who recorded the histories of the area and

Rochelle (Shelley) Rodrigo

EDUCATION

Doctor of Philosophy, English, with a concentration in Rhetoric, Composition & Linguistics; Arizona State University — May 2009

Masters of Arts, English, with a concentration in Rhetoric & Composition; Arizona State University — August 2004

Master of Arts, Interdisciplinary Humanities, with a concentration in Film; Arizona State University — May 2001

ACADEMIC APPOINTMENTS

Associate Writing Studies Specialist (Continuing Status), English, University of Arizona — 2018-present

Assistant Professor (NTE), Department of English, University of Arizona — 2016-2018

Visiting Assistant Professor, Department of English, University of Arizona — 2015-2016

Assistant Professor, Department of English, Old Dominion University — 2012-2015

ADMINISTRATIVE EXPERIENCE

Associate Director Writing Program, Online Writing, 2015-present
Department of English, University of Arizona

PUBLICATIONS

Books

Miller-Cochran, Susan K., and **Rochelle L. Rodrigo**. *The Wadsworth Guide to Research.* *The Cengage Guide to Research,* 3rd ed. 2017. (50%)

Refereed Journal Articles

Rodrigo, Rochelle, and Cristina Ramirez. "Balancing Institutional Demands with Effective Practice: A Lesson in Curricular & Professional Development." *Technical Communication Quarterly*. Fall 2017. http://dx.doi.org/10.1080/10572252.2017.1339529 (50%)

Rodrigo, Rochelle and Julia Romberger. "Managing Digital Technologies in Writing Programs: Writing Program Technologists & Invisible Service." *Computers and Composition*, vol. 44, pp. 67-82. 2017. https://doi.org/10.1016/j.compcom.2017.03.003 (50%)

Book Chapters

Rodrigo, Rochelle, and Susan Miller-Cochran. "Acknowledging Disciplinary Contributions: On the Importance of Community College Scholarship to Rhetoric and Composition." *Composition, Rhetoric, and Disciplinarity: Traces of the Past, Issues of the Moment, and Prospects for the Future*, edited by Rita Malencyzk, Susan Miller-Cochran, Elizabeth Wardle, and Kathleen Yancey. Utah State University Press, 2018, pp. 53-69. (50%)

Benander, Ruth E., Nancy J. O'Laughlin, **Rochelle Rodrigo**, Cindy P. Stevens, and Marc Zaldivar. "How Important Is the Technology?" *Field Guide to Eportfolio: Why It Matters for Learning*, edited by Trent Batson, Terrel L. Rhodes, C. Edward Watson, Helen L. Chen, Kathryn S. Coleman, and Andrew Harver. Association of American Colleges and Universities (AAC&U), 2017, pp. 99-105. https://aaeebl.org/2018/02/05/field-guide-to-eportfolio/ (20%)

Rodrigo, Rochelle. "Writing a Wiki Resource Guide for a Literature Survey Course." *Teaching Literature with Digital Technology: Assignments*, edited by Tim Hetland, Bedford/St. Martin's, 2017, pp. 50-68.

Rodrigo, Rochelle, and Susan Miller-Cochran. "QEP Evaluation as Opportunity: Teaching and Learning through the Accreditation Process." *Reclaiming Accountability: Improving Writing Programs through Accreditation and Large-Scale Assessments*, edited by Wendy Sharer, Tracy Ann Morse, Michelle F. Eble, and William P. Banks, Utah State UP, 2016, pp. 36-51. (50%) ****Edited collection won the 2016 CWPA Best Book Award**

CONFERENCES and SYMPOSIA

Invited Presentations

Keynotes

"Moving from 'Writing to Learn' to "Multimedia to Learn': How and Why." Writing on the Edge conference at the College of DuPage. Glen Illyn, IL. 20 October, 2018.

"Building to Learn, Learning to Build Learning." Exploring Innovation conference at Glendale Community College. Glendale, AZ. 8 January, 2016.

Presentations

"Let's Get Meta: Designing Interactive Webinars." Webinar presentation for the Global Society of Online Literacy Educators. 26. Oct. 2017.

Workshops

"Writing Across the Digital Curriculum." Writing on the Edge conference at the College of DuPage. Glen Illyn, IL. 20 October, 2018.

"If I read another bad paper I'll scream!: Alternatives to typical Research and/or Term Papers." Writing on the Edge conference at the College fo DuPage, Glen Illyn, IL, 19 October, 2018.

GRANTS

Council of Writing Program Administrators, Targeted Research Grant, July 2014-June 2015
Partnering Accreditation Prompted Writing Programs and Academic Writing Programs: Wedded Bliss or Marriage of Convenience? Co-Principle Investigator with Remica Bingham, $1,800

Old Dominion University College of Arts and Letters, Social Science Research Center Fellow, Spring 2015 *Learning to Learn: There's A Game for That* Awardee, 3 credit hour course reassign time and $1,000 for travel and project materials.

Old Dominion University, Improving Interdisciplinary Writing Action Project, July 2014- June15
Learn-to-Learn (L2L) Game: Adding Learn-to-Write Modules for STEM Disciplines Principle Investigator, $19,850

Old Dominion University Faculty Senate, Faculty Development Funds, Spring-Summer 2014
Explore MOOCs & Develop an Open Online Preparing Future Faculty Experience Principle Investigator, $5,300

Old Dominion University Office of Research, Faculty Proposal Preparation (FP3) Award, Spring 2014
Learning to Learn: There's An App for That Awardee, 3 credit hour course reassign time.

Old Dominion University Center for Learning and Technology, Faculty Innovator Grant, 2013-2014
The Learning to Learn Game: Traditional Teaching Levels Up Co-Principal Investigator with Megan McKittrick and Matt Beale, $3,000

SERVICE

ELECTED OFFICE

Chair (2018-2020), College Section Steering Committee, National Council of Teachers of English, 2016-2020.
Committee Member, Executive Committee, National Council of Teachers of English, 2017-2019.
Committee Member, CCCC Nominating Committee, 2013.
Executive Committee Member, CCCC, 2010-2012.
Chair, TYCA-West, 2010-2012.
Executive Committee Member, TYCA 2010-2012.

INTER/NATIONAL

Professional Organizations

Parliamentarian, Conference on College Composition and Communication, 2016, 2017, 2018, 2019
Committee Member, CWPA Outstanding Scholarship Award, 2019
Chair, NCTE Advancement of People of Color Leaderships Award Committee, 2018
Committee Member, NCTE Ohmann Award Committee, 2018
Co-Chair, Workshop Program Track, annual Online Learning Consortium Innovate Conference, 2018
Chair, Book Award Committee, Council of Writing Program Administrators, 2016.

Editorial Boards and Service to Scholarly Journals

Editorial Board and Technology Review Editor, 2017-present, *Research in Online Literacy Education (ROLE)*
Editorial Board and Manuscript Reviewer, *TETYC*, 2010-present.
Manuscript Reviewer, *Technical Communication Quarterly*, 2017-present.
Manuscript Reviewer, *Kairos PraxisWiki*, 2015-present
Editorial Board and Manuscript Reviewer, *WPA: Writing Program Administrations*, 2009-2018.

DISTRICT/STATE/REGIONAL

Lead QEP Evaluator, On-Site Review Committee, Southern Association of Colleges and Schools Commission on Colleges, Miami Dade College, FL, 2014.
On-Site Review Committee, SACSCOC, University of Florida, FL, 2014.
Lead QEP Evaluator, On-Site Review Committee, SACSCOC, Johnston Community College, NC, 2012.

UNIVERSITY AND COLLEGE

University-wide General Education Committee (UWGEC), 2018-19
Steering Committee, Information Technology Leadership Academy, University of Arizona, 2017-2019
College of Social and Behavioral Sciences Information Technology Advisory Committee, University of Arizona, 2016-17

HONORS, AWARDS, and FELLOWSHIPS

Fellow, Information Technology Leadership Academy, University of Arizona, 2017-2018.

Co-Author, in *Reclaiming Accountability: Improving Writing Programs through Accreditation and Large-Scale Assessments,* edited by Wendy Sharer, Tracy Ann Morse, Michelle F. Eble, and William P. Banks, collection won the 2016 CWPA Best Book Award

Teaching with Technology Award, Old Dominion University, 2014.

ANN SHIVERS-McNAIR

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ACADEMIC APPOINTMENTS

Assistant Professor, English Department, University of Arizona, 2017-present

Affiliated Faculty, School of Information, University of Arizona, 2017-present

Predoctoral Instructor, English Department, University of Washington, 2013-2017

Visiting Instructor, English Department, University of Southern Mississippi, 2010-2013

Graduate Teaching Assistant, English Department, University of Southern Mississippi, 2008-2010

EDUCATION

Doctor of Philosophy, English (Language and Rhetoric), University of Washington, 2017
Dissertation: *Making, Marking, Mattering: What We Can Learn about Writing, Rhetoric, and Technology from a Makerspace*
Committee: Anis Bawarshi (director), Juan Guerra, Candice Rai, and Mark Zachry

Master of Arts, English (Creative Writing), University of Southern Mississippi, 2010
Thesis: *Disappointing Shades*
Committee: Julia Johnson (director), Angela Ball, and Ellen Weinauer

Bachelor of Arts, Samford University, 2006
Majors: English and French

REFEREED JOURNAL ARTICLES

Shivers-McNair, Ann. "Mediation and Boundary Marking: A Case Study of Making Literacies in a Makerspace." *Learning, Culture, and Social Interaction* (2019): In press; available online (library access).

Shivers-McNair, Ann, Laura Gonzales, and Tetyana Zhyvotovska. "An Intersectional Feminist Framework for Community-Driven Technology Innovation." *Computers and Composition* vol. 50 (March 2019). Available online (open access).

Shivers-McNair, Ann, Joy Phillips, Alyse Campbell, Hanh H. Mai, Alice Yan, John Forrest Macy, James Wenlock, Savannah Fry, and Yishan Guan**.** "User-Centered Design In and Beyond the Classroom: Toward an Accountable Practice." *Computers and Composition* vol. 49 (September 2018): 36-47. Available online (open access).

Romero, Yasmine, and **Ann Shivers-McNair**. "Encountering Internationalization in the Writing Classroom: Resistant Teaching and Learning Strategies." *Across the Disciplines* vol. 15 no. 1 (April 2018): 47-60. Available online (open access).

Shivers-McNair, Ann, and Clarissa San Diego. "Localizing Communities, Goals, Communication, and Inclusion: A Collaborative Approach." *Technical Communication* vol. 64 no. 2 (May 2017): 97-112. **(2018 Society of Technical Communication Distinguished Article Award)**

Shivers-McNair, Ann. "3D Interviewing with Researcher POV Video: Bodies and Knowledge in the Making." *Kairos: Rhetoric, Technology, and Pedagogy* (PraxisWiki) vol. 21 no.2 (January 2017). Available online (open access).

Shivers-McNair, Ann, and Joyce Olewski Inman. "Story-Changing Work and Asymmetrical Power Relationships in a Writing Center Partnership." *Basic Writing e-Journal* vol. 13 no.1 (Fall 2014). Available online (open access).

Shivers-McNair, Ann. "(Becoming) At Ease: Teaching First-Year Writing on a Military Post." (A vignette.) *College Composition and Communication* vol. 66 no.2 (2014): 231-3. Available online (open access).

Shivers-McNair, Ann, and Amy Lynch-Biniek. "The Ethos of Contingency and Writing Program Administration." *FORUM: Issues about Part-Time and Contingent Faculty* vol. 16 no.2 (2013): A6-A12. Available online (open access).

REFEREED BOOK CHAPTERS

Shivers-McNair, Ann. "Marking Mobility: Accounting for Bodies and Rhetoric in the Making." In *Mobility Work in Composition*. Eds. Bruce Horner, Megan Hartline, Ashanka Kumari, and Laura Matravers. Logan: Utah State University Press, forthcoming 2019.

Shivers-McNair, Ann. "Making and Mattering." In *Rhetorics Change/Rhetoric's Change*. Eds. Jenny Rice, Chelsea Graham, and Eric Detweiler. Intermezzo/Parlor Press, 2018. Available online (open access).

Guerra, Juan, and **Ann Shivers-McNair**. "Toward a New Vocabulary of Motives: Re(con)figuring Entanglement in a Translingual World." *Crossing Divides: Exploring Translingual Writing Pedagogies and Programs*. Eds. Bruce Horner and Laura Tetreault. Logan: Utah State University Press, 2017. **(2017 Modern Languages Association Mina P. Shaughnessy Book Prize)**

Shivers-McNair, Ann. "A New Mission: Veteran-Led Learning Communities in the Basic Composition Classroom." In *Generation Vet: Composition, Veterans, and the Post-9/11 University*. Eds. Lisa Langstraat and Sue Doe. Logan: Utah State University Press, 2014. 216-39.

MANUSCRIPTS ACCEPTED AND IN REVIEW

Shivers-McNair, Ann. "Making Knowledge: A Kit for Researching 3D Rhetorics." Accepted for a special issue of *enculturation* edited by Helen Burgess and Roger Whitson.

Shivers-McNair, Ann. Beyond the Makerspace: Makers and Relational Rhetorics in a Longitudinal Study. Monograph manuscript in peer review at the University of Michigan Press (Digital Rhetoric Collaborative Series).

GRANTS

Senior Research Personnel, *Enabling Pathways to Engineering Workforce in Southern Arizona*, National Science Foundation (NSF) Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) Program Grant, with Vignesh Subbian (PI), Marla Franco (Research Co-PI), and Young-Jun Son (Administrative Co-PI); 2019 (submitted and in review)

Expert on Research Methods and Technical Communication, *Catalyzing Transformative Academic Change to Cultivate Biomedical Engineering Identity*, National Science Foundation (NSF) Improving Undergraduate STEM Education (IUSE)/Professional Formation of Engineers (PFE): Revolutionizing Engineering Departments (RED) Program Grant, with Arthur F. Gmitro, PI; Jennifer K. Barton, Philipp Gutruf, Vignesh Subbian, Urs Utzinger, Co-PIs; and Joseph Broschak, Expert on Organizational Design and Change; 2019 (submitted and in review)

Consultant, *Building a Collaborative Network to Support Women of Color in User-Experience and Technology Design*, Kapor Center Women of Color in Computing Grant, with Laura Gonzales (PI) and Joy Robinson and Clarissa San Diego (consultants), 2018 ($20,000)

Co-author, *Developing User-Centered Technical & Professional Writing Programs at Hispanic-Serving Institutions*, Council of Programs in Technical and Scientific Communication (CPTSC) Research Grant, with Laura Gonzales and Kendall Leon, 2018 ($1,500)

Author, Writing Research Collective Grant, *Rethinking Multimodal Composition: The Wicked Problem of Assessment*, University of Washington, 2016 ($200)