

(NEW GRADUATE INITIATIVES)**PROPOSAL PROCEDURES CHECKLIST**

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals.

- Establishment of new curricular initiative requests; degrees, concentrations, or certificates
- Rename requests; existing degrees, concentrations or certificates
- Disestablishment requests; existing degrees, concentrations or certificates

Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval. *(in progress)*

- Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
- For questions regarding proposing new courses, send an email to: courses@asu.edu

Prepare the applicable proposal template and operational appendix for the proposed initiative.

- New degree, concentration and certificate templates (contain proposal template and operational appendix) can be found at the Provost's Office Curriculum Development website: [Academic Programs link](#)

Obtain letters or memos of support or collaboration. (if applicable)

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request

Obtain the internal reviews/approvals of the academic unit.

- Internal faculty governance review committee(s)
- Academic unit head (e.g. Department Chair or School Director)
- Academic unit Dean (will submit approved proposal to the curriculumplanning@asu.edu email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

Additional Recommendations - All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that the Graduate Education office strongly recommends that academic units establish after the program is approved for implementation.

Set-up a Graduate Faculty Roster for new PhD Programs – This roster will include the faculty eligible to mentor, co-chair or chair dissertations. For more information, please go to http://graduate.asu.edu/graduate_faculty_initiative.

Establish Satisfactory Academic Progress Policies, Processes and Guidelines – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to http://graduate.asu.edu/faculty_staff/policies and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures. *(in progress)*

Establish a Graduate Student Handbook for the New Degree Program – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to http://graduate.asu.edu/faculty_staff/policies to access the Graduate Policies and Procedures. *(in progress)*

Check Box Directions – To place an “X” in the check box, place the cursor on the left-side of the box, right click to open the drop down menu, select **Properties**, under **Default value**, select **Checked** and then select **Ok**.



ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE

This template is to be used only by programs that have received specific written approval from the University Provost's Office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

DEGREE PROGRAM

College/School(s) offering this degree: School of Letters and Sciences

Unit(s) within college/school responsible for program: Technical Communication Program

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources: N/A

Proposed Degree Name: Master of Science in Technical Communication

Master's Degree Type: Master of Science (MS)

Proposed title of major: Technical Communication

Is a program fee required? Yes No

Is the unit willing and able to implement the program if the fee is denied? N/A

Requested effective term: Fall and year: 2014

(The first semester and year for which students may begin applying to the program)

PROPOSAL CONTACT INFORMATION
(Person to contact regarding this proposal)

Name: Eva Brumberger

Title: Associate Professor & Program Head

Phone: 480.727.5981

email: ebrumber@asu.edu

DEAN APPROVAL

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. (Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)

College Dean name:

College Dean signature

Date:

[Handwritten signature]
7/23/2013

College Dean name:
(if more than one college involved)

College Dean signature

Date:

**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This proposal template should be completed in full and submitted to the University Provost's Office [mail to: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

DEGREE PROGRAM INFORMATION

Master's Type: MS
(E.g. MS, MA, MAS, PSM, or other)

Proposed title of major: Technical Communication

1. PURPOSE AND NATURE OF PROGRAM:

A. Brief program description –

The proposed program will teach students how to design, produce, and manage print and digital texts, using traditional and developing technologies. The curriculum will provide students with a comprehensive understanding of the professional, cultural, and ethical issues that shape the field; it will balance theory and practice to ensure students develop the analytical abilities, technology expertise, and hands-on skills necessary for success as a technical communicator. Students who complete the program will be accomplished writers, editors, designers, and researchers who are able to respond effectively to a range of audiences, issues, and communication situations. The program will prepare students for technical communication positions in the private, public, and non-profit sectors and will offer professionals the opportunity to further advance their careers.

B. Will concentrations be established under this degree program? Yes No
(Please provide additional concentration information in the operational appendix – number 5A.)

2. PROGRAM NEED - Explain why the university should offer this program (include data and discussion of the target audience and market).

Employers in all sectors consistently rank communication skills as being crucial to success and indicate an ongoing need for employees at all levels who can communicate effectively. However, today's ability to communicate effectively requires not only traditional verbal skills, but also facility with visual communication, with digital media, and with the tools used to create and produce communication.

To meet this need, the number of technical communication degree programs has grown significantly in the past twenty years. Technical communication programs are most often found at schools with polytechnic or applied missions. As a result, programs with national prominence exist at Texas Tech but not Texas, Purdue but not Indiana, Michigan State but not Michigan, North Carolina State but not North Carolina, and Clemson but not South Carolina. Although the number of programs available online is growing, the majority continue to be offered in a traditional face-to-face environment. Additionally, there are no technical communication graduate programs in Arizona. Northern Arizona University offers a master's program in English with an emphasis in Professional Writing, but the proposed program will be a dedicated program (not an emphasis within a program) and will encompass technical communication more broadly, with attention to disciplinary issues, technology, and visual communication, in addition to writing.

The Master of Science in Technical Communication, embodying a balance of theory and practice, is designed to meet the need for people who can communicate effectively in a 21st century information environment. This program will target practicing technical communication professionals who desire to strengthen their credentials through additional education, graduates of undergraduate technical

programs who recognize that their career opportunities lie with being better able to communicate their technical expertise, and graduates of liberal arts programs more generally who are looking to focus the broader skills and knowledge they have gained in their undergraduate study into a career.

3. IMPACT ON OTHER PROGRAMS - Attach any letters of collaboration/support from impacted programs. (see Checklist coversheet)

This is a unique program, and, as a result, should not impact any existing programs or academic units. We have contacted the Department of English, the New College of Interdisciplinary Arts and Sciences, and the Hugh Downs School of Communication for impact statements; all three have indicated their support of the proposed program.

4. PROJECTED ENROLLMENT - How many new students do you anticipate enrolling in this program each year for the next five years? Please note, The Arizona Board of Regents (ABOR) requires nine masters and six doctoral degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
Please utilize the following tabular format.	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 & 2 continuing + new entering)	4th Year (Yrs 1, 2, 3 continuing + new entering)	5th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	15	30	40	50	50

The time to degree for full time students will be two years.

5. STUDENT LEARNING OUTCOMES AND ASSESMENT:

A. List the knowledge, competencies, and skills students should have attained by graduation from the proposed degree program. (You can find examples of program Learning Outcomes at <http://www.asu.edu/oue/assessment.html>).

Students are expected to demonstrate competency in rhetorical knowledge; critical thinking, analysis, and research; practices and processes of the field; and technology:

Rhetorical Knowledge

- Recognize and understand the ways in which genres shape communication
- Understand the importance of user-centered design
- Analyze, articulate and respond to the needs of specific audiences and communication situations
- Apply conventions of genre and form appropriate to specific audiences and contexts

Critical Thinking, Analysis, and Research

- Understand a variety of theoretical approaches to technical communication
- Understand relationships among language, knowledge, and power
- Recognize, analyze, and understand the contexts within which language, information, and knowledge are produced, managed, organized, and disseminated
- Integrate previously held beliefs, assumptions, and knowledge with new information and the ideas of others
- Understand ideological perspectives regarding research methods and research design
- Read, interpret, and evaluate research studies
- Identify and apply appropriate methods for investigating particular research questions

Practices and Processes

- Develop flexible strategies for drafting, revising, and editing

- Demonstrate ability to communicate verbally and visually in multiple genres
- Understand the collaborative and social aspects of research, writing, and design processes
- Demonstrate awareness of community and cultural patterns in communication
- Demonstrate understanding of legal and ethical uses of information and technology

Technology

- Demonstrate a critical perspective of technology, its uses, users, and contexts
- Understand the role of technologies/media in accessing, managing, developing, and communicating information
- Choose appropriate technologies for presenting, organizing, and communicating information for a range of audiences, purposes, and genres
- Demonstrate ability to use a range of technologies for writing, editing, and designing
- Develop flexibility in adapting to new technologies

- B. Describe the plans and methods to assess** whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (<http://www.asu.edu/oue/assessment.html>)).

Students who choose the applied project for their culminating experience will submit as part of the project a metacognitive component that relates the project to program outcomes and to their professional goals. Students will present their project to program faculty. Following submission of the applied project and presentation, the student's committee will complete an evaluation that consists of a narrative assessment of the project and presentation.

Students who choose the thesis for their culminating experience will present to their committee a prospectus that, once approved, will serve as the starting point for an independent research project. The student will present an oral defense of the thesis before the committee certifies that the thesis is complete.

- 6. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable):** Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

N/A

7. FACULTY, STAFF, AND RESOURCE REQUIREMENTS:

A. Faculty

- i. **Current Faculty** - List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty members who will teach in the program.

Batova, Tatiana. Assistant Professor, PhD

Area of specialization/expertise: global/cross-cultural communication, content strategy/content management, health care communication

Brumberger, Eva. Associate Professor (Program Head), PhD

Area of specialization/expertise: visual communication, visual literacy, pedagogy

D'Angelo, Barbara, Clinical Assistant Professor, PhD

Area of specialization/expertise: information literacy, research methods, assessment

Lauer, Claire, Assistant Professor, PhD

Area of specialization/expertise: information design and graphics, multimedia writing

Maid, Barry, Professor, PhD

Area of specialization/expertise: writing in electronic environments, including social media

All of the above faculty will be actively involved in teaching in the program and guiding student research. Faculty responsibilities will be divided between the master's and the undergraduate technical communication program; we anticipate that faculty involvement in the master's program will enrich the undergraduate program.

Additional faculty members with a lower level of involvement in the master's program may include

Pilsch, Andrew, Assistant Professor, PhD
Area of specialization/expertise: digital humanities, rhetoric

Roen, Duane, Professor, PhD
Area of specialization/expertise: collaborative writing, audience, gender and written language

We anticipate that members of the English Department with expertise in professional writing may also contribute to the program, particularly through serving on student committees.

- ii. **New Faculty** - Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

We can begin to offer the program with our current faculty. We anticipate needing two additional tenure-line faculty over the following four years in order to effectively staff courses, mentor students, and direct thesis and applied projects, while also maintaining the strength and growth of the undergraduate technical communication program. Enrollment growth funding should provide us with sufficient faculty to deliver the program based on our projections (p. 4).

- iii. **Administration of the program** - Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

Admissions decisions will be made by a committee comprised of the program head and two other rotating members of the faculty. Class scheduling and course offerings will be determined by the program head and administered by existing staff. Student advising will be handled by the current program advisors in the Dean's Office. Support will be provided by existing staff; we will not require any additional staff.

- B. Resource requirements needed to launch and sustain the program:** Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc

None needed. Existing resources that support the undergraduate degree will suffice.

8. COURSES:

- A. Course Prefix(es):** Provide the following information for the proposed graduate program.

- i. Will a new course prefix(es) be required for this degree program?

Yes No

- ii. If yes, complete the [Course Prefixes / Subjects Form](#) for each new prefix and submit it as part of this proposal submission.

- B. New Courses Required for Proposed Degree Program:** Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program.

TWC 504 Applied Rhetoric

3 credits

This course is an introduction to rhetorical concepts within the context of applied and technical communication. The course will explore the history of rhetoric and the emergence and development of technical communication as a profession and field.

TWC 505 Research in Technical Communication 3 credits

This course will explore research methods appropriate for technical communication. It will prepare students to conduct the research for the culminating experience for the program. The class is designed to allow students to focus on the research practices and methods that are most appropriate for their project while also learning broader principles of research design, data collection and analysis, reporting of results, and ethical practices in research.

**APPENDIX
OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS**

(This information is used to populate the [Graduate Programs Search](#)/catalog website.)

1. Provide a brief (catalog type - no more than 150 words) program description.

The master's degree in technical communication will teach students how to design, produce, and manage print and digital texts, using traditional and developing technologies. The curriculum provides students with a comprehensive understanding of the professional, cultural, and ethical issues that shape the field; it balances theory and practice to ensure students develop the analytical abilities, technology expertise, and hands-on skills necessary for success as a technical communicator. Students who complete the program will be accomplished writers, editors, designers, and researchers who are able to respond effectively to a range of audiences, issues, and communication situations. The program will prepare students for technical communication positions in the private, public, and non-profit sectors and will offer professionals the opportunity to further advance their careers.

2. Campus(es) where program will be offered:

(Please note that Office of the Provost approval is needed for ASU Online campus options.)

ASU Online only (all courses online)

All other campus options (please select all that apply):

Downtown Polytechnic
 Tempe West

Both on-campus and **ASU Online (*) - (Check applicable campus from options listed.)**

(*) Please note: Once students elect a campus option, students will not be able to move back and forth between the on-campus (in-person) or hybrid options and the ASU Online campus option.

3. Admission Requirements:

Degree: Minimum of a Bachelor's degree from an accredited College or University. Applicants in any program of study will be accepted as potential candidates for the program.

Modify or expand, if applicable:

Students must apply to the Graduate Education office utilizing the online admissions application; applicants must meet all admissions requirements of the Graduate Education office.

All applicants must submit a written letter of application that includes a detailed statement of purpose, as well as a portfolio of at least three documents that demonstrate the applicants' ability to write in a variety of genres. Portfolio documents can include academic and/or professional writing for a range of audiences and purposes, and need

not be in the area of technical communication. The portfolio should be 15-30 pages in length. The writing samples in the portfolio will be evaluated using a rubric that considers several criteria, including demonstration of ability to focus on a specific purpose and to meet audience needs; organization; clarity; mechanical soundness; and overall effectiveness.

All applicants must submit three letters of reference, either academic or professional, that speak to the background and capabilities of the applicant.

GPA: Minimum of a 3.00 cumulative GPA (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program. Minimum of 3.00 cumulative GPA (scale is 4.0 = A) in the applicable Master's degree. Modify or expand if applicable.

English Proficiency Requirement for International Applicants: The English proficiency requirements are the same as the Graduate Education requirement. (see the Graduate Education requirement http://graduate.asu.edu/admissions/international/english_proficiency): Yes No

If applicable, list any English proficiency requirements that are supplementary to the Graduate Education requirement.

Since this degree requires a high degree of proficiency in English, we will expect non-English speaking applicants to have the following TOEFL scores:

Traditional paper-based	600
Internet-based	100
Computer-based	250

Foreign Language Exam:

Foreign Language Examination(s) required? Yes No

If yes, list all foreign languages required:

Required Admission Examinations: GRE GMAT Millers Analogies None required
(Select all that apply.)

We have elected not to require an admission exam because the GRE—arguably the most appropriate fit for the program—best serves as an indicator of success for traditional students in traditional disciplines. It typically is not considered a reliable predictor in a program like the one proposed, which is in a non-traditional field. Additionally, we expect a large number of our students will come from the workplace—students who are returning to school with practitioner experience and have been out of academe for several years. An admission test is unlikely to demonstrate their ability to successfully complete the program.

Letters of Recommendation: Yes No

All applicants must submit three letters of reference, either academic or professional, that speak to the background and capabilities of the applicant.

4. Application Review Terms (if applicable Session): Indicate all terms for which applications for Admissions are accepted and the corresponding application deadline dates, if any:

- | | |
|--|-----------------------------------|
| <input checked="" type="checkbox"/> Fall (regular) | Deadline (month/year): April 15 |
| <input type="checkbox"/> Session B | Deadline (month/year): |
| <input checked="" type="checkbox"/> Spring (regular) | Deadline (month/year): October 15 |
| <input type="checkbox"/> Session B | Deadline (month/year): |

Summer I Deadline (month/year):

Summer II Deadline (month/year):

5. Curricular Requirements:

(Please expand tables as needed. Right click in white space of last cell. Select "Insert Rows Below")

5A. Will concentrations be established under this degree program? Yes No

5B. Curricular Structure:

Required Core Courses for the Degree			Credit Hours
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 21
TWC 501	Principles of Technical Communication	No	3
TWC 511	Principles of Visual Communication	No	3
TWC 521	Principles of Writing with Technology	No	3
TWC 531	Principles of Technical Editing	No	3
TWC 552	Information in the Digital Age	No	3
TWC 504	Applied Rhetoric	Yes	3
TWC 505	Research in Technical Communication	Yes	3
Restricted Electives Students Choose 3 courses from the list below <i>(as deemed necessary by supervisory committee)</i>			Credit Hours
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 9
TWC 543	Proposal Writing	No	3
TWC 544	Manual and Instructional Writing	No	3
TWC 545	Computer Documentation	No	3
TWC 546	Technical and Scientific Reports	No	3
TWC 551	Copyright and Intellectual Property in the Electronic Age	No	3
TWC 553	Information and Communications Technology in American History	No	3
TWC 598	Topic: Visual Information	No	3
TWC 598	Topic: Information Architecture	No	3
Culminating Experience <i>E.g. - Capstone course, applied project, thesis (masters only – 6 credit hours) or dissertation (doctoral only – 12 credit hours) as applicable</i>			Credit Hours (Insert Section Sub-total) 6
STUDENTS WILL COMPLETE EITHER A THESIS OR AN APPLIED PROJECT			
<p style="text-align: center;">TWC 599 Thesis</p> <p>Students will complete a thesis on a topic of relevance to the field and their career interests. A committee of 3 faculty members will work with the student to select an appropriate topic, supervise progress, and evaluate the project.</p>			6
<p style="text-align: center;">TWC 593 Applied Project</p> <p>Students will complete an applied project on a topic of relevance to the field and their career interests. A committee of 3 faculty members will work with the student to select an appropriate topic, supervise progress, and evaluate the project. Applied projects will demonstrate students' ability to apply skills and knowledge learned in coursework, use research methods appropriate to the field, and report and present results.</p>			6

Other Requirements <i>E.g. - Internships, clinical requirements, field studies as applicable</i>	Credit Hours (Insert Section Sub-total)
For doctoral programs – when approved by the student’s supervisory committee, will this program allow 30 credit hours from a previously awarded master’s degree to be used for this program? If applicable, please indicate the 30 credit hour allowance that will be used for this degree program.	
Total required credit hours	36

- List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc.).
- Omnibus numbered courses cannot be used as core courses.
- Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval. Courses that are new, but do not yet have a new number can be designated with the prefix, level of the course and X’s (e.g. ENG 5XX or ENG 6XX).

6. Comprehensive Exams:

Master’s Comprehensive Exam (when applicable), please select the appropriate box.

(Written comprehensive exam is required)

- Oral comprehensive exam is required – in addition to written exam
- No oral comprehensive exam required - only written exam is required

7. Allow 400-level courses: Yes No (No more that 6-credit hours of 400-level coursework can be included on a graduate student plan of study.)

8. Committee: Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs): 3

9. Keywords (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.)

Technical communication, technical writing, professional communication, information design

10. Area(s) of Interest

A. Select one (1) primary Area of Interest from the list below that applies to this program.

- | | |
|---|--|
| <input type="checkbox"/> Architecture, Construction & Design | <input type="checkbox"/> Engineering & Technology |
| <input type="checkbox"/> Artistic Expression & Performance | <input type="checkbox"/> Environmental Issues & Physical Sci |
| <input type="checkbox"/> Biological Sciences, Health & Wellness | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Business, Management & Economics | <input type="checkbox"/> Languages & Cultures |
| <input checked="" type="checkbox"/> Communication & Media | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> Social Science, Policies & Issues |
| <input type="checkbox"/> Education & Teaching | |

B. Select any additional Areas of Interest that apply to this program from the list below.

- | | |
|--|---|
| <input type="checkbox"/> Architecture, Construction & Design | <input checked="" type="checkbox"/> Engineering & Technology |
| <input type="checkbox"/> Artistic Expression & Performance | <input type="checkbox"/> Environmental Issues & Physical Sci |
| <input type="checkbox"/> Biological Sciences, Health & Wellness | <input checked="" type="checkbox"/> Interdisciplinary Studies |
| <input checked="" type="checkbox"/> Business, Management & Economics | <input checked="" type="checkbox"/> Languages & Cultures |
| <input type="checkbox"/> Communication & Media | <input type="checkbox"/> Law & Justice |
| <input checked="" type="checkbox"/> Computing & Mathematics | <input checked="" type="checkbox"/> Social Science, Policies & Issues |
| <input type="checkbox"/> Education & Teaching | |

MS in Technical Communication

Proposal Addendum

The University Graduate Council noted, “Since this is a Master of Science degree, the Council members thought that the program needed to be more research oriented. Are any of the provided courses other than TWC 505 more research-based? Can you please discuss some of the research the students will partake in.”

In Technical Communication, master’s programs (particularly MS programs) typically have an applied focus, while doctoral programs are more theoretical and research-based. Our proposed program incorporates both research and application, as suggested by the dual options for a culminating experience: students can complete an applied project or a thesis. Although TWC 505 is the only course that explicitly foreground research in the title (Research in Technical Communication), a number of our courses require research of graduate students, although not all of it is traditional academic research. Following are some examples.

TWC 501	Principles of Technical Communication	Students identify a topic for inquiry; create an annotated bibliography that includes summary, evaluation, and reflection; and craft a critical literature review.
TWC 504	Applied Rhetoric	Students conduct a research project on a topic of interest related to the course. They may also consider potential topics to explore for their thesis or applied project. They conduct preliminary research in preparation for crafting a proposal. They subsequently conduct more in-depth research and develop a formal analytical paper based on their research.
TWC 543	Proposal Writing	Students conduct research to complete a proposal, such as a mock fellowship proposal (NIH, NSF, Sloan, MacArthur, etc.) to support their graduate research. Their work for the proposal thus includes not only the standard proposal-writing research but also the research for their scholarly work (lit review, methods, etc).
TWC 551	Copyright and Intellectual Property in the Electronic Age	Students research a pending piece of legislation related to intellectual property or another topic of their choice based on their professional interests.

TWC 598	Topic: Visual Information	Students develop or locate a relevant dataset and run that data through a wide range of visualization activities to discover trends and findings that are subsequently used to make a larger argument.
TWC 598	Topic: Information Architecture	Students work within a role-playing scenario to choose a "client" and do research to construct a project definition/scope (based on audience needs and user task analysis) for a site redesign, complete several usability research/analysis techniques (heuristic evaluation, content analysis/inventory; card sorting, affinity diagramming) to complete a client report recommending site improvements. Students also have the option of completing a literature review on a topic of interest.

The Council would also like a clarification on the impact of the Post Baccalaureate Certificate in Technical Communication. <https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/LSTECGRCT/graduate/false>

The Post-Baccalaureate Certificate in Technical Communication currently enrolls only a handful of students (we are in the process of converting it to a graduate certificate, which may increase enrollment). Students who enroll in a certificate program often choose the certificate because it is less of a long-term commitment in time and tuition dollars than a traditional graduate program would be. Students looking for a stronger credential—or those potentially interested in going on to a PhD or other terminal degree, are more likely to apply to the MS program.

It is possible that there will be some students who enroll in the proposed MS and subsequently choose instead to complete the certificate, so in that sense the certificate enrollment numbers could be positively impacted by the MS. It is also possible that a student in the certificate program may opt to pursue a master's at the completion of the certificate. Thus, the two programs may prove mutually beneficial. Overall, though, we do not anticipate that the proposed MS program will significantly impact numbers in the Post-Baccalaureate Certificate.

School of Letters and Sciences
College Approval

From: Frederick Corey
Sent: Monday, July 22, 2013 10:08 AM
To: curriculumplanning@asu.edu
Cc: Frederick Corey
Subject: MS in Technical Communication

Curriculum Planning:

Attached you will find a proposal for an MS in Technical Communication, along with notes of support from the Department of English, Hugh Downs School of Human Communication, and New College of Interdisciplinary Arts and Sciences. We are in conversation with ASU Online about the possibility of including it as a managed program, and I will let you know how that conversation concludes.

Thanks! Fred

Frederick C. Corey, PhD
Vice Provost
Dean, University College
Director, School of Letters and Sciences
411 North Central Avenue
Suite 300
Phoenix, AZ 85004-0696

Phone: 602-496-0624
Fax: 602-496-0655

Email: frederick.corey@asu.edu
Mail Code: 0320

Arizona State University

Frederick Corey

From: Eva Brumberger
Sent: Monday, July 22, 2013 9:56 AM
To: Frederick Corey
Subject: FW: Impact Statements for Master's Degree proposal

From English and Comm

Eva R. Brumberger
Associate Professor & Program Head
Technical Communication
Arizona State University
7271 E. Sonoran Arroyo Mall, 233Y
Mesa, AZ 85212-2780

ebrumber@asu.edu

ph: 480.727.5981

fax: 480.727.1529

From: Angela Trethewey
Sent: Monday, March 04, 2013 1:50 PM
To: Maureen Goggin; Eva Brumberger; Marlene Tromp
Subject: Re: Impact Statements for Master's Degree proposal

As are we here in the Hugh Downs School.

All our best,

Angela

Angela Trethewey
Professor and Director
The Hugh Downs School of Human Communication
Box 1205
Arizona State University
Tempe, AZ 85287-1205
480.965.5095 (o)
480.965.4291 (f)

From: Maureen Goggin <maureen.goggin@asu.edu>
Date: Monday, March 4, 2013 1:49 PM
To: Eva Brumberger <Eva.Brumberger@asu.edu>, Angela Trethewey <atreth@asu.edu>, Marlene Tromp <Marlene.Tromp@asu.edu>
Subject: RE: Impact Statements for Master's Degree proposal

Dear Eva,
The Department of English is happy to support this program proposal.
Best,
Maureen

Maureen Daly Goggin, Chair
Professor, Rhetoric
Department of English
Arizona State University
PO Box 870302
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ASU Department of English—*Start here, Go Anywhere*
english.clas.asu.edu

From: Eva Brumberger
Sent: Friday, March 01, 2013 5:12 PM
To: Maureen Goggin; Angela Trethewey; Marlene Tromp
Subject: Impact Statements for Master's Degree proposal

Dear Maureen, Angela, and Marlene,

I have attached a proposal being put forth by the technical communication program for a new MS degree. Would you please reply to this message with a brief statement that indicates whether or not your unit supports the degree proposal?

Thanks very much,

Eva

Eva R. Brumberger
Associate Professor & Program Head
Technical Communication
Arizona State University
7271 E. Sonoran Arroyo Mall, 233Y
Mesa, AZ 85212-2780

ebrumber@asu.edu
ph: 480.727.5981
fax: 480.727.1529

Frederick Corey

From: Eva Brumberger
Sent: Monday, July 22, 2013 9:55 AM
To: Frederick Corey
Subject: FW: Impact Statements for Master's Degree proposal

From New College

Eva R. Brumberger
Associate Professor & Program Head
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From: Marlene Tromp
Sent: Monday, March 04, 2013 9:31 AM
To: Eva Brumberger; Maureen Goggin; Angela Trethewey
Subject: Re: Impact Statements for Master's Degree proposal

Dear Eva,

I am happy to report that our faculty are enthusiastically supportive of your new proposed degree. Our best wishes as you develop it.

Sincerely,
Marlene

--
Dr. Marlene Tromp, Director
School of Humanities, Arts and Cultural Studies (SHArCS)
Professor of English and Women and Gender Studies
New College of Interdisciplinary Arts and Sciences
Arizona State University
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Learn the Truth on Titanic's 100th Anniversary:

http://www.amazon.com/Untold-Titanic-Story-Justice-ebook/dp/B007SZKIAC/ref=sr_1_3?ie=UTF8&qid=1334415072&sr=8-3

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From: Eva Brumberger <Eva.Brumberger@asu.edu>
Date: Friday, March 1, 2013 5:11 PM
To: Maureen Goggin <maureen.goggin@asu.edu>, Angela Trethewey <ATRETH@asu.edu>, Marlene Tromp <marlene.tromp@asu.edu>
Subject: Impact Statements for Master's Degree proposal