

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Northwest Missouri State University

Program Title: Professional Writing Certificate

Degree/Certificate: Undergraduate Certificate (1 sem < 1 year)

Options: _____

Delivery Site(s): Maryville Campus
online

CIP Classification: 231301 (Please provide a CIP code)

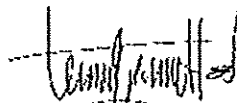
Implementation Date: Fall 2016

Cooperative Partners: n/a

Expected Date of First Graduation: Spring 2018

AUTHORIZATION

Timothy Mottet, Provost
Name/Title of Institutional Officer



Signature

June 30, 2016
Date

Gregory Haddock, Vice Provost
Person to Contact for More Information

(660) 562-1145
Telephone

2. Need (Form SE - Student Enrollment Projections)

Student Demand:

i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE.)

<i>Year</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Full-time</i>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<i>Part-time</i>	<u>3</u>	<u>7</u>	<u>8</u>	<u>8</u>	<u>10</u>
<i>Total</i>	<u>3</u>	<u>7</u>	<u>8</u>	<u>8</u>	<u>10</u>

ii. Will enrollment be capped in the future?

There are no plans to cap enrollment.

What method(s) or data were used to project student enrollment for this proposed program?

The Department of English and Modern Languages hopes to test-market the Professional Writing Certificate to a small pool of students who have informally expressed interest in such a program. We will then increase promotion of the certificate within the university and to prospective students.

The undergraduate Professional Writing Certificate is intended to complement--rather than compete with--degrees offered outside English and Modern Languages. It offers students skills and certification in workplace-focused written communication without requiring students to declare a major or minor in Writing. As such, it will offer valuable curricula and credentials to students who plan to enter professions where they will need to communicate in writing, with a relatively small load of credit hours taken outside of their major area of study. In the longer range, we hope for this certificate to serve as scaffolding for the development of online courses and for a continuing education certificate that would be specifically marketed to professionals in the Kansas City area. While this proposal doesn't itself serve a new market, therefore, it is the foundation of a broader set of initiatives intended to ultimately build new markets.

A. Market Demand:

. National, state, regional, or local assessment of labor need for citizens with these skills

The undergraduate Professional Writing Certificate fosters and formally recognizes a skill that surpasses all others--except for working in groups and leadership--on the National Association of Colleges and Employers's Job Outlook

2. Need (Form SE - Student Enrollment Projections)

2015 survey for desired attributes in a new hire: writing. According to the 2006 report, "Are They Really Ready To Work?: Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce," prepared by The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and the Society for Human Resource Management. the categories of "Writing in English" and "Written Communications," were viewed as both very important to employers and as deficient in new hires: "Writing in English- over a quarter (26.2 percent) report that new workforce entrants with a four-year college diploma are 'deficient.' Almost 90 percent (89.7 percent) say these skills are 'very important' for four-year college graduates. Written Communications- 27.8 percent of employer respondents report new entrants with four-year college diplomas as 'deficient.' For four-year college graduates, 93.1 percent say Written Communications is 'very important.'"

The English and Modern Languages Department views the undergraduate Professional Writing Certificate, therefore, as a valuable complement to professionally focused curricula throughout the university. It will help students develop essential written communication skills that employers demand, and will formally acknowledge these skills to employers.

STATEMENT FROM DEAN OF ENROLLMENT MANAGEMENT

The coursework included in the Certificate is aligned and reinforces our goal of providing students with profession-based experiences and preparing them to be successful communicators in their careers. Based on this alignment, I support the spirit of the curriculum. Additionally, because the certificate must be completed with a Bachelor's Degree; and it is not a standalone program, I support the structure of the certificate.

-Provided by Beverly Schenkel on 11JAN16

B. Societal Need:

i. General needs which are not directly related to employment

The priority that incoming students place on professional skills supports the creation of an undergraduate Professional Writing Certificate. The program reinforces Northwest Missouri State University's ability to provide a broad-based set of skills and credentials that equip graduates for immediate entry to and success in the workplace. The Professional Writing Certificate would complement the offerings of other programs. Those programs could promote the Professional Writing Certificate in recognition of NACE (and similar) survey data that reflect the value employers place on communication skills. This would increase the appeal of a range of programs to prospective students and of Northwest more generally, as a campus that values and inculcates a broad and relevant set of professional skills.

C. Methodology used to determine "B" and "C" above.

2. Need (Form SE - Student Enrollment Projections)

NACE data cited above reflects the emphasis that employers place on written communication skills when they hire recent college graduates. Melancon 2012 ("Current Overview of Academic Certificates in Technical and Professional Communication in the United States," Technical Communication, 59(3), pp. 207-222) provides a comprehensive review of professional writing certificate programs that US colleges have developed to satisfy this employer demand. While we reviewed a number of studies, Melancon (2012) is our primary source for setting the details of this proposed certificate. Melancon identifies 67 existing undergraduate and 43 graduate certificate programs. The majority of undergraduate programs are 12 to 18 credit hours. The 12-hour program proposed for Northwest would be among the shorter professional writing certificate programs offered nationally (approximately 17% of programs are 12 hours). This creates a competitive advantage for the certificate at Northwest, allowing students to complete the certificate as quickly as possible and with the smallest burden in terms of credit hours.

Melancon also identifies courses that are offered in undergraduate writing certificate programs. Basic professional writing, writing in digital environments, and rhetoric are among the most commonly offered courses nationally. Writing for the Professions, Writing in the Online Age, and Writing and Rhetoric--all already offered as a regular part of Northwest's English curriculum--correspond to these courses. Advanced Professional Writing and Publication Skills offer additional sites within the existing course rotation to provide a range of other topics that are frequently offered nationally in professional writing certificate programs, including introduction to genres, editing, and document/information design.

3. Duplication and Collaboration: (Form CL – Collaborative Programs)

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

Among our peer institutions regionally, none offers an undergraduate Professional Writing Certificate. Several offer graduate-level writing certificates. The undergraduate focus of this proposal, therefore, represents an opportunity to address an underserved need for undergraduate recruitment. Among Missouri universities, UMSL and Webster offer equivalent undergraduate professional writing certificates. Rolla offers a similar undergraduate certificate in technical writing..

Does delivery of the program involve a collaborative effort with any external institution or organization?

No (If yes, please complete Form CL.)

3. Program Structure: (Form PS - Program Structure)

PROGRAM STRUCTURE

A. Total credits required for graduation: 124

B. Residency requirements, if any: n/a

C. General education: Total credits: n/a

Courses (specific courses OR distribution area and credits):

D. Major requirements: Total credits: 12

Professional Writing Certificate, 12 hours

I. Core Requirements:

_____ 10-315 Writing for the Professions 3 cr.

_____ 10-430 Writing for the Online Age 3 cr.

_____ 10-515 Advanced Professional Writing 3 cr.

II. Approved electives from the following:

_____ 10-203 Writing and Rhetoric 3 cr.

_____ 10-512 Publication Skills 3 cr.

E. Free elective credits: n/a. (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

n/a

G. Any unique features such as interdepartmental cooperation:

n/a

5. Program Characteristics and Performance Goals: (Form PG).

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

Program Name: Certificate in Professional Writing

Date: June 30, 2016

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

No special admission is required for this certificate.

- Characteristics of a specific population to be served, if applicable.

Current undergraduate students. Note, students must be enrolled as a degree seeking student completing a major program. This is not available as a stand-alone certificate

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Courses are totally within the English and Writing majors and therefore fit within the faculty who currently teach our programs.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

100% taught by full time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.

No expectation beyond faculty duties for scholarship and professional development.

Enrollment Projections

- Student FTE majoring in program by the end of five years.

At the five year mark we seek to have 10 students enrolled in the certificate.

5. Program Characteristics and Performance Goals: (Form PG).

- Percent of full time and part time enrollment by the end of five years.

Expectation and calculations of revenue and costs were based on full time students. Inevitably some students may be part-time at some point. Expectation is 95% or more will be full-time undergraduate students.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

3-5 per year at three years, 8-10 per year at five years.

- Special skills specific to the program.

English and writing capacity.

- Proportion of students who will achieve licensing, certification, or registration.

n/a

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

Students majoring in English programs typically score at the 60%tile or higher on the nationally normed General Education assessment exam. Expectation is that students earning a certificate in Professional Writing will be similar. However, these will be tracked by the students home major (program).

- Placement rates in related fields, in other fields, unemployed.

Over the past three years 20% to 50% of the students continued in graduate programs. Beyond that, very few students completing the English degrees have found careers that align with the title "writer." With the institution's new focus on professional preparation and profession-based education, the desire is to increase this proportion.

Career Services reports that rounly 70% of the 37 graduates in the past three years have responded to the employment survey. Two of those students were still seeking employment 6 months after graduation.

Our expectation is that a certificate in Professional Writing will improve the chances at aligning a profession with that specific skill set.

- Transfer rates, continuous study.

n/a

6. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

There are no plans for program accreditation. When a program is reviewed every five years this specific question is raised and the discipline faculty will re-evaluate the availability of accreditation and then the suitability for this program.

5. Program Characteristics and Performance Goals: (Form PG).

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
The certificate will be reviewed every five years and it is typical to survey degree completers and alumni at that time. Expectation is high satisfaction.
- Expected satisfaction rates for employers, including timing and method of surveys
Similar to alumni survey, employer feedback is typical at the five year review period.

7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The leadership of the institution challenged the academic disciplines and faculty to consider how well-aligned their programs were to professional experiences. Previous program reviews and placement reports of graduates shows that many would feel that a degree in English as not as well-aligned with a specific career goal, outside of graduate studies. The Department of English and Modern Languages surveyed their coursework, faculty expertise, and state landscape and have proposed new programs in writing, including this certificate. This will help students align career goals that include writing

8. Any Other Relevant Information:

Appendix A - catalog copy

Catalog (Current)	Catalog (Proposed)															
N/A	<p data-bbox="667 331 1219 361"><u>Certificate Description: Professional Writing Certificate</u></p> <p data-bbox="667 361 1406 646">The 12-hour Professional Writing Certificate prepares students for the writing they will do in their careers. It offers focused study and practice in the clear and effective written communication that employers demand. It helps students develop essential skills in critical thinking, in audience and subject analysis, and in clear and persuasive presentation of information. It engages students in modes, genres, and approaches of workplace writing. This certificate is a complement to any program, and will benefit students who plan to enter fields where employers will expect them to communicate effectively through writing, including business, public relations, computer sciences, and health sciences.</p> <p data-bbox="667 703 1109 732">Professional Writing Certificate, 12 hours</p> <p data-bbox="667 760 1393 789">I. Core Requirements: <u>9</u></p> <table data-bbox="743 789 1393 877"> <tr> <td data-bbox="743 789 816 814">10-315</td> <td data-bbox="841 789 1114 814">Writing for the Professions</td> <td data-bbox="1373 789 1393 814"><u>3</u></td> </tr> <tr> <td data-bbox="743 816 816 842">10-430</td> <td data-bbox="841 816 1114 842">Writing for the Online Age</td> <td data-bbox="1373 816 1393 842">3</td> </tr> <tr> <td data-bbox="743 844 816 869">10-515</td> <td data-bbox="841 844 1154 869">Advanced Professional Writing</td> <td data-bbox="1373 844 1393 869">3</td> </tr> </table> <p data-bbox="667 905 1393 934">II. Approved electives from the following: <u>3</u></p> <table data-bbox="743 934 1393 993"> <tr> <td data-bbox="743 934 816 959">10-203</td> <td data-bbox="841 934 1057 959">Writing and Rhetoric</td> <td data-bbox="1373 934 1393 959"><u>3</u></td> </tr> <tr> <td data-bbox="743 961 816 987">10-512</td> <td data-bbox="841 961 1019 987">Publication Skills</td> <td data-bbox="1373 961 1393 987">3</td> </tr> </table>	10-315	Writing for the Professions	<u>3</u>	10-430	Writing for the Online Age	3	10-515	Advanced Professional Writing	3	10-203	Writing and Rhetoric	<u>3</u>	10-512	Publication Skills	3
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