Proposal:

Bachelor of Arts in

Technical Communication and Information Design (TCID)

Submitted by

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A. Program Description

As an academic field housed in universities, Technical Communication and Information Design (TCID) has existed since 1958 when the first program was established at Rensselaer Polytechnic Institute in New York. At UCCS, TCID has existed since 2007 but only as the "Professional and Technical Writing" (PTW) track within the English major which has limited the opportunities for students interested in this profession to receive complete preparation in the core competencies of this robust and expanding field. The proposed Bachelor of Arts in Technical Communication and Information Design will better prepare graduates for success in this field than the existing track and ***will be the only stand-alone undergraduate TCID program in Colorado***.

Background on Technical Communication and Information Design

Broadly speaking, TCID is a profession in which information is made accessible and usable for those who need that information to accomplish their goals. Information is designed in the media most suitable for end users and might appear in hard copy or be digital, although sometimes it appears in both forms. The information, especially when digital, frequently is dynamic and responds to user interaction, and so TCID professionals must balance many factors—accuracy, accessibility, usability, credibility, and searchability of information—with skill in programming languages, user research, or project management, and TCID professionals must quickly adapt to new software platforms. As "translators" between subject matter experts and end users, TCID professionals must be very skilled at collaborating with a wide range of colleagues including, for example, engineers, web designers, marketing professionals, and software programmers as they design information products.

The growth of TCID as a profession mirrors the development of complex technical systems and the expansion of consumer markets for technical and scientific products and services. The countless technologies each of us interacts with daily call for large amounts of documentation, instructions, and careful attention to the ways that these materials are designed for users, especially since those users might be the general public, domain experts, technicians, managers, or those who operate equipment. Frequently, the same product or service has multiple audiences with different purposes, and so the technical communicator's role, therefore, has at least two components: to deeply understand the products and services they document; and to discern the needs of multiple audiences as they prepare the communication pieces which accompany a product or service.

Because TCID exists at this intersection of real people and technological products, the academic field also examines the impact of information products on issues of social justice, activism, access, and authority. This examination ensures that products are not just effective at accomplishing goals, but that they are also ethical in how they achieve those ends. TCID, therefore, is both a humanistic field in the sense that it emphasizes the importance of real people and how technologies affect those people, but also is an applied field in the sense that technical communicators prepare information products to help people solve pragmatic problems in the world.[1]

Core Competencies in Technical Communication and Information Design

The core competencies of TCID derive directly from existing at this intersection of the technical and the human. Consensus in the field has formed around these core competencies which capture this duality:

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[1] *Defining Technical Communication*. (2018). Retrieved from Society for Technical Communication: https://www.stc.org/about-stc/defining-technical-communication/; Redish, J. C. G. (2000). What is information design?. *Technical communication*, *47*(2), 163-166Salvo, M. J. (2006). Rhetoric as Productive Technology: Cultural Studies in/as Technical Communication Methodology. (B. L. J. B. Scott, Ed.) *Critical Power Tools: Technical Communication and Cultural Studies.*

- The ability to write clearly and correctly for specific audiences who are directed by clearly defined, pragmatic purposes;
- The ability to assess and to learn new technologies;
- The ability to collaborate with people from diverse backgrounds, including co-workers, subject-matter experts, and end users;
- The ability to manage complex projects and to ethically manage the work of others;
- The ability to communicate fluently in multiple media formats;
- The ability to conduct user research on complex products or services and to communicate that research to diverse audiences.[2]

While the existing Professional and Technical Writing (PTW) track that exists in English prepares students in some of these competencies (e.g. the ability to write clearly and correctly), it does not provide adequate training in other areas such as communicating fluently in multiple media, managing projects, or conducting user research. The proposed degree program will prepare students in all the core competencies recognized by the field and often appearing in job advertisements, making students competitive for the best positions upon graduation.

As demonstrated in Section G, "Curriculum Description and Assessment Processes," the proposed major will include 36 hours in these core competencies spread among five areas, TCID Foundations, TCID Practice & Theory, Advanced Practice and Theory, Diversity Topics in TCID, and a senior TCID Portfolio. Students will also be required to complete a nine-hour "track" or concentration within the degree which complements the core competencies and enables students to focus in an area of individual interest. Those concentrations include Non-Profit and Organizational Writing, Design & Media, and Programming Foundations. The combination of the core courses and the concentration builds upon general education courses to explicitly address the core competencies expected of technical communicators as they enter the workforce. Students interested in Technical Communication and Information Design, therefore, will find the unique combination of courses and industry preparation offered in the new program attractive because coursework that includes writing, design, technical knowledge, software and web development skills, project management experience, and user research successfully prepares student for an array of career paths.

B. Student Demand and Workforce Demand

Demand for Technical Communication and Information Design professionals is strong and students recognize this demand. In fact, even with the limitations outlined above that evolve from existing as part of the larger English curriculum, the program has averaged 33 majors over the last 10 years with about 10 minors. Additionally, in a survey conducted in Spring 2018 among recent alumni, 82% (n=22) of respondents said that they would have preferred a program more focused on the core competencies of Technical Communication and Information Design with eight of those respondents specifically articulating that a more focused program would have better prepared them for their careers. Below, we outline projected student enrollment of a more focused program that aligns with industry and disciplinary expectations followed by the workforce demand for those who are prepared as Technical Communication and Information Design professionals.

[2] Hayhoe, G. F. (2002). Core competencies: the essence of technical communication. *Technical communication*, *49*(4), 397-399. Rainey, K. T., Turner, R. K., & Dayton, D. (2005). Do curricula correspond to managerial expectations? Core competencies for technical communicators. *Technical communication*, *52*(3), 323-352.

Student Demand

The student enrollment numbers outlined below evolve from multiple considerations:

- A market demand study prepared by the EAB Corporation which describes enrollments in Technical Communication programs;
- Research with directors of programs at Arizona State University and Texas Tech University;
- The historical graduate production when Technical Communication existed as a track in English without strong disciplinary alignment to core competencies;
- The increased appeal to both out-of-state and WUE students of a stand-alone program;
- The compelling workforce demand data.

According to an independent report completed by the EAB Corporation in 2018 to examine the demand for an undergraduate Technical Communication and Information Design program at UCCS, student demand is strong. Conversations with ASU and TTU confirm this position. The EAB report examined two CIP codes for comparison only one of which (23.1303: Professional, Technical, Business, and Scientific Writing) aligns with our program. The programs referenced in the study for CIP code 23.1303 produced 759 graduates nationally in 2016, the last year for which complete graduation reports were available at the time of the report.

The table below shows the number of graduates, by program, from the 20 universities that produced the most students in Technical Communication (CIP Code 23.1303). Notably, most of these programs reside in the Eastern United States, and therefore graduates presumably wouldn't compete for jobs against Colorado graduates.

Institution	Bachelor's Completions
Michigan State University	56
Miami University-Ohio	51
James Madison University	49
University of Wisconsin-Stout	38
Arizona State University	30
Kutztown University of Pennsylvania	29
Missouri State University	27
Metropolitan State University	25
Carnegie Mellon University	24
Purdue University	23
York College Pennsylvania	23
Taylor University	22
Saginaw State University	21
Texas Tech University	19
University of North Texas	19
University of Arkansas	18
Savannah College of Art and Design	17
Elizabeth Town College	15
Yeshiva University	15
University of Houston	14

Note that the median number of graduates among the top-producing programs is 23. Even with the limitations noted above about Technical Communication existing as a track within the English Department, the program has nonetheless been able to graduate an average of 13 students per year during the last 5 years with an average of 33 students actively pursuing the degree, placing the program just below the threshold of the top

20 programs. Once TCID is a stand-alone program that more completely meets the recognized core competencies of the discipline, combined with the compelling workforce demand projections outlined below, we believe the program can approach the median number of graduates among the top programs, building to 22 graduates per year with 18 of those graduates being in-state. A program that is more aligned with recognized core competencies will also enable the TCID program at UCCS to attract more out-of-state and WUE students than the track within English was able to do, generating an additional four non-resident graduates by the end of the fifth year. With 22 graduates per year, TCID at UCCS will be on the threshold of becoming one of the top 10 Technical Communication and Information Design programs in the United States in terms of graduate productivity. Table 2 below summarizes these enrollment figures, as included in the Pro-Forma.

Base	2021-22								By Class					
COLORADO RESIDENTS			first	soph	junior	senior	totals		Frosh	Soph	F+S	J-S	Totl	Check =zero
1	21-2022		**F 21**	**5**	**10**	**25**		40	Year 1	5	10	15	25	40	0
2	22-2023	80%	**F 22**	**30**	**4**	**12**	**22**	68	Year 2	30	4	34	34	68	0
3	23-2024	73%	**F 23**	**32**	**22**	**15**	**11**	80	Year 3	32	22	54	26	80	0
4	24-2025	75%	**F 24**	**35**	**24**	**22**	**14**	95	Year 4	35	24	59	36	95	0
5	25-2026	74%	**F 25**	**35**	**26**	**22**	**18**	101	Year 5	35	26	61	40	101	0
WUE				first	soph	junior	senior	totals		first	soph		J-S	Totl	Check =zero
1	21-2022		**F 21**	**2**				2	Year 1	2	0	2	0	2	0
2	22-2023	50%	**F 22**	**4**	**1**			5	Year 2	4	1	5	0	5	0
3	23-2024	50%	**F 23**	**5**	**2**	**1**		8	Year 3	5	2	7	1	8	0
4	24-2025	60%	**F 24**	**7**	**3**	**2**	**1**	13	Year 4	7	3	10	3	13	0
5	25-2026	71%	**F 25**	**7**	**5**	**3**	**2**	17	Year 5	7	5	12	5	17	0
NON-RESIDENT				first	soph	junior	senior	totals		F-S	soph	0	J-S	Totl	Check =zero
1	21-2022		**F 21**	**2**				2	Year 1	2	0	2	0	2	0
2	22-2023	50%	**F 22**	**4**	**1**			5	Year 2	4	1	5	0	5	0
3	23-2024	50%	**F 23**	**5**	**2**	**1**		8	Year 3	5	2	7	1	8	0
4	24-2025	60%	**F 24**	**7**	**3**	**2**	**1**	13	Year 4	7	3	10	3	13	0
5	25-2026	71%	**F 25**	**7**	**5**	**3**	**2**	17	Year 5	7	5	12	5	17	0
TOTALS				first	soph	junior	senior			F-S	soph	0	J-S	Totl	Check =zero
1				9	10	25	0	44	Year 1	9	10	19	25	44	0
2				38	6	12	22	78	Year 2	38	6	44	34	78	0
3				42	26	17	11	96	Year 3	42	26	68	28	96	0
4				49	30	26	16	121	Year 4	49	30	79	42	121	0
5				49	36	28	22	135	Year 5	49	36	85	50	135	0

The enrollment estimate at the end of the fifth year, 135 total students, represents new, unduplicated students to UCCS; students who will initially chose this major over other current major; and students who will transfer from other majors after matriculating at UCCS. The first-year enrollment includes the majority of current PTW track students moving into the new degree which accounts for the particularly high number of juniors during the first year. Currently, the Professional and Technical Writing track within English has about 40 majors and we predict that most of those students plus a portion of our minors will seamlessly become TCID majors (see the alumni study noted above). In the years following, the number of juniors remains relatively high due to the "Institutional Transfer Guide" that TCID recently negotiated with PPCC that ensures seamless transition from PPCC directly into TCID. Since the PPCC students recognize that the typical entry level position in Technical Communication requires a bachelor's degree,[3] this articulation well help us to recruit many

[3] Bureau of Labor Statistics, Occupational Outlook Handbook, https://www.bls.gov/ooh/; CareerOneStop, https://www.careeronestop.org/ExploreCareers/explore-careers.aspx; Technical Communication Book of Knowledge, www.tcbok.org.

nonduplicated new majors to UCCS interested in Technical Communication who might have transferred to another institution such as Metropolitan State Univesity in Denver or even Arizona State University. With the new program, these students will now have an option for a stand-alone degree in Colorado, one that arguably prepares them better than the program at MSU since that program is housed in Journalism (see Section D: Duplication).

In addition to the nonduplicated new majors coming to UCCS and the current PTW majors transitioning to TCID, some of our students will come from other majors, increasing retention and persistence of many students who might be "STEM-Inclined" but not necessarily "STEM-Strong." Specifically, TCID will retain many students who might have left UCCS entirely after not succeeding in technical majors. As a discipline, TCID sits adjacent to many engineering programs, and so students interested in a career with technology, but not necessarily strong in math and science skills, will find a home in TCID. While these students might be counted as internal transfers, many of these students would have left the institution entirely and their numbers would have negatively affected the prior departments and retention rates at UCCS more generally. In short, rather than looking at these students as internal transfers, we should regard them as "retained students in a new major" because the gains in retention and persistence that TCID offers will offset the negative retention impact on the other majors. A portion of undecided students will also choose TCID (so those students do not detract from other majors) and some students from business disciplines or from Communication will transfer to TCID as well, although fewer than those that TCID will retain from the STEM disciplines.

Finally, additional nonduplicated students, primarily from out of state, who would not have otherwise attended UCCS will enroll in TCID. As noted before, given the strong workforce demand for Technical Communication and Information Design Professionals, the program will attract students from out-of-state interested in this profession once the new TCID program more closely aligns with the complete range of core competencies in the discipline. UCCS's new strategic plan seeks to grow non-resident students, and a stand-alone TCID program, recognized for its emphasis in User Experience, will help UCCS accomplish this strategic goal. We anticipate that about 1/3 of our students will be non-resident, which is substantially higher than the average at UCCS, but given the market demand and the new program's alignment with the industry's core competencies, and the general growth of the Colorado population among young people, attracting ~30 non-residents will be an attainable goal.

Table 3 below provides a visual snapshot of the anticipated composition of the students where more than 50% represent nonduplicated new majors or students retained who otherwise would have left the university.

Category of Major	Number of Students	Percent of Total
Existing PTW Major/Minor	50	37%
Nonduplicated New Majors	45	33%
"Retained New Majors"	26	20%
Transfers from other majors	14	10%
Totals	***135***	***100%***

In addition to the program's core competencies being attractive, our delivery methods will be as well. Currently, the TCID faculty deliver courses in a variety of formats: face-to-face, hybrid, and online. In 2019-2020, the faculty will also begin to experiment with delivering courses on alternative time frames, including "short courses" and "weekend courses." The diversity of delivery options enables working students to find courses that fit with their complex schedules. The program also has deep, existing relationships within the business community which provides opportunities for internships and co-op experiences, giving students opportunities to expand their education beyond the classroom experience. The program's flexibility for learning opportunities will be a key driver for student retention.

Finally, comprehensive student advising will both attract and retain students from diverse backgrounds. This year, 2019-2020, the program began "pro-active" student advising, reaching out to students in advance of questions. Predictive analytics made available to the program director and other advisors will enable us to anticipate students' needs and interact with those students in advance of problems becoming unmanageable. This type of pro-active advising also builds relationships among the faculty and students, further increasing retention as students come to feel part of a community. Research shows that when students of diverse backgrounds have access to this type of individualized, sensitive advising and mentoring, retention rates and overall student satisfaction are significantly higher.[4]

Workforce Demand

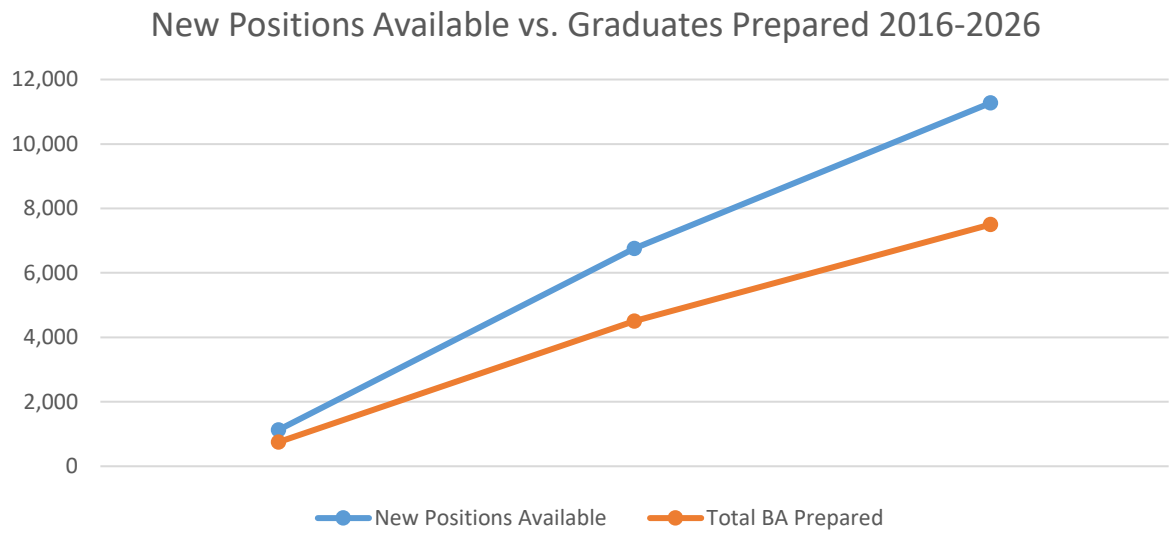
One of the most compelling reasons to create a Technical Communication and Information Design bachelor's program at UCCS is the workforce demand projections. To quote the independent EAB study completed in 2018,

> *"Regional demand for bachelor's level professional and technical writing or user experience professionals increased to 1,968 job postings from 1,024 postings in this period [from September 2016 to July 2018]. This large increase (90%) in statewide and regional demand indicates an opportunity for development of a bachelor's level professional and technical writing/UX program."*

The independent report authors add that their research, "identified 9,384 job postings statewide in which employers seek bachelor's level professionals with professional and technical writing or user experience skills in the last 12 months."

Equally compelling is workforce data collected by the Bureau of Labor Statistics and by CareerOneStop.org on the major job titles for graduates of Technical Communication and Information Design programs: "technical writer;" "Documentation Specialist;" "Copy Writer;" and "Instructional Designer." Across these four job titles, 3,850 ***NEW*** jobs are projected for Colorado alone, propelling the job postings from 18,830 to 22,680 by 2026, or about 385 new jobs each year in Colorado above those already existing. Nationally, the numbers are quite staggering at 11,274 projected ***NEW*** jobs by 2026 propelling the job openings from 98,726 to 110,000, or about 1,127 new jobs each year until 2026. Assuming the existing Technical Communication programs continue to produce about 750 students per year through 2026, they would graduate 7,500 students, well below the 11,274 new jobs predicted to exist in 2026, potentially leaving more than 3,700 jobs unfilled. The graph below represents the difference between the expected job openings and those prepared at the Bachelor's level to assume those positions.

[4] Drake, J. K. (2011). The role of academic advising in student retention and persistence. *About Campus*, *16*(3), 8-12.; Strayhorn, T. L. (2015). Reframing academic advising for student success: From advisor to cultural navigator. *The Journal of the National Academic Advising Association*, *35*(1), 56-63.



In short, the market demand for TCID graduates is excellent since the field is growing at 22% in Colorado and 10% nationally. Finally, these positions are excellent jobs that pay well, with the median salary across all four jobs titles averaging $73,495, about 24% higher than the national median salary of $59,039.

The table below aggregates the data about the growth of these professions at both the state and national levels. Following the table, the subsequent sections provide more detailed explanation of the data in the chart above and in the following table.

Job Title	CO 2016	CO 2026	CO Growth %	US 2016	US 2026	US Growth %
Technical Writer	1,350	1,680	+24%	51,709	58,100	+11%
Documentation Specialist	12,0303	14,400	+20%	20,384	22,400	+9%
Copy Writer	1,980	2,410	+22%	11,592	12,600	+8%
Instructional Designer	3,470	4,190	+21%	15,041	16,900	+11%
		Total New Jobs, CO: 3850			**Total New Jobs, US: 11,274**	

Technical Writers

According to the BLS data (which CareerOneStop.org also uses), the state of Colorado will see a 24% growth in new technical writing jobs by 2026. This equates to 330 new job opportunities just in the state of Colorado and just for this job title. At the national level, the numbers are much larger with 6,391 new jobs, moving from 51,709 in 2016 to 58,100 in 2026. The enrollment projections in the prior section appear somewhat modest, therefore, for ONLY this job title and ONLY for Colorado, since we project 22 graduates per year. This level of graduate productivity would leave 110 positions unfilled just in Colorado in the next ten years assuming the program graduated 22 students today and all the graduates took positions within this category (330 openings – 220 graduates = 110 unfilled openings just in Colorado). Considering the new curriculum will prepare students with nationally-recognized core competencies, our graduates will be able to compete nationally as well, which will give them extraordinary opportunity to secure these positions which have a median salary of $71,850.

Documentation Specialists

The BLS data show that Colorado will see a 20% growth in new jobs with this title by 2026 which equates to 2,370 new job opportunities just in Colorado. Nationally, the 9% growth rate will generate 2,016 new positions moving the projected employment from 20,384 to 22,400 job postings. Assuming all of the 220 projected TCID graduates in the next decade were placed in a new Documentation Specialist job, that would leave a deficit of 2,150 graduates prepared at the bachelor's level in Colorado alone. Again, the TCID graduates will have incredible opportunities both locally and nationally in this job title, especially since the median salary is $99,840.

Copy Writer

According to the BLS data, this job title will see 22% growth in Colorado moving from 1,980 positions to 2,410, or 430 new jobs in Colorado. Nationally, the growth rate is slower at 8%, with the positions growing from 11,592 to 12,600 or 1,008 new jobs. Much like the prior job titles discussed above, this job title alone could absorb the next ten years' worth of graduates from the new TCID program in Colorado and still leave 210 positions unfilled by those prepared at the bachelor's level. With a median salary of $55,640, this position might be less desirable than the other three; however, significant opportunity still exists to work in this area and for a fair salary.

Instructional Designers

Instructional designers show a parallel trend to the prior job titles with exceptional growth in Colorado and very good growth nationally. The BLS projects a 21% increase in Colorado, from 3,470 to 4,190 job postings which shows that 720 new jobs will be created by 2026. The national growth rate is also robust at 11% with 1,859 new jobs becoming available by 2026. Again, this job title alone could absorb all the TCID graduates produced in the next 10 years at UCCS and still leave 5000 vacancies. As with copy writers, this position's median salary is a bit lower than technical writers or documentation specialists, but at $66,650 this remains a job that pays well above the national median salary.

To summarize, the national and state workforce projections make a compelling case for the new Technical Communication and Information Design program. However, even on a more local level, the case is compelling. For example, on March 26, 2019, a search on LinkedIn for the job title "Technical Writer" revealed 28 job postings in Colorado Springs and 90 in Denver alone. Assuming that TCID existed and had graduated 22 students in May of 2019, those graduates would each have had about four opportunities within 75 miles to begin their careers. For every graduate, at least four jobs exist—right here in central/southern Colorado.

Since the Technical Communication and Information Design program at UCCS will be the only stand-alone program in the entire state that completely prepares students in the core competencies of the field, our students will meet a significant local demand for technical communicators that already exists and will continue to grow rapidly for the next decade: the stand-alone TCID program will prepare students to compete for at least 1,127 ***new*** jobs that will be available nationally ***each year*** for the next decade. Creating a program with 135 students, or 22 graduates a year, only scratches the surface of the need both in the state and the country, especially because this overview considers only four possible job titles when those graduating from programs in Technical Communication and Information Design might also compete for jobs with these titles:

- Business analyst
- Content Management Specialist
- Copy Editor
- Information Architect
- Information Designer
- Media Specialist
- Medical Writer/Editor

- Technical Publications Manager
- User Experience Designer.[5]

The demand for those prepared at the bachelor's level for these jobs clearly exists on a local and national level, and students will have extraordinary opportunities upon graduation from a stand-alone TCID program.

C. Campus Mission Congruence

The University of Colorado guiding principles and vision outline the general mission for the entire system that each campus achieves in its unique way:

> *The University of Colorado will be a premier, accessible and transformative public university that provides a quality and affordable education with outstanding teaching, learning, research, service, and health care. Through collaboration, innovation, technology and entrepreneurship, CU will expand student success, diversity and the economic foundation of the State of Colorado.*

Within this broad statement, UCCS offers this vision statement and seven core values:

> *UCCS, a premier comprehensive undergraduate and specialized graduate research university, provides students with academically rigorous and life-enriching experiences in a vibrant university community. We advance knowledge, integrate student learning with the spirit of discovery, and broaden access to higher education for the benefit of southern Colorado, the state, nation and world.*
>
> *The UCCS Core Values: Student Focus; Integration; Innovation; Collaboration; Inclusive Diversity; Dynamic, Responsible Growth; Integrity.*

Finally, the College of Letters, Arts & Sciences at UCCS offers this as its vision:

> *We will position our graduates for success in their professional and personal lives through innovative and collaborative teaching, scholarship, and connections with the community and the broader world.*
>
> *LAS affirms and accepts the ideal purposes and traditional goals of all great universities: the creation, interpretation, dissemination, and application of knowledge. LAS strives to maintain these goals while formulating and delivering innovative and creative programs. LAS provides collaborative programs that enrich the community, promote the creation of a vibrant and creative cultural life, strengthen and sustain a productive and responsible economic sector, facilitate the solution of community and regional problems, increase the safety, health and welfare of individuals and groups, sustain scientific and technological innovation, and enhance the understanding and practice of civic duty and responsibility*

These separate vision statements share several common principles including

- *Student focus*
- *Integration of academic, professional, and personal experiences*
- *A collaborative spirit*
- *Innovation*
- *Academic rigor and teaching excellence*
- *A commitment to inclusive excellence.*

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[5] Technical Communication Book of Knowledge www.tcbok.org

Technical Communication and Information Design affirms the system's, the institution's, and the college's core principles as expressed in the program's mission statement:

> *TCID prepares students to participate critically and ethically in the profession by guiding students to achieve excellence in*
>
> - *The theoretical and historical understanding of technical communication, information design, and user experience;*
> - *The deep understanding of the ethical concerns and responsibilities of unique to communication professionals;*
> - *The professional and practical skills required for success in the field;*
> - *The ability to work critically and collaboratively with diverse groups to complete projects that benefit society.*

Section F, "Curriculum Description and Assessment Processes," describes how TCID meets these goals through its curriculum, but at the level of vision, TCID supports the core principles of the CU system, UCCS, and the College of LAS as outlined below.

Student Focus

Student success forms the core of everything that TCID seeks to accomplish and why we are proposing a stand-alone program. The revised curriculum fully meets the core competencies expected of professionals in Technical Communication and Information Design and therefore prepares students to compete more effectively for jobs in Colorado and beyond.

TCID also delivers courses in a variety of formats—face-to-face, hybrid, and online—to meet the needs of different types of students ranging from "traditional" college students, to single working parents, to returning students and veterans. We rigorously assess and improve each of these delivery methods during monthly professional development meetings where faculty discuss the successes and failures of classes and how best to modify courses to achieve student success.

Finally, TCID builds strong, pro-active advising relationships with students. Using predictive analytics and one-on-one conversations with current students, advisers in TCID can anticipate student needs. Not only do these relationships generate strong academic outcomes, they ensure that "the whole person" is considered. TCID faculty recognize that our students have lives, challenges, and hopes outside of their academic success, and to the extent possible, we support students in all aspects of their lives. The relationships built with students through pro-active advising help TCID to achieve this goal.

Integration of Academic Professional, and Personal Experiences

As an applied humanistic discipline, TCID maintains deep relationships with organizations in Southern Colorado that actively participate as advisors in curriculum development and place students in internships. The projects that result from these relationships integrate the community into our curriculum, and they demonstrate how classroom preparation integrates with practical skills. These organizations represent the range of possible employers for our students, including large corporations, government organizations, and non-profits. For example, recent students have worked with these organizations in classroom projects and as interns:

Corporations: L3 Harris; ENT Credit Union; RT Logic; Intelligent Software Solutions; Ingersoll-Rand

Government Organizations: Colorado Springs City Council; El Paso County Council; Pioneer Museum

Non-Profits: U.S. Figure Skating; Pikes Peak United Way; Manitou Art Center.

Real-world learning experiences such as those provided by partnerships with these organizations helps prepare students with the wisdom to see how classroom instruction translates into actual practice, but equally important, the relationships with the community help demonstrate the value of the TCID program outside the walls of the campus.

A Collaborative Spirit

Integrating with the community and having a collaborative spirit are two parts of the same whole and TCID actively seeks collaborations with those beyond the university as well as those within the university. In addition to the many corporate, government, and non-profit collaborations outlined above, TCID recognizes that students come from many backgrounds and the program currently has projects to attract these students. First, Pikes Peak Community College and TCID collaborated on curriculum design of a Technical Communication "track" at PPCC to ensure seamless transfer into UCCS and TCID. Second, a current TCID faculty member serves on the board of QUAD Innovation Partnership, a collaboration between UCCS, PPCC, the Air Force Academy, and Colorado College (www.quadcos.org). QUAD's mandate is precisely to increase collaboration among the four institutions and businesses in the Colorado Springs area by building student teams to complete complex projects for the community. These collaborations jump start students' careers by providing actual work experience as well as helping the partner organizations solve real problems. Finally, TCID has a pilot program with "CU Succeeds" to create co-enrollment opportunities for high school students. This program exposes these young people to the opportunities at UCCS and demonstrates how TCID actively engages with the "pipeline" of students to build future university talent. When high school and college are considered as part of the same ecosystem to prepare students for the future, both are more successful.

TCID also has active collaborations within the university. As shown in Section F, "Curriculum Description and Assessment Processes," the TCID curriculum itself is collaborative with three concentrations drawing on the expertise of other colleagues across campus, such as Computer Science, to help prepare students. Additionally, the curriculum encourages students to explore the ways that other programs' courses might inform TCID, so Visual Arts, for example, has agreed to collaborate with TCID to prepare students. The correspondence showing the support from these other programs appears in Section L, "Other Relevant Information."

Innovation

Innovation was a core principle of the 2012-2020 UCCS strategic plan and "Competitive Programs of Distinction" continues to be a core strategy in the 2030 plan now being constructed. As the first new program proposed in the College of LAS in about 15 years, Technical Communication and Information Design speaks directly to UCCS's desire to create innovative new programs that address trends in the United States and beyond. The market demand for TCID professionals is significant because our society is becoming increasing interwoven with technological products and services. The work of TCID professionals is precisely to facilitate the effective and ethical use of these new technologies, so by definition the program must remain on the edge of innovation to remain relevant.

The TCID curriculum itself also demonstrates the value of innovation. The curriculum simultaneously recognizes a commitment to historical principles of the field, such as excellent writing, ethical communication, and multimedia awareness, while also challenging students to build expertise in the new field of User Experience design (UX) within the context of diverse cultures. To that end, our curriculum combines "traditional" courses in Technical Communication such as technical editing, with courses in UX research and design, with intercultural communication requirements. Additionally, the concentrations available to students situate these core courses in three domains not often found together: non-profit writing; design and media; and computer programming. Therefore, not only is the program itself an innovation at UCCS since it's the first new program in LAS in ~15 years, the curriculum itself also is innovative in the way it combines new and old concepts within the context of specific emphases that draw on expertise of multiple different departments.

Academic Rigor and Teaching Excellence

TCID faculty are recognized as some of the best teachers at the institution and this proposal demonstrates a commitment to academic rigor. As evidence of the faculty's teaching excellence, one TCID faculty member led workshops on campus about online instruction in summer of 2019, for example. Another faculty member recently was named as a Daniels Ethics Fellow to recognize his work for integrating ethics instruction into his Business Writing course.

Annual assessments of existing TCID courses (e.g. 2080, 2090, 3080, etc.) consistently demonstrate that students meet or exceed the standards as established in evaluation rubrics for the program and for the courses. For example, in Spring 2019, the annual assessment showed that students met the learning outcomes in four key areas of the program: Research Methods; Practices and Products; Conventions and Genres; and Technological Literacy. While some opportunities exist for improvement (for example, in developing better teaching rubrics for technological literacy), the assessment of students' final portfolios demonstrated a high level of proficiency with the key learning outcomes. Finally, our external partners praise our students' preparation. For example, in August 2019, L3/Harris, approached TCID about developing deeper relationships with the program precisely because they recognize the quality of our graduates. Northup Grumman also approached TCID in August of 2019 about possibly developing an internship/apprenticeship program specifically for TCID students. This type of external recognition complements the internal assessments of the TCID program to show that our faculty offer a good program, even within the constraints of the current institutional structure which restricts our ability to fully meet the needs of our students and partners. Once TCID has been established as a stand-alone program, we will be able to further develop relationships to provide additional, external validation of our academic rigor and teaching excellence.

A Commitment to Inclusive Excellence

As a discipline centered on understanding the needs and experiences of diverse audiences as they interact with technological services and products, Technical Communication and Information Design weaves inclusive excellence into all the work we do. As previously outlined, our curriculum itself includes required courses in intercultural and diversity topics; our partners in delivering the curriculum represent multiple disciplines; the concentrations we offer represent different contexts of application that appeal to different student interests. Finally, our pro-active approach to advising will help us forge meaningful relationships with students, which research consistently demonstrates helps to attract and retain students from diverse backgrounds.[6]

Equally important, however, are the way we deliver courses and the external partnerships we've forged. We recognize that not all students can attend classes three times per week, Monday through Friday, 9 a.m. to 3 p.m. and so we've developed hybrid and online versions for most courses. Respecting the life situations of our students—the "users" of our program— is a core value of TCID and enables us to attract and retain students from diverse backgrounds. The partnerships that we've developed also demonstrate that we understand multiple types of TCID professionals exist. Our graduates will have the opportunity to work with large corporations, government agencies, and non-profits or step out on their own as freelance or contract workers. The material ways that we have built the value of inclusiveness into the program are fundamental prerequisites to attracting and retaining students from diverse backgrounds, where "diverse" is defined not only by race or age or gender, but also by life experiences. The opportunities and experiences available to TCID students evolve from our core belief in this value.

As the prior paragraphs have demonstrated, close alignment exists among TCID, the CU system, UCCS, and the College of LAS. Additionally, as UCCS completes its 2030 strategic plan, that alignment will become more

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[6] Roscoe, J. L. (2015). Advising african american and latino students. *Research & Teaching in Developmental Education*, *31*(2), 48.; Banks, T., & Dohy, J. (2019). Mitigating Barriers to Persistence: A Review of Efforts to Improve Retention and Graduation Rates for Students of Color in Higher Education. *Higher Education Studies*, *9*(1), 118-131.

pronounced since the program will explicitly accord with the seven proposed areas of excellence in research and creative works; sustainable enrollment; inclusive belonging; optimized resources; revenue viability; innovative programs; and university partnerships and outreach.

Technical Communication and Information Design, therefore, participates in the ***FUTURE*** vision currently evolving at UCCS, not just that which already exists.

D. Duplication

Upon approval, Technical Communication and Information Design at UCCS will be the ***only*** stand-alone technical communication program in Colorado offering a bachelor's degree. Although Metropolitan State University (Denver) offers a major, it exists within a larger department of Journalism and Media Studies with multiple tracks, only one of which is Technical Communication. Perhaps most importantly, both programs still will not meet the demand in Colorado for TCID Professionals trained at the Bachelor's level outlined in Section B, "Workforce Demand," which indicates that both the program at MSU and one at UCCS can exist simultaneously without difficulty.

The table below provides a snapshot of technical communication and information design offerings at four-year, public universities across Colorado, followed by a more detailed discussion of how the program at UCCS differs, in particular from the major offered at Metropolitan State University.

University	Offerings
Metropolitan State University	BS, Technical Communication
Colorado State University	Minor, Technical and Science Communication
Colorado Mesa University	Certificate, Editing and Technical Communication (18 hrs)
Western Colorado University	Certificate, Professional Writing (15 hrs)
University of Colorado-Boulder	Three courses (Writing and Rhetoric)
University of Colorado-Denver	Three courses
Colorado State-Pueblo	Two courses
Colorado School of Mines	One general education course
Northern Colorado University	One general education course
Ft Lewis College	None
Adams State University	None

As the table above indicates, multiple universities offer at least some programming in Technical Communication, with a minor at Colorado State, two certificate programs at Colorado Mesa and Western Colorado, and multiple schools offering some general education courses. Of most significance are the BS degree at MSU and the minor at CSU-Fort Collins.

BS, Metropolitan State University

The program at MSU, while complementary to the UCCS program, is substantially different and both programs combined still cannot meet the workforce demands outlined in Section B. The MSU program offers four tracks—interactive media design, mobile and social media, video production, and technical writing and editing where the primary focus is on front end design of media products, perhaps because the program resides in a journalism and media studies department. The focus on front-end design differs from the UCCS program because ours centers on user experience and research. In the timeline of project management, user research occurs before front end design and the competencies required differ from those required of those designing interfaces. One of three concentrations in the UCCS program, Design and Media, focuses on front-end design, but the emphasis represents only 9 of 45 hours in the program.

Additionally, the MSU program requires only four "core" classes, each of which is a more general Communication Studies course (e.g. "Literacy and Communication Technologies") not a specific technical communication offering. Those courses are followed by the concentration courses which represent 18 of the program's 42 hours. With the exception of the "Technical Writing and Editing" concentration, the courses also demonstrate the mass communication emphasis resident in the department, especially in the "Video Production" concentration which focuses on script writing, video editing and motion graphics. Again, these areas complement the UCCS program, but they do not focus on user experience design for communicating technical and scientific information.

Finally, the UCCS program is a Bachelor of Arts while the MSU program is a Bachelor of Science. As a BA program, the UCCS curriculum requires course work focused on intercultural awareness, diversity, and ethics for example. The UCCS program requires these courses since we emphasize users and user research and understanding diverse audiences is fundamental to designing for them. By comparison, the MSU program requires only a single course, International Technical Communication, for a single concentration. All students in the TCID program at UCCS will take at least two courses in the major that address cultural awareness and diversity.

Most importantly, programs at both MSU and UCCS can co-exist and complement each other, even with both programs producing about 25 graduates per year per program. With 50 graduates per year for the next 10 years, Colorado still faces a deficit of Technical Communication and Information Design professionals prepared at the bachelor's level.

Minor, Colorado State-Fort Collins

Similar to the major at Metropolitan State, the minor at CSU is offered by a journalism department. As a result, the bulk of the course offerings within the minor orient toward mass communication and not technical communication. For example, each of the elective areas contain multiple courses dedicated to newswriting, business reporting, online storytelling, or journalism. While these courses can inform technical communication work, public communication/mass media is a different disciplinary focus as the core competencies outlined in Section A indicate.

The minor also does not contain a focus on user research and user experience design like the UCCS degree does. Instead, the courses relate to design and production rather than research with specific audiences. Additionally, like the MSU major, the CSU minor does not focus on intercultural topics and preparing communication for diverse audience. As noted in many places throughout this proposal, the UCCS major has required course work specifically in diversity topics while the CSU program does not. Again, this program complements TCID but offers students complementary preparation, although not at the bachelor's level which is required to compete for the best TCID positions.

Certificate Programs

The certificate programs at Western Colorado and Colorado Mesa also do not compete with the TCID degree at UCCS because they are too general and do not reflect that the typical entry level position requires a bachelor's degree. For example, at Western, the Professional Writing Certificate requires only one additional course specifically in Technical Communication beyond the normal Writing Certificate comprised primarily of courses in creative writing, script writing, or media writing. Requirements in the certificate might also be fulfilled through other disciplines, such as Geology (GEO 302) or Environmental Science (ENV 200) which are not immersed in the core competencies of TCID.

The Colorado Mesa certificate does offer courses in topics similar to the TCID curriculum, such as "Technical and Professional Writing" (ENGL 385) or "Practicum in Editing and Publishing" (ENGL 398). However, the structure of the certificate is somewhat general like the Western program, allowing students to take multiple types of "writing" which might include writing for film, general rhetoric topics, or literary criticism courses, not just those focused on technical communication specifically.

While these certificates help prepare students to enter TCID as a profession, they do not prepare students in the core competencies in the field like TCID does. These programs offer an introduction to the field, not complete preparation at the Bachelor's level which is increasingly demanded by employers.

Impact on Other Colorado Institutions

Given the significant workforce demand projections in Colorado and the United States which predict significant growth in the need for those prepared at the bachelor's level for Technical Communication and Information design positions, the TCID program will have virtually no impact on the other programs in the state, specifically MSU. With about 385 ***new*** jobs predicted each year in Colorado through 2026 (about 3850 total new jobs), adding a major at UCCS still won't meet the demand within Colorado alone. Some students from Southern Colorado might choose UCCS over MSU since the program would be closer to home and TCID at UCCS will be a stand-alone program, but the number should not be significant to MSU. As noted above in Section B, "Student Demand," we anticipate that most of the students who will take the TCID degree would have already enrolled at UCCS and that many of the nonduplicated new majors will be from out of state since the new program will more completely prepare students with the recognized competencies in the field.

The impact on those institutions offering minors or certificates would be even less noticeable since the students who take these degrees are already students at their respective institutions. Neither of the certificate programs are post-baccalaureate and obviously, students earn the minor at CSU concurrently with their major. Perhaps some students who would choose another institution and its minor/certificate will choose to earn the full bachelor's degree at UCCS and not attend Western or Colorado Mesa, but with only 135 students predicted to be enrolled in the UCCS major at full capacity—or about 22 graduates per year—the impact on these other institutions would be negligible, especially considering any impact would be spread across multiple institutions.

E. Statutory Requirements

As outlined in Section G, "Curriculum Description," the Technical Communication and Information Design program requires only 120 credit hours for completion. Those credits include 75 hours for General Education, 36 hours in core TCID classes, and nine credit hours earned in one of the program's "tracks"—45 hours total for the major at the 3000/4000 level, meeting the statutory minimum of 45 while retaining the liberal arts focus so important in the College of Letters, Arts and Sciences.

Additionally, the program aligns with the requirements of the Students' Bill of Rights adopted by the General Assembly:

- the program requires that students complete the standard general education (Compass Curriculum) at UCCS which includes competencies in reading, writing, math, technology and critical thinking;
- the program can be completed in 120 hours;
- courses taken elsewhere that have been approved to satisfy general education requirements will count toward the TCID degree at UCCS; and
- the degree plan clearly outlines which courses are required to earn the degree.

F. Admission, Transfer, and Graduation Standards

The admissions, transfer, and graduation standards follow those generally applied at UCCS for all students as outlined in the UCCS Academic Catalog and published annually.

Admissions Requirements

The applicants must submit an undergraduate application with associated application fee, a high school transcript or GED certificate, and ACT/SAT test scores (unless the student is a transfer in which case 12 hours of transferable credit can substitute).

Transfer Requirements

Transfer requirements follow the UCCS guidelines. The candidate must complete the application and associated fee, submit transcripts from prior institutions, complete a personal essay, and submit ACT/SAT scores. The university will evaluate transfer course credit after the candidate applies, and any credits that apply toward the major requirements beyond general education will be examined by the faculty director of the TCID program.

Enrollment Limitations

The program will not restrict enrollment, assuming that faculty resources and physical capacity needs are granted at the rate outlined in this proposal. After 135 majors, both new faculty and additional physical space will be required beyond that outlined in this proposal.

Note that if resources are not granted to the program at the pace outlined in this proposal, the program can only grow in alignment with the faculty and physical space allocated.

Continuing Enrollment and Graduation Requirements

Continuing enrollment and graduation requirements will follow those outlined by UCCS policies and procedures described in the UCCS Academic Catalog with no minimum GPA or additional requirements in place.

G. Curriculum Description and Assessment Process

The curriculum of the Technical Communication and Information Design program at UCCS follows the core competencies of the discipline as outlined in Section A. However, the program contains a unique focus on User Experience Design (UX) and user research which sets this program apart from more general Technical Communication programs. Additionally, because of its user-centered focus, the TCID program contains an articulated requirement for intercultural and diversity topics, which further distinguish the UCCS program from other existing Technical Communication programs. Consequently, the curriculum and courses outlined below

both reflect the core competencies as understood in the discipline, but they also offer a distinct take on how best to prepare graduates for a global workforce.

Program Requirements

The program requires 120 hours of coursework divided into 75 general education hours and 45 major hours divided between 36 "core" hours and nine credit hours in one of three specific "tracks" or concentrations. The general shape of the curriculum parallels that of most major Technical Communication programs in this regard by requiring core courses and additional expertise in a specific context of practice (the track) and ending with a capstone experience in the final year (TCID 4090). Additionally, students will be encouraged to complete internships which will count for course credit (TCID 3150). The curriculum is presented below graphically.

Courses	***Credits***	***Courses***	***Credits***
General Education Requirements		**TCID Requirements**	
Composition Requirement	6	*The following 15 credits are required*	15
Reasoning Skills Requirement	3		
General Humanities Area Requirements	9	TCID 2080: Business and Admin Writing ***OR***	
Core Humanities Area Requirement	3	TCID 2090: Technical Writing and Presentation	
Natural Science Requirement (w/lab)	12	ENGL 3110: Advanced Grammar	
Social Science Requirement	12	TCID 3120: Technical Editing and Style	
General Electives	30	TCID 3130: Web and Print Document Design	
		TCID 3860: UX Research Methods	
Total General Education Requirements	***75***		
Track Requirements (choose 3 courses from one track)		*TCID Practice and Theory (Choose 3)*	9
Non-Profit & Organizational Writing		TCID 3080: Adv. Business and Tech Writing	
TCID 3750: Grant Writing (Required)	3	TCID 3140: Iterative Design Projects	
COMM 3200: Theory & Practice of Public Relations	3	TCID 3150: TCID Internship	
ENGL 3010: Advanced Rhetoric and Writing	3	TCID 3160: Technological Adaptivity	
ENGL 3830: Legal Writing	3	TCID 3750: Grant and Proposal Writing	
	3		
		TCID 3850: Advanced Topics in TCID	
Design & Media		TCID 3865: UX Design Principles	
CS 1020: Web Page Design for Non-CS Majors	3		
VA 2100: Digital Imaging and Design	3	*Advanced Theory and Practice Courses*	12
VA 3200: Video Art	3		
Comm 3400: Digital Comm Theories	3	TCID 4065: Intercultural Topics in TCID	
		TCID 4080: Special Topics in TCID	
Programming Foundations		TCID 4060: Diversity Topics in TCID	
CS 1090: Introduction to Programming ***OR***		TCID 4090: Senior TCID Portfolio Seminar	
CS 1100: Problem Solving through Game Creation	3		
CS 1120: Intro to Computational Thinking	3	***Total TCID Requirements***	***36***
ECE 1001: Intro to Robotics	3		
ECE 1021: Computer-Based Models and Methods	3		
Total Track Requirements	***9***	***TOTAL MAJOR REQUIREMENTS***	***120***

The program will be delivered in three major modes, face-to-face, hybrid (part online and part face-to-face), and fully online. The mode of delivery will be determined mostly by the course content so that courses reflect professional practice. For example, a course focused on instructional design might take place fully online to immerse the students in an experience that closely resembles how professionals in this area complete their work. Other courses, such as UX Research Methods (TCID 3860), for example, will occur face-to-face since this type of work most often occurs in person.

Finally, since TCID is a dynamic field that follows technological and industry trends, new courses will be added as required. Currently in development are these new courses which will be included in the Practice and Theory selections once the courses have been developed and approved through the curriculum process:

- TCID 4xxx: Information Architecture and Content Management
- TCID 4xxx: Visualizing Complex Data
- TCID 4xxx: Global Documentation and Localization.

Technical Communication and Information Design already offers two minors that will continue to be supported with the new major as outlined below.

Minor in Technical Communication and Information Design (TCID)	
Courses	***Credits***
Required Courses: • ENGL 3110: Advanced Grammar (prerequisite for TCID 3120) • TCID 2080: Business and Admin Writing ***OR*** • TCID 2090: Technical Writing and Presentation • TCID 3120: Technical Editing and Style • TCID 3130: Web and Print Document Design • TCID 3160: Technological Adaptivity • TCID 3860: UX Research Method	18
Complete One Course from the Following: • TCID 3080: Adv. Business and Tech Writing • TCID 3140: Iterative Design Projects • TCID 3150: TCID Internship • TCID 3750: Grant and Proposal Writing • TCID 3850: Advanced Topics in TCID • TCID 3865: UX Design Principles • TCID 4060: Diversity Topics in TCID • TCID 4065: Intercultural TCID • TCID 4080: Special Topics in TCID •	3
Complete the Senior TCID Portfolio • TCID 4090: Senior Portfolio Seminar	3
Total Credit hours Required (21 minor + 3 prerequisite)	***24***

Minor in User Experience (UX)	
Courses	***Credits***
Required Courses (21 required hours) • TCID 2080: Business and Admin Writing ***OR*** • TCID 2090: Technical Writing and Presentation • TCID 3130: Web and Print Document Design ***OR*** • TCID 3140: Iterative Design Projects • TCID 3160: Technological Adaptivity • TCID 3860: UX Research Method • TCID 3865: UX Design Principles • TCID 4xxx: Information Architecture and Content Management • TCID 4090: Senior Portfolio Seminar	21
Total Credit hours Required (18 minor + 3 prerequisite)	***21***

Sample Curriculum

The sample degree plan below offers a snapshot of one possible path through the major.

	√	FALL	Hours	√	SPRING	Hours
Year One		ENGL 1310	3		TCID 2080 or TCID 2090	3
		GPS 1010	3		INDS 1050	3
		Explore – Arts, Humanities & Cultures Course	3		Explore – Society, Behavior & Health Course	3
		Explore – Physical & Natural World Course	3		Humanities Elective	3
		General Elective	3		General Elective	3
		TOTAL	15		**TOTAL**	15
	√	**FALL**	*Hours*	√	**SPRING**	*Hours*
Year Two		Track Course 1	3		TCID 3120	3
		ENGL 3110	3		TCID 3860	3
		TCID 3130	3		Social Science Elective	3
		Oral Communication	3		Natural Science Elective (w/ lab)	4
		Social Science Elective	3		General Elective	3
		TOTAL	15		**TOTAL**	16
	√	**FALL**	*Hours*	√	**SPRING**	*Hours*
Year Three		TCID 3140	3		TCID 3850	3
		TCID 3160	3		TCID 3865	3
		Track Course 2	3		TCID 4065	3
		Humanities Elective	3		Natural Sciences Elective	3
		Upper Division (UD) General Elective	3		UD General Elective	3
		TOTAL	15		**TOTAL**	15
	√	**FALL**	*Hours*	√	**SPRING**	*Hours*
Year Four		TCID 4080	3		TCID 4060	3
		Track Course 3	3		TCID 4090	3
		Humanities 3990	3		Natural Science Elective	2
		Social Sciences Elective	3		UD General Elective	3
		UD General Elective	3		UD General Elective	3
		TOTAL	15		**TOTAL**	14

Assessment Plan

The assessment plan for Technical Communication and Information Design has three related parts:

- *A yearly assessment of learning outcomes* that the curriculum itself achieves and how successfully students demonstrate those outcomes;

- *Surveys of student job success* which consider how effectively and how quickly our students secure positions in the profession; qualitative assessment of the students' own perceptions about their preparation for work; and qualitative assessment by employers of TCID graduates;

- *Retention and graduation rates* which will indicate the degree to which our faculty and curriculum are able to help students move through their degree programs.

Combined, these assessments create a "virtuous cycle" where effectively teaching the core competencies recognized in the field leads to effective job placement. Effective job placement leads to increased motivation for students to complete the major in a timely fashion. Success with both of these then leads to growth in the major and retention as students recognize that completing the major means they will secure excellent jobs after graduation.

Learning Outcomes

TCID's learning outcomes evolve from the core competencies outlined in Section A, "Program Description." The current faculty in TCID have translated the discipline's recognized core competencies into the learning outcomes articulated below. Each of these outcomes will be assessed yearly by the faculty using anonymized samples of assignments and artifacts from multiple courses at the 2000, 3000, and 4000 levels. The faculty will also assess the final student portfolios prepared in TCID 4090 to show evidence of the outcomes. This assessment includes scoring artifacts from student work against a rubric of the skills that students will demonstrate to indicate the students' level of fluency with each of the outcomes. This scoring occurs after a "norming" process with a smaller sample of student artifacts to ensure that the faculty who evaluate the artifacts achieve an inter-rater reliability score of at least 80% which is recognized as a rigorous standard for qualitative examination of artifacts.[7] The scores on the assessments will then be recorded and reported to UCCS as required each year.

1. *Research (Critical Thinking, Reading, and Writing)*
   Students will show they can:
   - Use research methods to gather information
   - Evaluate, analyze, navigate and synthesize appropriate primary and secondary sources
   - Identify reader/user/viewer expectations
   - Interpret findings and articulate results
   - Produce appropriate and ethical text and graphics for displaying research data and findings

2. *Practices and Processes*
   Students will show they can:
   - Conduct user/reader/viewer analysis
   - Focus on a defined purpose
   - Meet the needs of the readers/users/viewers
   - Respond appropriately and ethically to different rhetorical situations

[7] M. Gibbert, W. Ruigrok, and B. Wicki, "What passes as a rigorous case study?," *Strateg. Manag. J.*, vol. 29, no. 13, pp. 1465–1474, 2008.

- Understand writing as a collaborative and iterative process of research, discussion, negotiation, writing, and editing
- Manage projects in stages
- Evaluate and use appropriate strategies for production, revision, editing, proofreading, and presenting

3. *Knowledge of Conventions and Genres*
   Students will show they can:
   - Write in multiple genres
   - Evaluate ethically how each genre shapes content and usability
   - Control such features as tone, syntax, grammar, punctuation, and spelling
   - Identify the main features and uses of writing in a specific field
   - Document resources as defined by a specific field

4. *Collaborative Learning*
   Students will show they can:
   - Participate collaboratively with others in the iterative process of research, discussion, negotiation, writing, and editing
   - Participate and communicate effectively in a community
   - Integrate their own ideas with those from various stakeholders
   - Balance the advantages of relying on others with the responsibility of doing their parts

5. *Technological Literacy*
   Students will show they can:
   - Critically and ethically choose from a variety of technologies in order to address specific rhetorical situations and a range of readers/users/viewers needs
   - Engage in a critical perspective of technology, its uses and contexts
   - Analyze technology as a physical tool, and as a socially constructed system
   - Use various software for writing, editing, and designing.

Student Job Placement

As an applied program, Technical Communication and Information Design must place its students within the profession after graduation. Assuming that students are prepared effectively with the core competencies and learning outcomes described above, students will be successful in securing positions in the field. To assess the program's success on this assessment measure, we will implement four related measures:

1. *Student Exit Survey*
   All graduating students will be asked to complete a pre-graduation survey to indicate their confidence in being prepared for their careers. This instrument will include questions about which parts of the curriculum best prepared the students, which parts of the curriculum can be improved, and what the students' plans are after graduation.

2. *Job Placement*
   Upon graduation, the program will track how long it takes for students to secure positions and what types of positions the students secure. Students who secure a position in the field in a short period of time will indicate that the program has successfully prepared the students for their career goals.

3. *Career Tracking*
   At one-year post-graduation, the program will conduct a survey of graduates to learn how effectively the program prepared the graduates. The instrument will include questions about the core

competencies and learning outcomes and how students' confidence from the Exit Survey translated into actual practice. The instrument will also ask about parts of the curriculum that are strongest and weakest to ensure that program remains current with professional practice.

4. *Employer Survey*
   The program will also conduct focus groups of sample companies that agree to discuss the success of the TCID graduates in their organizations. These surveys will corroborate (or not) the graduates' own impressions of their success and will provide additional data on how to continuously improve the curriculum to remain current with professional practice.

Retention and Graduation

A program can only be viewed as successful if it retains and graduates its students. As the pro-forma indicates, TCID expects to retain about 75% of its students once they become majors. Additionally, through pro-active advising, we expect that the 75% of retained students will graduate within six years. The program, therefore, will measure both retention year over year as well as six-year graduation rates. These numbers will be provided by the Institutional Research office at UCCS.

H. Professional Requirements

No accrediting body exists for programs in Technical Communication and Information Design. The curriculum of this program was shaped by the core competencies outlined in Section A, "Program Description." Graduates of the program also are not required to complete any certifications or licensures to practice as Technical Communicators.

Faculty who teach in the program at the 3000 and 4000 levels will be required to have the appropriate terminal degree—normally a PhD—or significant professional experience in narrowly-defined contexts of professional practice accompanied by the appropriate Master's degree. The faculty director of the program, in consultation with the dean of the College of Letters, Arts and Sciences will determine which faculty are eligible to offer upper-division courses in the program. Brief CVs for the affiliated faculty appear in Appendix A: Faculty CVs.

I. Institutional Factors

Technical Communication and Information Design contributes to the "Core Strategies" currently under development for the 2030 strategic plan at UCCS. Faculty have already produced excellent research as noted on the CVs included in Appendix A. The workforce demand demonstrates that the enrollment will grow to a sustainable level over the next decade and that this growth still won't meet the needs of Colorado or the United States which makes a strong case for the program's growth. The ProForma included under "Cost Description" clearly shows that the program will generate new revenue, not even including the program's general education mandate for delivering TCID 2080 and TCID 2090. The program's focus on User Experience sets it apart from other, more traditional TCID programs, and the unique curriculum will generate significant opportunities for partnerships and community outreach. Each of these points of alignment have been discussed throughout this proposal but especially Section C: "Campus Mission Congruence."

Contribution to Diversity

TCID's commitment to inclusive belonging resides in the curriculum itself. The program requires two courses in intercultural and diversity topics, and the curriculum enables students to explore different paths that appeal to them. Equally important are the ways that we deliver classes: face-to-face, hybrid and online which recognize that not all of our students attend classes in the same way or at the same time. Finally, respecting the life

situations of our students—the "users" of our program— is a core value of TCID which will enable us to attract and retain students from diverse backgrounds.

The field of Technical Communication contains much diversity in age, gender, and experiences as noted by a recent study published by the Society for Technical Communication.[8] The age range is distributed between 21 and 71+ with the largest concentration of those around mid-career. That concentration, in fact, bodes well for future TCID graduates who will begin filling these jobs as mid-career professionals retire in the coming 10 years. The gender distribution favors women where 57% identify as female and 40% as male with 3% choosing not to identify or identifying as other. The gender distribution is significant because TCID brings women into an applied, technical field at a rate much higher than other technical or engineering fields. These statistics indicate the diversity of current TCID professionals, a diversity that will enable students at UCCS to see themselves in the profession whether they are older students, women, or have different experiences.

Technical Communication as a field, however, is predominantly White, with around 82% of professionals identifying as White. This presents an opportunity for TCID at UCCS to set itself apart from other TCID programs by actively recruiting, retaining, and graduating students of color. To achieve this goal, TCID will partner with high schools to encourage students of color to see the promise of this field. Likewise, our partnership with Pikes Peak Community College will help us recruit students of color to our major. Finally, the community and industry outreach that is core to our program will partly target organizations managed or owned by people of color so that our students, again, can see their faces in the professionals they work with. All these activities combine to contribute to the diversity goals at UCCS: the field itself already is populated by more women than men and by those from diverse age groups and backgrounds. Recognizing that TCID as a profession does not contain much racial diversity, however, TCID will intentionally work to promote racial inclusiveness in our outreach, our recruiting, and our partnerships. Aside from simply being the right thing to do, this inclusive approach is a competitive advantage for TCID since we will be able to attract students of color interested in the field.

Impact on Other UCCS Programs

Technical Communication and Information Design (formerly PTW) has operated independently for more than a decade and so establishing a stand-alone program will have minimal impact on how other programs at UCCS operate. Because the program has been removed from English as the "parent department," the largest impact will be felt there. Other departments/programs might also feel very minimal impact as described below.

Impact on English

Until July 1, 2019, TCID was administratively housed within the English Department. However, the finances of TCID (formerly PTW) and English have been separate for more than a decade, and the faculty from the programs do not overlap: TCID faculty only teach in TCID courses and English faculty do not teach in TCID courses. As shown in "Appendix B: Course Schedules" only faculty rostered in TCID (PTW) have taught/currently teach in TCID. Additionally, TCID (PTW) has had a faculty director for more than a decade with responsibility for annual evaluations of the TCID faculty, approving leave, advising students in the degree track and the minors, and arranging the schedule. Finally, as shown in "Appendix C: TCID By-Laws," and "Appendix D: TCID RPT Guidelines," the program functions according to guidelines separate from English. In short, TCID has functioned as its own program for more than a decade and standing up the program independently acknowledges and validates the way TCID already operates.

The proposed TCID curriculum contains a required English course for majors and includes other English courses as possibilities which minimizes the impact on credit hours in English. Still, English will feel the loss of student

[8] https://www.stc.org/intercom/2019/01/who-technical-communicators-are-a-summary-of-demographics-backgrounds-and-employment/

credit hours primarily in general education courses, although major courses will also feel a small impact. Over the last three years, TCID (PTW) courses have accounted for an average of 21% of the total student credit hours offered in English. Within the three semesters sampled (Spring 2017, Spring 2018, Spring 2019), these credit hours are primarily in general education courses (2080/2090/3080) which account for an average of 95% of TCID's impact in English, but some impact exists among 3000 and 4000 level courses as well, but far less. The ~5% of lost hours at the upper division occurs because the new TCID major requires only one English course, rather than the five required now. The impact on individual major courses should be relatively minor, however, because the ~40 majors in the existing Professional and Technical Writing track are currently distributed across multiple upper-level English courses and so no single course will bear the entire burden of the new degree requirements. Finally, the loss in upper division credit hours will be further offset by allowing students to take other English courses, such as ENGL 3820 (Legal Writing) to satisfy requirements in the Non-Profit Writing track. Future English courses will be added as the TCID curriculum matures.

Perhaps most importantly, as the table below shows, even ***without*** the TCID (PTW) courses, English has continued to grow over the last 7 years:

Year	Credit Hours	% Growth in English
2013/14: 2017/18:	7,354 credit hours 7,866 credit hours	6.6% growth
2013/14: 2017/18:	256 total sections offered 284 total sections offered	9.9% growth
2013/14: 2017/18:	43 distinct courses 52 distinct courses	17.4% growth

Finally, as a result of the separation that occurred in July 2019, 8.25 faculty rostered in English transitioned to the administratively separate TCID program. Those faculty consist of .25 FTE of a tenured, Associate Professor (.75 of the appointment is administrative) and eight FTE Instructors/Senior Instructors. One additional tenured Associate Professor was hired in Fall 2019, although that Associate Professor is rostered in the College of Letters, Arts and Sciences directly and does not represent a loss to English.

Impact on Other Departments/Programs

The impact on other departments/programs across campus will be relatively insignificant, although it will be felt in two ways: some majors transferring into TCID, and the TCID majors appearing in other departments' courses to satisfy the track requirements.

As discussed in Section B, "Student Demand," TCID will attract approximately 135 majors once the program is completely implemented. While many of those students will be majors and minors following the program from PTW into TCID, and another large percentage will be nonduplicated majors and retained students, we also predict that about 10% will transfer from other majors into TCID. Those transfer majors will be distributed across campus so that no individual program feels a huge loss in its major numbers. We predict that some will elect TCID over English; some will elect TCID over Communication; and others will transfer into TCID after determining that other majors, mostly in Engineering and Business disciplines, are not a good fit. In short, the new program will impact other programs across campus, although the impact that it does have will be in the students' interest and will be relatively minor for any single department/program.

Finally, a new Bachelor of Innovation in Design and Media was approved by the Board of Regents in fall 2019. While the TCID curriculum contains an emphasis with the same name, the scope of the programs is quite different since the TCID emphasis requires just nine credit hours while the BI is a complete degree. In fact, as it matures, the BI might be viewed as competition to TCID in some respects since students who complete the Design and Media emphasis might find that they would rather complete the BI. Since the BI program has not yet started, the impact cannot be judged fully. However, the emphasis in TCID does share some courses and so this track might best be modified in the future to create a more distinct experience from the BI.

Impact on Existing Resources

At the outset of the program, the program will have no impact on existing resources. As noted above, TCID has been operating as an independent program for more than a decade. The program is already prepared to handle the ~40 majors it serves and with the addition of a new tenured faculty director in Fall 2019, the program increased its teaching capacity, specifically for majors. Said another way, if the program were to remain steady at ~40 majors in the program, no new resources would be required. However, as outlined in Section K, "Cost Description and Source of Funds" as the program grows to 135 majors, it will require additional resources, specifically more faculty. The purpose of those new faculty lines is outlined in Section K: Cost Description.

Inter-Institutional Dependencies

Multiple departments have agreed to participate in offering the concentrations of the TCID major and the letters of agreement confirming their involvement appear in Section L: "Other Relevant Information." These departments' involvement is minimal however, since the tracks require only nine credit hours spread across multiple departments. Additionally, the TCID majors will be spread across all three concentrations and then again spread across different courses in the concentration which further reduces the impact. For example, 135 students, distributed across five years, then distributed across the nine concentrations courses suggests that each course might see an average increase of about three students (135 students/5 years = 27; 27students per year/9 courses=3 students per course).

These departments have agreed to participate in offering courses for the concentrations:

- *Communication*
  COMM 3200: Theory and Practice of Public Relations
  COMM 3400: Digital Communication Technologies

- *Computer Science:*
  CS 1020: Web Design for Non-Computer Science Majors
  CS 1090: Introduction to Programming Using MATLAB
  CS 1120: Problem Solving through Game Creation

- *Visual and Performing Arts*
  VA 2100: Digital Imaging and Design
  VA 3200: Video Art

- *English*
  ENGL 3010: Advanced Rhetoric
  ENGL 3020: Legal Writing.

In addition to being spread across multiple departments, the tracks also integrate students into classes that are often large already which further reduces the impact on these partners' instructional capacity.

Relationships with External Organizations

Technical Communication and Information Design has deep relationships with several external organizations, including businesses, non-profits, government, two-year schools and high schools. However, these relationships supplement our curriculum as class projects and internships and are not required for students to complete the curriculum. TCID encourages students to undertake internships, and the major includes an internship class as one option among many for possible "Theory and Practice" courses; however, that course is only an option. Therefore, while we actively seek partnerships with external organizations, they are not mandatory.

J. Physical Capacity and Needs

Technical Communication and Information Design has relatively low physical space needs compared to other technical disciplines. While the growth of the program will require some flexibility in scheduling classrooms, program delivery modalities can often compensate for these limitations

Space Estimates

Currently (Fall 2019), TCID major courses that occur face-to-face occupy a single room, Columbine 220, for six separate courses, and at maturity the program would need only one other dedicated computer classroom to meet the needs of the new program. For the last several years, TCID has "owned" Columbine 220, a computer classroom, for delivering major courses and multiple sections of TCID 2080, 2090, and 3080. Recent enrollment growth has forced TCID to begin scheduling hybrid classes and increase its number of online classes for general education because Columbine 220 (and other rooms across campus) have not been able to keep up with the space demand for both majors and general education courses. However, assuming that enrollment remains relatively steady while major numbers increase, the only additional space needs would be for majors since TCID has created a strategy of face-to-face, hybrid, and online courses to meet general education needs.

TCID can currently meet the classroom needs for its ~40 majors with current resources. However, as the majors increase to 135 as predicted, additional classroom space would be necessary to accommodate additional major courses to ensure that students progress toward timely graduation. Following the model that TCID has created for mixed delivery methods, some major courses will be delivered fully online (as appropriate to subject matter), others will be delivered as hybrid courses, and others will be fully face-to-face. Assuming that TCID has priority scheduling in only one additional classroom, we could easily meet the needs of all 135 majors using mixed delivery methods because one additional classroom, scheduled all day, Monday through Friday, generates 30 possible slots for additional courses, or 15 courses that meet twice per week. Since TCID's current 40 majors require only six courses, adding the capacity for 15 more—almost three times the current amount—more than meets the program's needs, especially considering some courses will be delivered online and as hybrid sections. One additional computer lab classroom more than meets the space needs required for delivering this program.

The program's equipment needs are minimal and align with classroom needs. Currently TCID "owns" Columbine 220 which has adequate computer capabilities. Given the technical nature of TCID, those computers will need to be upgraded at least every three years. As the program grows and assumes a second classroom, that classroom will also need to be outfitted with current technology. In addition to the computer hardware in these rooms, students will need access to industry-standard software such as the Adobe Creative Suite. Fortunately, the CU system is currently in negotiations with the Adobe Corporation to provide universal access to the Adobe Creative Suite for all faculty, staff, and students and so we do not anticipate that this additional software will be a new burden as the program grows, especially since course fees and technology fees offset the costs of purchasing new technology.

K. Cost Description and Source of Funds

Apart from the significant profit generated by the general education courses in Technical Communication and Information Design (~$330,000 profit per year after extracting salaries and benefits of the instructors) the new major, once it is fully implemented, will generate an additional profit of ~$81,000 yearly for the university totaling more than $410,000 a year contributed by the TCID program. As shown in the Pro-Forma below which focuses exclusively on the new major and associated ***new*** costs (and does not include any revenue from general education), the program is profitable from the beginning and never dips into negative revenue, even including new investments for four new tenure-track faculty, one staff member, and additional operating expenses.

In short, the program will be self-sustaining from the outset, and *TCID will require no new investment at startup and will generate positive revenue from the beginning.*

The sections below further describe the assumptions for costs and revenue represented in the ProForma table below.

PROGRAM:	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
BA in TCID	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
rojected 3% annual tuition increas		ENROLLMENT AND REVENUE PROJECTIONS				
UG FR/SO Resident Headcount		15	34	54	59	61
UG FR/SO Resident Credit Hours		25	25	25	25	25
UG FR/SO Resident Tuition Rate per	$ 295	$ 286	$ 297	$ 309	$ 321	$ 334
UG FR/SO WUE Headcount		2	5	7	10	12
UG FR/SO WUE Credit Hours		25	25	25	25	25
UG FR/SO WUE Tution Rate per CH	$ 570	$ 570	$ 587	$ 605	$ 623	$ 642
UG FR/SO Non-Resident Headcount		2	5	7	10	12
UG FR/SO Non-Resident Credit Hours		25	25	25	25	25
UG FR/SO Non-Resident Tuition Rat	$ 776	$ 799	$ 823	$ 848	$ 873	$ 900
UG JR/SR Resident Headcount		25	34	26	36	40
UG JR/ SR Resident Credit Hours		25	25	25	25	25
UG JR/SR Resident Tuition Rate per	$ 321	$ 312	$ 324	$ 337	$ 350	$ 363
UG JR/SR WUE Headcount		0	0	1	3	5
UG JR/SR WUE Credit Hours		25	25	25	25	25
UG JR/SR WUE Tution Rate per CH	$ 609	$ 609	$ 627	$ 646	$ 665	$ 685
UG JR/SR Non-Resident Headcount		0	0	1	3	5
UG JR/SR Non-Resident Credit Hours		25	25	25	25	25
UG JR/SR Non-Resident Tuition Rate	$ 809	$ 833	$ 858	$ 884	$ 911	$ 938
Grand Total Student Headcount		**44**	**78**	**96**	**121**	**135**
Revenue Projections		********** CALCULATED CELLS **********				
UG F/S Resident Tuition (Includes COF)		$ 107,250	$ 252,790	$ 417,342	$ 473,823	$ 508,882
UG F/S WUE Tuition		$ 28,500	$ 73,388	$ 105,825	$ 155,714	$ 192,462
UG F/S Non-Resident Tuition		$ 39,964	$ 102,907	$ 148,392	$ 218,349	$ 269,879
UG J/S Resident Tuition (Includes COF)		$ 195,000	$ 275,553	$ 218,872	$ 314,682	$ 362,957
UG J/S WUE Tuition		$ -	$ -	$ 16,152	$ 49,910	$ 85,679
UG J/S Non-Resident Tuition		$ -	$ -	$22,100.40	$ 68,290.25	$117,231.59
Program Tuition Revenue		**$ 370,714**	**$ 704,638**	**$ 928,683**	**$ 1,280,769**	**$ 1,537,091**
Projected 4% annual increase		EXPENDITURE PROJECTIONS				
LAS						
Wages & Salaries						
Tenure/Tenure Track (Assistant Professors)		$ -	$ 80,000	$ 162,400	$ 249,272	$ 338,750
NTTF (Instructor at equal to or <50% FTE)		$ -	$ -	$ -	$ -	$ -
Benefits at 29.2% Campus Rate (for applicable		*$ -*	*$ 23,360*	*$ 47,421*	*$ 72,787*	*$ 98,915*
University Staff (Administrative Assistant)			$ 55,000	$ 56,650	$ 58,350	$ 60,100
Benefits at 36.6% Campus Rate (for applicable		*$ -*	*$ 20,130*	*$ 20,734*	*$ 21,356*	*$ 21,997*
Classified Staff		$ -				
Benefits at 45% Campus Rate (for applicable po		*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Lecturer(s)				$ 8,850	$ 9,116	$ 9,389
Benefits at 16.8% Campus Rate (for applicable		*$ -*	*$ -*	*$ 1,487*	*$ 1,531*	*$ 1,577*
Other						
Student (hourly)						
Subtotal College Expenses		$ -	$ 178,490	$ 297,542	$ 412,412	$ 530,728
Operating Expenses						
Supplies		$ 2,000	$ 2,000	$ 2,060	$ 2,122	$ 2,185
Printing/Postage		$ 500	$ 500	$ 515	$ 530	$ 546
Telephones		$ 350	$ 350	$ 361	$ 371	$ 382
Marketing		$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Other - Start up and lab couse equipment				$ 5,000	$ 7,500	$ 5,000
Travel to Professional Meeting		$ 4,000	$ 6,000	$ 8,000	$ 10,000	$ 12,000
Library Materials						
Institutional Aid *(see Table H)*		$ 5,000	$ 35,000	$ 60,000	$ 80,000	$ 92,500
Subtotal Operating		**$ 21,850**	**$ 53,850**	**$ 85,936**	**$ 110,524**	**$ 122,614**
Subtotal Home College Expenditures		**$ 21,850**	**$ 232,340**	**$ 383,477**	**$ 522,935**	**$ 653,342**
Home college ONE TIME Expenditures-start up funds						
TOTAL Home CollegeExpenditures		**$ 21,850**	**$ 232,340**	**$ 383,477**	**$ 522,935**	**$ 653,342**
LAS Major Partner (see Table F)	$ -	$ -	$ -	$ -	$ -	$ -
LAS Service Hours (see Table E)		$ 26,459	$ 85,025	$ 107,814	$ 135,894	$ 149,830
LAS ONE Time Expenditures (see Table F)		$ -	$ -	$ -	$ -	$ -
TOTAL LAS EXPENDITURES		**$ 26,459**	**$ 85,025**	**$ 107,814**	**$ 135,894**	**$ 149,830**
TOTAL ACADEMIC PROGRAM EXP	$ -	$ 48,309	$ 317,365	$ 491,291	$ 658,829	$ 803,173
REVENUE		$ 370,714	$ 704,638	$ 928,683	$ 1,280,769	$ 1,537,091
REVENUE AFTER DIRECT EXPEND	$ -	$ 322,405	$ 387,272	$ 437,392	$ 621,940	$ 733,918
Indirect Exp (42.6%, 3 YR S&U a	$ -	$ 157,924	$ 300,176	$ 395,619	$ 545,608	$ 654,801
NET ACADEMIC PROGRAM EXPENDITURES		164,481	87,097	41,773	76,332	79,118
Total Contribution to Campus	*$ -*	*$ 164,481*	*$ 87,097*	*$ 41,773*	*$ 76,332*	*$ 79,118*
All Base budget increments only if College & LAS meet a rolling 3-YEAR average of overall fall enrollment targets set by campus in addition to						
Annual Base Budget Increment		*$ 48,309*	*$ 269,056*	*$ 173,926*	*$ 167,538*	*$ 144,343*

Cost Estimates

The most significant cost for TCID will be faculty. Currently, the program rosters 9.25 FTE faculty, including 2 tenure-track faculty (one of whom has a 25% teaching load and 75% administration load), five senior instructors, and three instructors. A vibrant, sustainable degree program requires an investment in tenure-track faculty to deliver the number of upper division courses required while still meeting the current general education load. As the Pro-Forma shows, the first year requires no new salary investment since the program can reach about 60 majors with existing faculty.

At years two, three, four, and five, the program will add one additional tenure-track faculty member per year so that by the start of year six, the program will roster 5.25 tenure-line faculty, and eight Senior Instructors/Instructors (assuming Ilyasova remains Associate Dean and if not, the total becomes 6 TT faculty). This number of faculty preserves the current ~30:1 faculty ratio in CLAS while enabling the program to serve the needs of a growing enrollment. The salary for the new faculty members is calculated at $80,000 for the first year plus a 3% increase each of the subsequent years. Each of these new tenure track faculty will support an area of growth for the program and so will not be duplicate hires. The first hire will be in the subspecialty of "information design" which combines visual communication, data visualization, and user experience components. The second hire will focus on "content management," an emerging area of Technical Communication which considers how information is presented as modules so that the same content can be repurposed over several different media. The third tenure-track hire will concern usability testing, a subfield of user experience design which concerns the testing of products and systems after they have been built with an emphasis on generating return on investment through excellent design. Finally, the last hire will concern project management in information design. This position will offer experience in the collaborative design processes associated with large documentation and interface design projects. These hires, combined with the expertise already present among the faculty, will offer students the full spectrum of courses that new employers expect while also enabling flexibility in scheduling the expanded number of major courses required by 135 majors.

Year two also includes adding one additional staff member and additional operating costs. The staff member's salary is calculated at $55,000 and increasing by 3% each subsequent year. Base operating costs hold at the rate of the program's first year with a 3% increase per year apart from startup funds for new faculty and travel costs. Startup funds increase by $5000 per year with each new faculty member who will receive those funds for three years. The travel funds peak in the program's fourth year with three new faculty each receiving startup funds. The travel funds also increase by $2000 per new faculty member with the first year allowing for $2000 for each of the two existing tenure-track faculty members.

Years three, four, and five also include salary for lecturers to deliver up to three courses per year (3 x $2950 = $8850). That salary increases by 3% each year as do all other salary calculations. The lecturer salaries compensate programs such as Communication, Computer Science, or VAPA for increased workload in those departments caused by TCID students pursuing one of the concentrations. As "Section I: Institutional Factors" details, all TCID majors will be required to pursue a "cognate" area that draws on the resources of other departments and this lecturer salary recognizes that burden placed on other programs.

The base budget increases from ~$370,000 in year one to ~$1.5MM in year five primarily due to adding new faculty members and a staff member with their associated overhead, although operating costs add some additional expense.

Sources of Revenue Estimates

The major source of revenue is tuition dollars and the ProForma conservatively estimates our students taking 25 hours per semester rather than the prescribed 30 hours since many students will take up to five years to complete their degrees. Although the costs of the program rise substantially from year 1 to year 5, the

program is self-sufficient from its inception. While the program does not generate enormous sums for the campus, it is profitable from the beginning – not even including the substantial profits generated by our general education courses.

In short, given the composition of students and the current faculty, the program requires no initial startup capital and consistently contributes to the university's financial strength.

The ProForma does not allow for calculations of revenue generated by supplementary activities, but these will also be part of TCID's revenue. Currently, TCID generates ~$10,000 per year from these auxiliary services and maintains a carryforward balance of ~$35,000 each year. These additional funds can offset professional development, travel, or unexpected operating expenses in a given year, such as purchasing new equipment for classrooms or faculty. The Pro-Forma also does not include calculations for weekend, extended or CU Succeeds courses, all of which TCID will expand as the program grows.

TCID will also dedicate significant effort to cultivating donors, including establishing a paying advisory board comprised of external partners and alumni which will contribute additional revenue. Assuming a board of 10 members each of whom contributes $2,000 a year, the program will have an additional $20,000 for discretionary spending as a buffer against unexpected costs. TCID will also seek paying corporate partnerships, and *the program has already received a gift from software company MadCap valued at over $82,000, showing the viability of TCID for generating extramural funding from*

Finally, the Pro-Forma doesn't include revenue from sponsored programs and associated indirect recovery. Given its close ties to industry and a record of funded work by the program's faculty (see Williams CV), TCID should also expect to recover ~$10,000/year from funded projects, both grants and contract work.

The revenue model for TCID seems compelling given that the program earns a small profit from the outset. This profit accrues after accounting for costs for additional faculty, staff, and an increased operating budget.

L. Other Relevant Information

Technical Communication and Information Design will require partnerships from multiple departments on campus to deliver the "tracks" in the major as outlined in Section I, "Institutional Factors." The correspondence showing the agreement from the participating departments appears below followed by a chart showing the program review process steps and when TCID passed specific milestones in this review process.

Agreement Letters from Affected Units

The email correspondence included in this section shows the evolution of the conversation with each participating program and confirms that each program remains interested in participating as of Fall 2019.

Communication Department

Agreement from Communication to participate in TCID, confirmed September 26, 2019.

From: David Nelson <dnelson2@uccs.edu>
Sent: Thursday, September 26, 2019 3:36 PM
To: Sean Williams <swilli13@uccs.edu>
Cc: Laura Austin-Eurich <leurich@uccs.edu>
Subject: Re: "Re-certify" COMM's willingness to be part of TCID concentrations?

Hi Sean,

I "re-certify" that the Communication Department would like to participate in the TCID major with the two courses that have been identified, COMM 3200 *Theory and Practice of*

PR and COMM 3400 *Digital Communication*. I understand that this may mean the addition of 3 to 5 students in any given year.

All the Best,

David
David R. Nelson
Chair, Communication Dept.

From: Laura Austin-Eurich
To: Crystal Herald
Subject: Re: COMM courses in proposed TCID BA degree

Date: Monday, September 10, 2018 11:58:46 AM

Baye,

First, yes. We would have capacity in those classes (to the tune of 2-3 students), much more than that an I am worried about 3400 (given that Janice is the only one who teaches that course and we don't know what her courseload will look like moving forward with her expanded duties for the college).

Next, I'm wondering about 3440 vs. 3200: Theory and Practice of Public Relations. I teach 3200 and we spend a lot of time focusing on messaging on behalf of an organization and understanding audiences/publics. More so than I think they would in leadership. I'd be happy to chat with you if you like.

Laura

Laura Eurich
Associate Chair
Director of Undergraduate Studies / Internship Director
UCCS Department of Communication
719.255.4112 / leurich@uccs.edu

From: Crystal Herald
Sent: Saturday, September 8, 2018 5:27:00 PM
To: Laura Austin-Eurich
Subject: COMM courses in proposed TCID BA degree

Hi, Laura:

I'm writing to follow up on our conversation a few weeks ago regarding including a few Communication classes in a proposed BA in Tech Comm & Info Design.

I've attached an updated draft of the proposed degree, and it allows for students to choose one 9-credit multidisciplinary track to accompany the required courses in TCID. Two of the 9-credit track options include a course in COMM:

Non-Profit & Organizational Writing

TCID 3750 Grant and Proposal Writing
COMM 3440 Organizational Leadership
ENGL 3020 Legal Writing

Design & Media (Choose 3)

VA 1010 Beginning Studio 2D
VA 1020 Beginning Studio 3D
VA 2100 Digital Imaging
CS 1020 Web Page Design for Non-Computer Science Mjrs
COMM 3400 Digital Communication Technologies

My questions for you:

First, are both COMM 3440 and 3400 courses in which you will have capacity… maybe 3-4 students within 2-3 years?

My intent with the inclusion of 3440 is that the course would provide students with a deeper understanding of leadership theory/application, creating greater awareness of the complexity involved when writing on behalf of management or an organization.

My intent with the inclusion of 3400 is that students may gain broader experience with presentation software, along with more familiarity of the contexts in which these technologies are used.

Do you believe these two courses will be a good fit in the tracks I envision here? Do you have other recommendations?

I appreciate your letting me know your thoughts on my including these courses in specialized tracks in our proposed multi-disciplinary BA degree. Feel free to respond by email, or we can meet to discuss in the next two weeks. (I'm hoping to get this approved in the Sept. C&R).

Thank you for your time on this!

Baye

C. Baye Herald, Senior Instructor
Director, Professional & Technical Writing Program
University of Colorado Colorado Springs
cherald@uccs.edu
COLU 1035

(719) 255-4037

Computer Science Department

Agreement from Computer Science to participate in TCID, confirmed October 11, 2019.

From: Jugal Kalita <jkalita@uccs.edu>
Sent: Friday, October 11, 2019 9:41 AM
To: Sean Williams <swilli13@uccs.edu>; Dana Wortman <dwortman@uccs.edu>; Albert Chamillard <achamill@uccs.edu>; Edward Chow <cchow@uccs.edu>; Terry Boult <tboult@vast.uccs.edu>
Subject: Re: Continuing conversation on Tech Comm program

Hi Sean,

Please work out the classes first by working with this group.
We will allow your students to take the classes, since it sounded like the numbers are going to be fairly small.

Jugal

From: Jugal Kalita
To: Crystal Herald
Cc: Edward Chow; Greg Williams; Leslie Tekamp; Bill Michael; Christopher Malec
Subject: Re: including CS classes in a newly proposed BA degree
Date: Monday, September 10, 2018 11:42:58 AM

Hi Crystal,

The Design and Media part looks good. However, I would suggest you add CS 3010: Web Programming, for those few students who may want to learn about more complex design of Web pages, once they have taken CS 1020. There is a pre-requisite for it, but I'm cc'ing the instructor Dr. Edward Chow to see what he thinks about whether Technical Writing majors may be able to take it successfully. If CS 3010 works, it can be 3 out of 6 courses. Dr. Chow will be able to tell us if the prerequisite is really necessary. Web pages these days are quite complex, and knowledge of some programming is needed to create them. On the flip side, it may be too difficult for your students. Dr. Chow can be the judge.

As far as the Programming Foundations go, I would like for your students to learn a "real" or "standard" language used widely, like C. Visual BASIC is not used so widely any more, although it is useful and easy to learn; our department doesn't teach CS 1070 any more due to lack of students. CS 1100/GDD 1100 introduces students to think about programming by doing drag and drop, and then introduces them to a "made-up" language, but because it's about games, it's fun and it introduces programming in a "stealthy"/sneaky manner. ECE 1010 teaches a C-like language, but not the standard C language. I would suggest, you give students a choice of CS 1090 and CS 1100, but add CS 1120: Introduction to Computational Thinking to it; this class is not on our Web site yet, but I'm attaching its description below. I'm cc'ing its instructor, Dr. Greg Williams, also for his comments/thoughts. I would add ECE 1021 to the list; this class teaches real C; Professor Tekamp teaches it and is getting this email. I would possibly take out ECE 1001, although it introduces students to something that is hardware, not simply software. But, your emphasis seems to be on Programming Foundations. I would add CS 1090 to the list since its instructor Professor Bill Michael thinks that your students should be able to take this class if they are diligent and motivated. So, this would be my list:

Programming Foundations (Complete 3 out of 5 courses)

CS 1070 Introduction to Programming in Visual BASIC for Non-Majors

CS 1090 Introduction Programming using Matlab

CS 1100 Problem Solving through Game Creation

C 1120: Introduction to Computational Thinking

???ECE 1001 Introduction to Robotics

ECE 1021 Computer Based Models and Methods in Engineering/Programming in C

I have ??? in front of ECE 1001. I can set up a meeting of all the relevant individuals if it would help you make a decision. I have cc'ed all the instructors if you want to get additional information.

Thanks,

Jugal

From: Crystal Herald <cherald@uccs.edu>
Date: Saturday, September 8, 2018 at 17:52
To: Jugal Kalita <jkalita@uccs.edu>
Subject: including CS classes in a newly proposed BA degree

Date: Saturday, September 8, 2018 at 17:52
To: Jugal Kalita <jkalita@uccs.edu>
Subject: including CS classes in a newly proposed BA degree

Hello, Dr. Kalita:

My name is Baye Herald, and I direct the Professional and Technical Writing (PTW) Program in CLAS at UCCS. We currently deliver curriculum for the BA in English/ PTW emphasis, but are proposing in Fall 2018 a much more robust BA in Technical Communication & Information Design (TCID) to replace the current emphasis in English. The proposed BA in TCID will offer multidisciplinary tracks that will allow students to focus further on skills and competencies which may be required in their careers, but which fall somewhat outside of the purview of TCID. For example, many technical writers work with software that requires them to have a basic understanding of programming languages and/or coding, but we would not offer such courses within our program (we may offer some intro to HTML/XML or SQL specific to Technical Communication in the future, but that would likely be the most we would offer.)

I'm writing you to see if you believe the following CS courses would be possible additions within two of the specialized 9-credit multidisciplinary tracks in our proposed degree.

I've attached a draft of the proposed degree, which shows:

Design & Media (Choose 3 of the 5 course listed)

VA 1010 Beginning Studio 2D
VA 1020 Beginning Studio 3D
VA 2100 Digital Imaging
CS 1020 Web Page Design for Non-Computer Science Mjrs
COMM 3400 Digital Communication Technologies

Programming Foundations (Complete all 3 of courses)

CS 1100 Problem Solving through Game Creation
ECE 1001 Introduction to Robotics

My questions for you:

1. Are CS 1020, 1070 and 1100 courses in which you will have capacity… maybe 3-4 students from the BA in TCID within 2-3 years?
2. Are these courses offered regularly enough to be viable options (once an academic year)?
3. Do you believe these courses will be a good fit in the tracks I envision here? Do you have other recommendations?

I appreciate your letting me know your thoughts on including these courses in specialized multi-disciplinary tracks in our proposed BA in TCID degree. Of course, if you feel the courses should not be included at all, please let me know this as well and help me understand your reasoning. I will only include the courses in the proposed degree if I have your support.

Feel free to respond by email, or we can meet to discuss in the next two weeks. (I'm hoping to get this approved in the Sept. C&R.)

Thank you for your time and consideration of my questions/proposal.

Baye Herald

C. Baye Herald, Senior Instructor
Director, Professional & Technical Writing (PTW) Program
University of Colorado Colorado Springs
cherald@uccs.edu
COLU 1035
(719) 255-4037

Electrical and Computer Engineering

Agreement from ECE to participate in TCID, confirmed October 29, 2019.

From: Ts Kalkur <tkalkur@uccs.edu>
Sent: Tuesday, October 29, 2019 2:30 PM
To: Sean Williams <swilli13@uccs.edu>
Cc: ECE faculty <ECEfaculty@uccs.edu>; ECE instructors <ECEinstructors@uccs.edu>
Subject: Re: Thanks for meeting with TCID

Hi Sean,

We confirm that we are happy to participate in the TCID proposal. Dr. Wickert teaches ECE 3001 couse and Mr. Les Tecamp teaches advanced Robotics, ECE 3000 level course. We will be glad to collaborate with various departments in the Campus.

With regards,

Kalkur

English Department

Agreement from English to participate in TCID, confirmed September 26, 2019.

From: Katherine Mack <kmack@uccs.edu>
Sent: Thursday, September 26, 2019 5:04 PM
To: Sean Williams <swilli13@uccs.edu>
Subject: Re: "Re-certify" English's willingness to be part of a TCID "Track?"

Hi, Sean.

Yes, I recertify English's willingness to contribute courses to a track in TCID as well as to provide one prerequisite course, ENGL 3110: Advanced Grammar.

Please feel free to include this email in your correspondence with Glen and/or the Budget and Planning Cmte.

All best,

Katherine

Katherine Mack, Ph.D.
Associate Professor of English and Chair
Department of English

From: Katherine Mack
To: Crystal Herald
Subject: Re: ENGL courses in proposed TCID BA and BI
Date: Monday, September 10, 2018 3:28:59 PM

Hi, Baye

I approve of the inclusion of these courses in the TCID BA and BI tracks. While these courses typically fill (some issues with Laura's 3020 this fall, but I don't

anticipate that being a regular thing), they don't have waitlists, so we can absorb some additional students.

I think that including 3010 on the list and providing students with the option of taking 3 of the 4 makes sense, given that English only offers one section of 3020/AY, but offers multiple sections of 3010 during the AY, often during the summer as well. Students who really want to take 3020 will plan accordingly. Those who don't care or are just need to graduate can then take 3010. Both courses will serve the students in the Non-Profit and Organizational Writing track.

Good luck!

K.

Katherine Mack, Ph. D.

Chair and Associate Professor of English
U of Colorado Colorado Springs
Columbine 1025 D
Email: kmack@uccs.edu
Phone: 719-255-4004
Fax: 719-255-4557

From: Crystal Herald <cherald@uccs.edu>
Date: Monday, September 10, 2018 at 2:53 PM
To: Katherine Mack <kmack@uccs.edu>
Subject: ENGL courses in proposed TCID BA and BI

Hi, Katherine:

Hope all is well with you!

I'm writing to ask for your feedback on the inclusion of a few English courses in the proposed BA in TCID (Tech Comm & Info Design) and BI in TCID |UX. You may view both degree plans (they are in different formats for now...) attached.

The proposed BA degree will include two English courses, one required (ENGL 3110 Advanced Grammar, as the prereq for ENGL 3120 Technical Editing) and one, ENGL 3020 Legal Writing, included in a 9-credit multi-disciplinary track:

Non-Profit & Organizational Writing

TCID 3750 Grant and Proposal Writing (required for this track) 3
COMM 3200 Theory and Practice of Public Relations 3
ENGL 3020 Legal Writing 3

I've considered adding ENGL 3010 to the track above (students would pick 3 of the 4 courses). What are your thoughts on including 3020 and also adding 3010? including 3020 and also adding 3010?

Also, I am including 3110 Advanced Grammar as an elective course in the BI in UX (again, they'll need it if they also choose Technical Editing as one of their electives.)

I appreciate your feedback on and, ultimately, your decision about our including these courses in the proposed degrees. I DO plan to include them in the draft submitted to C&R this month, and will remove them/change them if I hear that English wishes for them (namely, 3020 and possibly 3010) to be removed. (I have made clear in the proposal that some of the courses included have been approved by the sponsoring departments/colleges, and some have not.)

Thank you, and please let me know what questions you/others have as you consider these inclusions.

Baye

C. Baye Herald, Senior Instructor
Director, Professional & Technical Writing Program
University of Colorado Colorado Springs
cherald@uccs.edu

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(719) 255-4037

Visual and Performing Arts

Agreement to participate in TCID confirmed, October 20, 2019.

From: Suzanne MacAulay <smacaula@uccs.edu>
Sent: Sunday, October 20, 2019 4:22 PM
To: Sean Williams <swilli13@uccs.edu>
Subject: FW: Can we meet to discuss the TCID proposal?

Hi Sean.

In the 11th hour, I am finally replying. Please forgive the silence. In terms of tomorrow's discussion at Chairs & Directors, please know that VAPA-Visual Art will still be part of your proposal. However, we have lowered caps on many courses to 16 rather than 20, which may be something that needs addressing in the future. For now, let's say that VAPA-VA will participate in TCID's Design track until it becomes untenable because of the number of students.

Best,
Suzanne

Suzanne P MacAulay, PhD
Professor and Chair
Department of Visual and Performing Arts

From: Suzanne MacAulay
Sent: Saturday, September 29, 2018 5:15 PM
To: Crystal Herald <cherald@uccs.edu>
Subject: Re: design courses in newly proposed degree

Hello, Baye,

I and the Visual Art folks have no objection to including VA 2100 & VA 3200 within your proposal.

Thanks for asking us for our confirmation.

Cheers,

Suzanne

Suzanne P MacAulay, PhD
Professor and Chair
Department of Visual and Performing Arts
University of Colorado, Colorado Springs
1420 Austin Bluffs Parkway
Colorado Springs, Colorado 80918
Phone: 719.255.3865; FAX: 719.255.4066
Email: smacaula@uccs.edu

From: Benjamin Kinsley
To: Crystal Herald
Cc: Corey Drieth
Subject: Re: design courses in newly proposed degree
Date: Wednesday, September 12, 2018 3:34:44 PM

Hi Baye,

This sounds like a good plan to me. I expect the VA 2100 course to be popular (but it is not a VA requirement), and we've talked about the possibility of running this every semester if need be. So far, Video Art has had plenty of room.

Thanks,

Ben Kinsley

Assistant Professor of New Media/Time-Based Art
Department of Visual and Performing Arts
University of Colorado Colorado Springs
Columbine Hall, 2005
p: 719.255.4973

e: bkinsley@uccs.edu

On Sep 11, 2018, at 9:53 PM, Crystal Herald <cherald@uccs.edu> wrote:

Hi, Ben and Corey:

Thanks, Ben, for the clarification of the goals of the courses, and for looping in Corey.

Based on your descriptions, I can see where VA 2100 and VA 3200 would better meet the goals of the track we've envisioned (although, I've directed quite a few students with strong inclinations toward design-heavy fields to check out VA 1010 and 1020, and will continue to do so!). The VA 1030 class sounds like the perfect introduction for the track we envision, but since it's not yet on the books, I'll leave it off of the proposal. If 2-3 students a year would not cause issues with capacity, perhaps we could add the course to the degree plan in another year or so.

So, how about this instead:
CS 1020 Web Page Design for Non-Computer Science Mjrs
VA 2100 Digital Imaging and Design
VA 3200 Video Art
COMM 3400 Digital Communication Technologies

You may reference the full proposed degree plan, attached.

Corey, please let me know if you see issues with including these courses in the Design and Media track (capacity, or prereqs)—thank you for giving this a review.

Thanks,
Baye

C. Baye Herald, Senior Instructor

Director, Professional & Technical Writing Program
University of Colorado Colorado Springs University of Colorado Colorado Springs
cherald@uccs.edu

COLU 1035
(719) 255-4037

From: Benjamin Kinsley
Sent: Tuesday, September 11, 2018 2:38 PM
To: Crystal Herald <cherald@uccs.edu>

Cc: Corey Drieth <cdrieth@uccs.edu>
Subject: Re: design courses in newly proposed degree

Hi Baye,

I think the VA 2100 “Digital Imaging” course would be a good fit for your program. The Beginning 2D studio and Beginning 3D studio courses are required foundation classes for all Visual Art Majors. 2D studio is not digital, but would be a good place for students to learn basic skills of composition. 3D studio is a sculpture class, where students learn foundation skills in working in 3D media (wood, etc). I’m not sure this one would be the right fit for your degree.

One thing I see that might be an issue with these required VA courses is that these are usually full every semester, and I’m not sure if we are able to run more sections at this time. I’m copying Corey Drieth to this email, as he is co-director of the VA program and knows more about scheduling and our degree needs.

I don’t foresee this being an issue with the VA 2100 class. Here is an updated course description for this class:

VA 2100

Digital Imaging & Design (name might change to "Digital Art & Design")

Expands upon the technical and conceptual principles introduced in VA 1030. This course explores techniques of non-photographic Digital Imaging, and the use of the computer as both medium and tool in digital art & design production. Students will work with a range of software (including Adobe Illustrator, and InDesign), hardware, and tools with an emphasis on graphic design principles and physical outputs. Topics covered include font design, book layout, large-format printing, vector graphics & laser cutting, 3D modeling & printing, and interactive imaging through web and creative coding platforms.

You might also consider the Video Art class I teach, particularly thinking about editing, project management, and working collaboratively:

VA 3200

Video Art

Create videos through a variety of conceptual and stylistic approaches including: animation, appropriation, narrative, documentary, and abstraction. Explore the history of video from its inception in the 1960’s through contemporary practices.

Another course that might be a good fit for you is something we will have on the books officially next year. We will be going thru C&R soon to finalize. This class will be a Digital Foundations class, which will be a required 1000 level course for all VA majors. This might pose a similar issue to 2D and 3D foundations, but might be a better fit for your major. Again, I defer to Corey on the specifics of scheduling. all VA majors. This might pose a similar issue to 2D and 3D foundations, but might be a better fit for your major. Again, I defer to Corey on the specifics of scheduling.

VA 1030

Digital Foundations

Introduction to digital media and the electronic art studio. Explores essential concepts of working digitally in 2D, 3D, and 4D. Emphasis is on technical fluency with a variety of digital platforms, software, and tools including digital photography, digital imaging (Adobe Photoshop, Illustrator), animation, and 3D modeling. Prerequisite to all 2000, 3000, and 4000 VA courses.

If you have any more questions, let me know. Good luck,
Ben

Ben Kinsley

Assistant Professor of New Media/Time-Based Art
Department of Visual and Performing Arts
University of Colorado Colorado Springs
Columbine Hall, 2005
p: 719.255.4973

e: bkinsley@uccs.edu

On Sep 8, 2018, at 5:00 PM, Crystal Herald <cherald@uccs.edu>
wrote:

Hi, Ben:

We met last Spring at a meeting about the BI in Digital Media, and I'm writing to gain your perspective on a similar topic.

The PTW program I direct is newly independent from English (we were housed in the English Department, and now we are an independent program in CLAS). We are proposing our own BA and BI this fall. We've long envisioned allowing our students to take courses in other disciplines as part of a full degree plan, and have cobbled together a proposed degree plan with a few tracks listed. (See attached.) I'm working on finalizing the proposed degree to submit to C&R.

Our program will be called Technical Communication and Information Design (TCID, name change effective Fall 19), and the specific 9-credit track within the proposed BA in TCID would be titled Design & Media. Students would have the opportunity to create a 9-credit emphasis:

Design & Media (Choose 3)

VA 1010 Beginning Studio 2D
VA 1020 Beginning Studio 3D
VA 2100 Digital Imaging
CS 1020 Web Page Design for Non-Computer Science Mjrs
COMM 3400 Digital Communication Technologies

I've included three of the courses you detailed for us last Spring when discussing the BI in Digital Media. Do you believe these VAPA courses would allow a Tech Comm and Information Design student to greatly increase their understanding of design principles (and experience with design software)? Our program teaches basic design principles for the purpose of web/print design, but doesn't rely heavily on theory; my sense, then, is that these courses would fill a gap that we cannot (and should not) provide within our own program. discussing the BI in Digital Media. Do you believe these VAPA courses would allow a Tech Comm and Information Design student to greatly increase their understanding of design principles (and experience with design software)? Our program teaches basic design principles for the purpose of web/print design, but doesn't rely heavily on theory; my sense, then, is that these courses would fill a gap that we cannot (and should not) provide within our own program.

Would these courses have capacity for an extra 3 or 4 students within 2-3 years? We don't anticipate large numbers… Also—and just a side question, really—is there any interest or desire in VAPA to offer these courses online in the future? (We would like to offer a fully online degree in the coming 5 years, but it may be that some "tracks" would not be available online.)

Let me know your thoughts on my including these courses in a Design and Media track in our proposed degree. If you want to meet to discuss, I'm happy to do so.

Thanks!

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Baye

C. Baye Herald, Senior Instructor
Director, Professional & Technical Writing Program
University of Colorado Colorado Springs
cherald@uccs.edu

COLU 1035
(719) 255-4037
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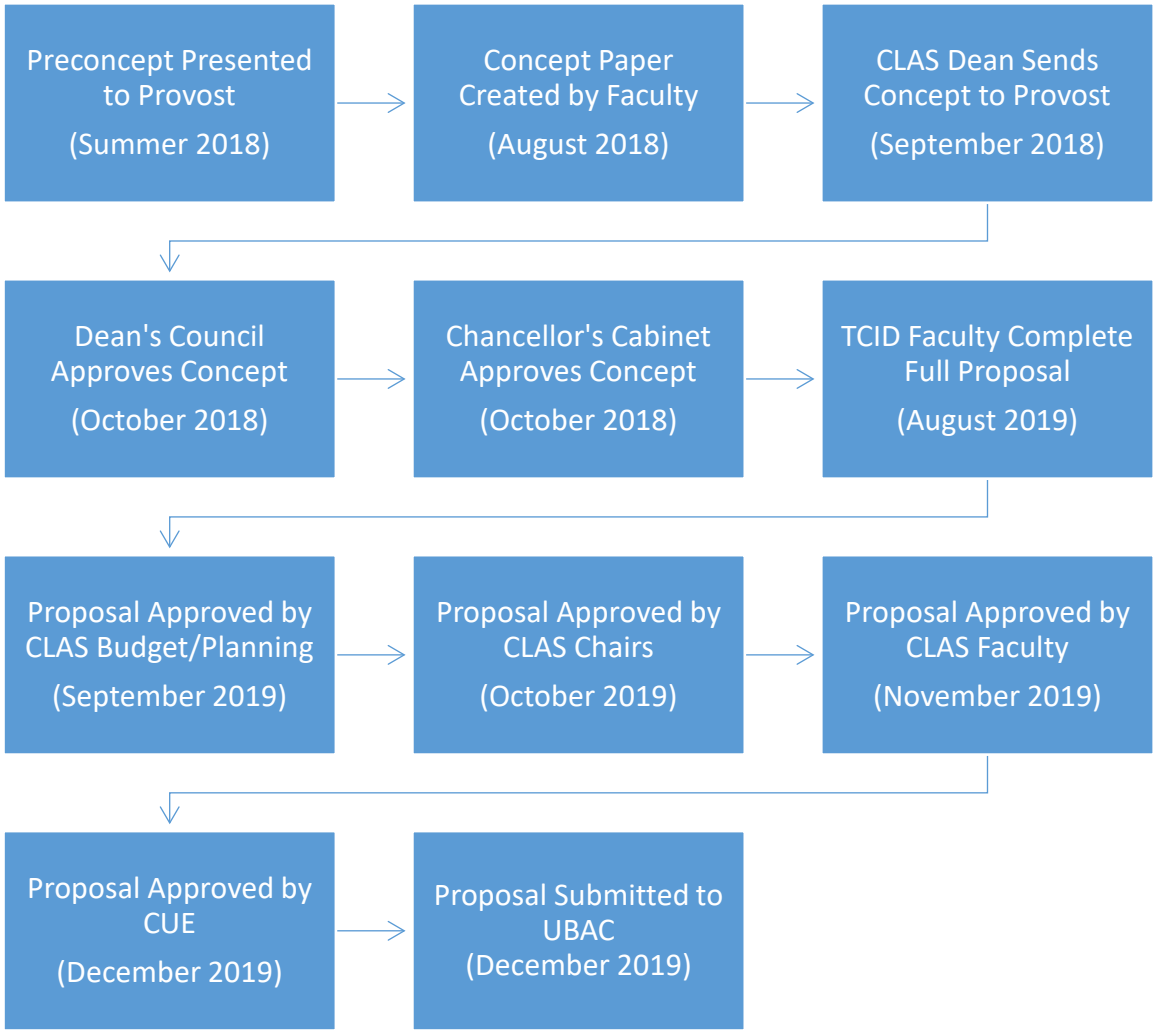
Program Approval Timeline



M. External Reviewer's Comments

Below, we have included the original letter of an external reviewer, Professor Kelli Cargile-Cook, Ph.D., Chair of the Department of Professional Communication at Texas Tech University. Professor's Cook's evaluation is positive about the program's promise, the need it meets, and she is particularly excited about the UX focus of the TCID curriculum as a differentiating factor for the UCCS program.

She does note, however, that the program will require that UCCS invest in new tenure-track faculty for TCID to reach its full potential. Fortunately, the plan for TCID—as indicated in the ProForma—allows for adding four new tenure-track faculty over the first five years of the program. Therefore, we have anticipated the single concern that Professor Cook articulated in her letter of support for the program.

The letter's full text begins on the following page.

TEXAS TECH UNIVERSITY
College *of* Media & Communication
Department *of*
Professional Communication™

September 5, 2019

Dr. Sean D. Williams
Director of Technical Communication and Information Design
University of Colorado-Colorado Springs
1420 Austin Bluffs Pkwy
Colorado Springs, CO 80918

Dear Dr. Williams:

Thank you for inviting me to review your proposal for a Bachelor of Arts in Technical Communication and Information Design (TCID). After carefully reviewing the proposal, I am positive that graduates of TCID will gain marketable knowledge and skills that will serve them well in the robust Colorado market for technical communicators and instructional designers. In the rest of this letter, I explain my reasoning for this support.

Workforce demand. Your proposal reports the results of a 2018 EAB study examining the market for graduates with professional and technical writing and user experience degrees. The study reports over 9, 000 job postings in Colorado alone in the twelve months prior to the study's data collection period. Additionally, the Bureau of Labor Statistics' (BLS) job outlook for technical communicators and similar job titles is strong with a projected growth of 8% from 2018-2028. This projection compares favorably to the projected job growth of all occupations of 5% during the same period (https://www.bls.gov/ooh/media-and-communication/technical-writers.htm#tab-6). Similarly, the Society for Technical Communication's 2017-18 Salary Database survey found that "In 2017, 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 1.7%" (https://www.stc.org/salary-database/). Having worked as a professor of professional and technical communication for the past nineteen years, I would concur with these assessments and projections, including those described in the proposal. The market for technical communication and its associated job titles has been and will continue to be a strong and vibrant career choice for UCCS graduates.

Student Demand. Not only is the work demand high for technical communicators, but also the EAB study found that students find technical communication and instructional design a viable choice. This study mirrors data that I collected as Associate Chair of the English Department and Director of the Technical Communication and Rhetoric program at Texas Tech from 2016-2018. More recently, in September 2018, I assumed the position of Founding Chair and Professor of a new Department of Professional Communication at Texas Tech. Our new degree in Digital Media and Professional Communication (DMPC) was approved by the Texas State Coordinating Board on September 21, 2018. With the assistance of our excellent academic advisor, our DMPC degree attracted almost 20 majors in its first year. Over the past summer, we gained another 43 majors and now have 63. We are currently completing our first-year assessment of majors' reasons for choosing the DMPC. Our preliminary results indicate that the growing market for professional

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communicators has been the strongest attraction. I anticipate that the proposed TCID degree will find similar success, especially since it is the only degree of its kind in Colorado.

While most technical communication programs have historically been located in English Departments, their location has often made it difficult to separate the more market-based degree from traditional English degrees in literature and creative writing. For example, the Bachelor of Arts degree in Technical Communication (BATC) at Texas Tech is not growing at the same rate as our DMPC, which resides in its own Department of Professional Communication in the College of Media and Communication. I have long suspected that the greatest challenge the BATC has faced is its location within an English Department. For this reason, I also appreciate the TCID request to separate from English. This separation, I think, will allow the program to create its own identity, branding, and curriculum.

Curricular focus. Another positive feature I find in the proposal is the curriculum the faculty have proposed. I find two characteristics of the proposed curriculum intriguing: the focuses on user experience and on interdisciplinary technology instruction. The user experience focus is intriguing because, as the proposal notes in the program description, "TCID exists at the intersection of real people and technological products...." Focusing on user experience design and research methods will allow TCID graduates to work as advocates who understand both designers' and users' perceptions of products and who can advocate for users' needs with those designers. User experience is an emerging focus in professional and technical communication programs; including it in TCID curriculum will position UCCS as a clear leader in this regard. Additionally, the focus on interdisciplinary technology instruction will further support the user experience education students receive. I like that students will take courses from computer science and electrical engineering. These courses will demystify the language of STEM-educated co-workers that TCID graduates will meet and collaborate with in the workforce; the coursework will also prepare them for the jargon and processes they will encounter in design situations.

Instructional capacity. One concern that I have with the proposal is the faculty's ability to meet the demand that will surely come to the TCID program. I am familiar with many of the instructors in the current program, and I have a deep respect for their work. However, if the program grows as expected, it will soon need instructional support in the form of additional tenure-track faculty and professors of practice. While that need is several years in the future, it is worth noting that support for this proposal must also include support for the potential growth it will likely experience.

In conclusion, I am impressed with the proposal's research, its analysis of the technical communication market, and the curriculum that the faculty are recommending. As I noted above, I anticipate that this degree program and its accompanying department will be highly successful, if it follows along the same path as our DMPC degree. While we cannot see exactly into future, the groundwork laid in this proposal is strong. I look forward to seeing it approved and successfully implemented.

Sincerely,

Kelli Cargile Cook Digitally signed by Kelli Cargile Cook
Date: 2019.09.06 14:01:56 -05'00'

Kelli Cargile Cook, PhD
Professor and Founding Chair
Professional Communication
College of Media and Communication
Texas Tech University

Box 43082 | Lubbock, TX 79409 -3082 3003 15th Street | Lubbock, TX 79409-3082

Appendix A: Faculty CVs

Sean D. Williams, PhD

Education

2017	MBA	Clemson University	Innovation and Entrepreneurship
1999	PhD	University of Washington	Technical Communication
1996	MA	Arizona State University	Rhetoric and Composition
1992	BA	University of Utah	Creative Writing

Professional Experience

2015-2019	Provost's Fellow, Clemson University
2011-2013	Chair, Department of English, Clemson University
2006-2010	Associate Dean, Graduate School, Clemson University

Academic Positions

2019-Present	Director, Technical Communication and Information Design University of Colorado-Colorado Springs
1999-2019	Assistant, Associate, Full Professor of Professional Communication Clemson University
2010-2011	Senior Research Fellow, Internet Interdisciplinary Institute (IN3) Open University of Catalonia, Barcelona, Spain
2008-2018	Professor of Practice – Clemson MBA Program Clemson University

Selected Publications

Books (4 total)

- Mamishev, A and **S.D. Williams**. (2010). *Technical Writing for Teams: The STREAMTools Handbook.* NY: John Wiley (IEEE Imprint).

Articles (33 total)

- Cardwell, L.A., **Williams, S.D**. and Pyle, A. (2017). "Corporate public relations dynamics: Internal vs. external stakeholders and the role of the practitioner." *Public Relations Review*, *43*(1): 152-162.
- **Williams, S.D.,** Ammetller, G., Rodriguez, I., and Li, X (2016). "International Entrepreneurship Narratives: A Perspective on the Rhetorical Construction of Global Entrepreneurship." *IEEE Transactions on Professional Communication* 59(4): 379-397.
- **Williams, S.D.** and Bekins, L. (2006). **"**Positioning Technical Communication for the Creative Economy." *Technical Communication* 53(3): 287-95.

Chapters (5 total)

- **Williams, S. D.,** & Switzer, D. M. (2010). Assessing 3D Virtual World Learning Environments with the CIMPLe System. In *Virtual Environments for Corporate Education: Employee Learning and Solutions*. Ritke-Jones, W. Ed. (pp. 147-68). IGI global.
- **Williams, S. D**. (2010). Forming trust in virtual writing teams: Perspectives and applications. In *Virtual collaborative writing in the workplace: Computer-mediated communication technologies and processes* (pp. 88-111). IGI Global.

Grants and Scholarship

Externally-Funded Awards ($1,596,015)

1. $1.5MM, *Stem and ICT Instructional Worlds: The 3-D Experience (STEM-ICT 3D).* National Science Foundation ITEST Program. Award # DRL-083352, Co-PI. 2009-2012. Complete.
2. $12,000, *"I-Witness" Documentary Film Project*. Patriot's Hall Museum. PI 2004-2005. Complete
3. $84,015, *Synergy: The Journal of Undergraduate Research in Science and Engineering*. Center for Advanced Engineering Fibers and Films (CAEFF) Budget Supplement. National Science Foundation, 2001-2003. Complete

Courses Taught

Graduate Seminars

- Business Communication
- Perspectives on Information Design
- Special Topics in Business Writing
- Usability Studies
- Seminar in Professional Writing
- Visual Communication
- Workplace Communication

Undergraduate Courses

- Senior Seminar
- Technical Communication
- Business Communication
- Visual Communication
- Technical Editing
- Advanced Technical Communication and Oral Presentation

Service

Selected National Service

2016-Present	*IEEE Transactions on Professional Communication*, Associate Editor for Translations
2018-Present	*Journal of Business and Technical Communication* Board of Reviewers
2012	International Education and Graduate Studies Program Reviewer/Consultant, Radford University
2011	Professional Communication External Program Auditor, Davidson University
2009-2010	*NCTE* Technical and Scientific Communications Committee Member
2008-2009	Chair, Selection Committee, Jay R Gould Award for Excellence in Teaching Award (STC)
2007-present	*IEEE Transactions on Professional Communication* Board of Reviewers
2006-2010	*Technical Communication* Board of Reviewers
2006-present	Tenure/Promotion External Reviewer (14 total reviewed)
2005-2006	National Science Foundation Grant Reviewer
2004-2005	Social Sciences and Humanities Research Council of Canada External Grant Reviewer
2002-2009	ATTW Executive Committee and Membership Committee Chair

K. Alex Ilyasova, PhD

Associate Dean, College of Liberal Arts and Sciences
Associate Professor, Technical Communication and Information Design program
Email: kilyasov@uccs.edu **office:** 719.255.4059 **fax:** 719.255.4220

Education
Ph.D. in rhetoric and technical communication, May 2007
Michigan Technological University, Houghton, MI
Emphases: Technical and Professional Writing, Composition, Literacy and Identity Studies

Administrative experience
University of Colorado at Colorado Springs, August 2007-present
Associate Dean, College of Letters, Arts, and Sciences, June 2016-present
Director, Professional and Technical Writing Program (PTW), August 2007-June 2016

Selected refereed article publications
Ilyasova, K. Alex, Lisa Meloncon, and Peter England. "A Portrait of Non-Tenure Track Faculty in Technical and Professional Communication (TPC)." *Journal of Technical Writing & Communication*. Vol. 64.2, 2016., pp. 341-352.

Ilyasova, K. Alex. "Emotional Competencies: Connecting to the Emotive Side of Engineering and Communication." *International Professional Communication Conference Proceedings*, July 2015.

Ilyasova, K. Alex. "Profile of Professional and Technical Writing as Part of the Community at the University of Colorado at Colorado Springs." *Programmatic Perspectives Journal*. Spring 2013, issue 5.1., pp. 94-122.

Ilyasova, K. Alex. "An Editorial Introduction of a Curriculum Showcase." *Programmatic Perspectives Journal*. Spring 2012, issue 4.1., pp. 136-142.

Selected book chapter publications
Ilyasova, K. Alex and Tracy Bridgeford. "Working as the Lone Faculty/Administrator." *Sharing Our Intellectual Traces: Narrative Reflections from Administrators of Professional, Technical, and Scientific Communication Programs*. Eds. Tracy Bridgeford, Karla Saari Kitalong, and Bill Williamson. Baywood Technical Communication Series, Baywood Publishing Company, pp. 53-80. (November, 2013)

Ilyasova, K. Alex and Cheryl Birkelo. "Collective Learning and Cross-Cultural Practices: Technical Knowledge Building in Livestock and Multipurpose Agricultural Unions in Ethiopia," *Negotiating International and Cross-Cultural Technical Communication: Stories of Technical Communication*. Eds. Han Yu and Gerald Savage. Baywood Technical Communication Series, Baywood Publishing Company, pp. 103-121. (Feb. 2013)

Selected presentations at professional meetings (refereed)
"You Are Not the User: Cross-Disciplinary Methods for Affective UX and Tech Comm Research." Council of Programs in Technical and Scientific Communication, Minneapolis, MN (Oct. 2018)

"Emotional Competencies: Connecting to the Emotive Side of Engineering and Communication." IEEE International Professional Communication Conference, Limerick, Ireland. (July 2015).

"What Does it Take to Create a Sustainability Focused Technical Writing Program?" Council of Programs in Technical and Scientific Communication, Colorado Springs, CO (Sept. 2014).

(accepted panel presentation) "What Administrators of Technical & Scientific Communication Programs Can Learn from WPAs." Council of Programs in Technical and Scientific Communication, Cincinnati, OH (Oct. 2013).

"Exploring the 'Emotional Side' of Technical Communication. Association for Teachers of Technical Writing Conference, Las Vegas, NV. (March 2013).

The "Economy of Emotions" in Technical Communication." Council of Programs in Technical and Scientific Communication, Houghton, MI (Sept. 2012).

"A Call for CPTSC Adoption of tcWPA Outcomes Statement." Council of Programs in Technical and Scientific Communication, Harrisonburg, VA (Oct. 2011).

"Fraught Relations Between Professional-Technical Writing and Writing Writ-Large." Conference on College Composition and Communication, Atlanta, GA, (April 2011).

Selected professional lectures, panels, workshops
(presentation) "The Value and Valuing of Emotional Labor in Academia." CU Women's Symposium, CU Boulder. (Feb. 2018)

(presentation) National Humanities Alliance (NHA) meeting and Lobby Day, two-day event visiting Congressional offices to advocate on behalf of the NHA. Washington, D.C. (March 2017).

(presentation) "The Emotional Work of Connection and Collaboration." UCCS Diversity Summit. (March 2016).

(presentation) "I Don't Give a Sh*t Anymore: Dealing with Emotional Burnout." CU Women's Symposium, UCCS. (Feb. 2016).

(interview) "Emotional Intelligence and Engineering Communication." IEEE Professional Communication Society. http://sites.ieee.org/pcs/communication-resources-for-engineers/the-communication-process/dr-alex-ilyasova-on-emotional-intelligence-and-engineering-communication/ (July 2015).

Courses taught

- TCID 2080 Business Writing
- TCID 2090 Technical Writing
- TCID 3120 Technical Editing
- TCID 3150 Professional and Technical Writing Internship
- TCID 4060 Diversity Topics in TCID
- TCID 4065 Intercultural Topics in TCID
- TCID 4080 Special Topics in TCID
- TCID 4090 Senior Portfolio Seminar in TCID

MELONIE (LONIE) MCMICHAEL, PHD

EDUCATION

9/05 -12/10 **Texas Tech University**
Ph.D. in Technical Communication and Rhetoric

9/03 -9/05 **Texas State University**
Masters in English with a major in Technical Communication.

9/86 -9/90 **Texas A&M University**
Bachelor of Arts. Major: History, minor: English.

PUBLICATIONS

- *Technological Adaptability*. Ingram Spark & Create Space, 2018.
- *Technological Adaptability: An Instructor's Guide*. Ingram Spark & Create Space, 2018.
- *Acceptable Prejudice?: Fat, Rhetoric and Social Justice.* Pearlsong Press, 2013.
- *Talking Fat: Health vs. Persuasion in the War on Our Bodies*. Pearlsong Press, 2012.
- Koerber, Amy & McMichael, Lonie (2008). Qualitative Sampling Methods: A Primer for Technical Communicators. *Journal of Business and Technical Communication.* 22, 454-473.

TEACHING EXPERIENCE

06/11 -pres **University of Colorado Colorado Springs (UCCS)**
Senior Instructor

09/05 -05/11 **Texas Tech University**
GPTI (Graduate Part-Time Instructor)

COURSES TAUGHT

- English 4080: Special Topics, Publication Technologies
- English 4080: Special Topics, Research and Usability
- English 4080: Special Topics, Writing in the Health Fields
- English 4060: Medical Rhetoric and Social Justice
- English 3850: Advanced Topics in Professional Writing, eLearning and Tutorials
- English 3850: Advanced Topics in Professional Writing, Usability

English 3160: Technological Adaptability

ADMINISTRATIVE EXPERIENCE

01/15 -05/16 **UCCS**
Lab Manager, TILDE (Textual Inquiry and Language Design in English)

01/15 -05/15 **UCCS**
Acting Director, Professional and Technical Writing

INDUSTRY EXPERIENCE

- Marketing Communications Manager
- Marketing Collateral Coordinator
- Tech Doc Coordinator
- Technical Writer

Jamie L. May, PhD Candidate

Education

2020	PhD	Texas Tech University	Technical Communication & Rhetoric, in progress
2004	MA	Southeastern Louisiana University	English & Professional Writing
2000	BA	Southeastern Louisiana University	English

Teaching Experience

2007-Present Senior Instructor, Technical Communication and Information Design, UCCS
Courses Taught:
TCID 2080: Business and Administrative Writing
TCID 2090: Technical Writing and Presentation
TCID 3080: Advanced Professional and Technical Writing
TCID 3130: Web and Print Document Design
TCID 3140: Iterative Design Projects
TCID 3750: Grant Proposal Writing

2005-2007 English Teacher, South High School, Pueblo, Colorado

2004-2005 English Teacher, St. Joseph's Academy, Baton Rouge, Louisiana

Publications and Presentations

- May, J. (2019). YouTube gamers and think-aloud protocols: Introducing usability testing. IEEE Transactions on Professional Communication, 62(1), 94-103. doi: 10.1109/TPC.2018.2867130
- Austin, S., Blick, A. Borrenpohl, N., Hankey, L., Mangum, R., May, J., McCauley, A., & Riechers, D. (2018). Analyzing the "It Factor": Using a cohort model to cultivate community and culture in online writing programs. Presentation for the Conference on College Composition and Communication (CCCC), Kansas City, MO.
- May, J. (2018). Transparency in instruction: Modeling UX practices for technical and professional communication service courses in course preparation. Presentation for the Association of Teachers of Technical Writing (ATTW), Kansas City, KS.
- Faris, M. J., Blick, A. M., Labriola, J. T., Hankey, L., May, J., & Mangum, R. T. (2018). Building rhetoric one bit at a time: A case of maker rhetoric with littleBits. Kairos: A Journal of Rhetoric, Technology, and Pedagogy, 22(2). Retrieved from http://kairos.technorhetoric.net/22.2/praxis/faris-et-al/index.html
- Austin, S., Blick, A., Borrenpohl, N., Hankey, L., Mangum, R., May, J., McCauley, A., & Riechers, D. (2017). Using cohorts as a model for student engagement and retention in graduate technical communication programs. Presentation for the Council for Programs in Technical and Scientific Communication (CPTSC), Savannah, GA.
- May, J. (2017). YouTube gamers and think aloud protocol: New methods for learning about usability. Poster presentation for the Association of Teachers of Technical Writing (ATTW), Portland, OR.

Service

- Served as non-tenure-track faculty member on English Department Executive Committee
- Served as TCID program representative on English Department Representative Committee
- Served on English Department's Web and Non-Tenure-Track Faculty Committees
- Created and moderated social media accounts (Facebook and Twitter) for English Department and TCID program
- Co-wrote and was awarded $10,000+ grant for creating online/hybrid coursework
- Served as Junior Level Writing Competency Portfolio assessor

Cheryl Birkelo, MA

Education

2000	MA	South Dakota State University	English, Nature & Science Writing
1993	BA	South Dakota State University	English Education

Academic & Professional Experience

2006-Current	Technical Communication Information Design, Senior Instructor University Colorado-Colorado Springs
2010-Current	Volunteer IT & Business Writing, Senait Kebede Learning Center, Addis Ababa, Ethiopia
2006-2008	
2002-2005	English Instructor, United States Air Force Academy, Colorado Springs, CO
1999-2002	Production Manager, Target Resource Group, Woodland Park, CO
1996-1998	Technical Writer Expeditor, Sturman Industries, Woodland Park, CO
1997-1998	Graduate Teaching Assistant English Instructor, South Dakota State University
1994-1996	Writing Center Instructor, South Dakota State University,
1989-1993	Secondary English Instructor, Sioux Valley High School, Volga, SD Lab-Field Technician-Wildlife Fisheries COOP Unit, South Dakota State University

Publications & Presentations

- *Collective Learning in East Africa: Building and Transferring Technical Knowledge in Livestock Production* in Negotiating Cultural Encounters: Narrating Intercultural Engineering and Technical Communication Published Online: 28 MAY 2013 DOI: 10.1002/9781118504871.ch5 Wiley (2013)
- "The Harvester and the Natural Bounty of Gene Stratton Porter*" Such News Of The Land: U.S. Women Nature Writers.* Ed. Thomas S. Edwards and Elizabeth A. DeWolfe. University Press of New England, (2001 [68-74]). Digitally published released (2019). https://dune.une.edu/history_facbooks/1/
- "Gene Stratton Porter: Scholar of the Natural World in *A Girl of the Limberlost*" presented at **Society for the Study of Midwestern Literature (**SSML) **at Michigan State University, (May 7-9, 2009)**
- "Science and its Publics/Audiences." Rhetoric Society of America Summer Institute meeting and workshop, Pennsylvania State University (June 26th -28th, 2009).
- "*The Harvester and the Natural Bounty of Gene Stratton Porter"* American Women Nature Writers: An Interdisciplinary Conference. University of New England, Portland, ME. (June 18-21, 1998).
- "*Aquatic Invertebrate Production in Northern Prairie Wetlands.*" Duffy, Walter G. and Cherie S. Birkelo. Prairie Ecosystems: Wetland Ecology Management and Restoration Wetland Symposium. Jamestown, ND. (August 9-13, 1993).
- *"Aquatic invertebrate production in northern prairie wetlands."* Duffy, W.G., and C.S. Birkelo. (1993). Abstract *in* Prairie ecosystems: Wetland ecology, management, and restoration. Northern Prairie Science Center, Jamestown, ND.

Courses Taught

- TCID 2080: Business Writing
- TCID 2090: Technical Communication
- TCID 3080: Advanced Business Professional Writing
- TCID 3140: Iterative Design Projects
- ENGL 1410: Freshman Composition
- ENGL 1310: Freshman Composition
- ENGL 111: Composition and Rhetoric

Professional Development

- 2018-2019 Pearson UX User Experience
- 2018 MadCap Scholar Program
- 2017 UCCS Online Facilitation Certificate
- 2017 FRC Canvas Course Pilot Instructor
- 2014 UCCS Online Teaching Quality Matters Certificate
- 2012 UCCS Online Teaching Certificate

Crystal Baye Herald, MA

Education

2002	MA	University of Colorado Denver	Composition & Rhetoric
1998	BA	Jacksonville University (FL)	English

Professional Experience

2008-2009	Program Manager, Center for Transforming Learning & Teaching/Front Range BOCES
20007-2007	Associate Director of Retention, Johnson & Wales University
2004-2006	Experiential Learning Coordinator, Johnson & Wales University

Academic Positions

2016-2019	Director, Professional & Technical Writing Program, UCCS
2008-present	Instructor/Senior Instructor, UCCS
2003-2004	Instructor, University of Miami, FL
2001-2003	Instructor, University of Colorado Denver
2000-2002	Instructor, Community College of Denver

Presentations

- "Humanize, Offer Flexibility, Identify Frustrations: Usability in Online Classrooms," COPFFN, Boulder, Spring 2017
- "Are you Experienced? UX and LX in the Online Classroom," TLTS, Metropolitan State, Fall 2016
- "UX. LX and Online Learning," presented at COLTT, Boulder CO, Summer 2016
- "Using Group Discussion and Wikis in Blackboard", workshop given to faculty, Fall 2013
- "Understanding the Revising Processes of College Writers with High Visual-Spatial Intelligence," Research Network Forum, CCCC, New York, March 2003

Courses Taught

- TCID 2080 Business & Administrative Writing
- TCID 3080 Advanced Professional & Technical Writing
- TCID 3120 Technical Editing
- ENGL 1020 Freshman Comp I
- ENGL 2030 Freshman Comp II

Service & Development

- Chairs & Directors, LAS, UCCS, 2016-2019
- Representative Council/Executive Committee, Dept. of English, UCCS, 2016-2018
- UX Certified, NN/g, 2017
- Certified as QM Reviewer, Summer, 2016; Completed five QM course reviews to date (three as internal reviewer at UCCS, two as external reviewer for different institution)
- Teaching Online Certificate program, FRC, Fall 2015
- iFixit Education Program Symposium, iFixit, San Luis Obispo, California, Spring 2014
- Presidential Teaching Scholars Spring Conference on Teaching and Learning, Spring 2012
- Retention Strategies Committee; Enrollment Management Committee, Johnson & Wales University, 2007

Melanie Ann Fields, MS

Education	Illinois Institute of Technology	Ph.D. Technical Communication (incomplete)
	Illinois Institute of Technology	M.S. Technical Communication
	Bowling Green State University	M.A. English
	Bennett College	B.A. English Literature

Teaching Experience

January 2017 -Present	Technical Writing & Business Writing Full-Time Instructor Colorado Springs, Colorado
January 2002-Dec. 2016	English/Communication, GED, Manufacturing Writing, Middle School, High School Undergraduate, and Developmental Graduate Adjunct Instructor Various Colleges and Universities

Professional Experience

May 2016 -Dec. 2016	CTI Products Inc.	Technical Writer	Cincinnati, Ohio
Fall 2008-Summer 2009	Illinois Institute of Technology	HiPI Coordinator	Chicago, IL
Summer 2003	Sierra Club	Sierra Club Intern	Cincinnati, Ohio
Spring 2003	Project Search	Editor and Document Designer	Bowling Green, Ohio

Publications

Fields, Melanie. A., "My Journey to NKU" *The Anchor* 5.2. (2005-2006): 5. Print.
Fields, Melanie. A., "Faculty Profile: Jean Timberlake" *The Active Voice* 2007. Print.
Fields, Melanie. A., *The Role of Technical Communicators in International Virtual Offices: A Review of Literature*. Thesis. Bowling Green State University Graduate School, 2004. Bowling Green, Ohio 2004. Print.

Organizations

Faculty Minority Affairs Committee & Minority Affairs Advisory Committee
Cinco de Mayo Scholarship Gala UCCS Representative
Association of Teachers of Technical Writing
Society for Technical Communication

Awards/Certifications/Training Sessions

Adobe Tech Comm Tools Adobe FrameMaker 2019 and Adobe RoboHelp 2019 Certificate May 2019
MadCap Flare Online Certificate March 2018
Manufacturing Skills Standard Council Production Technician Certification 2013-2019

Thomas Wahl, MA

Education

1994	MA	University of Nevada Las Vegas	Communication
1981	BA	Seattle University	Humanities
1981	BA	Seattle University	Business Administration

Academic Positions

2010-Present	Senior Instructor, Technical Communication and Information Design University of Colorado-Colorado Springs
1998-2012	Instructor University of Maryland University College, Asian Division (UMUC) Okinawa, Japan (classroom) and Remote (online)

Courses Taught

UCCS (classroom, hybrid, and online)

- TCID 2080: Business and Administrative Writing
- TCID 2090 Technical Writing and Presentation
- TCID 3750: Grant and Proposal Writing
- TCID 3080: Advanced Professional and Technical Writing

UMUC (classroom and online)

- WRTG 293 Introduction to Professional Writing
- COMM 390: Writing for Managers
- WRTG 394: Advanced Business Writing
- SPCH 100: Foundations of Oral Communication

Professional Experience

2010-Present	Online Columnist, Military Officers Association of America (MOAA)		
1998-2002	Translation Editor/Copy Writer, Pacific Link Advertising, Okinawa, Japan		
1998-2002	English Conversation Instructor, Okinawa, Japan		
1996-1998	Opportunity Village, Special Events/Fundraising Coordinator		
1994-1995	Nevada Special Olympics, Area Director		
1981-1994	Marsh & McClennan		
	National Marketing Manager	*Washington DC*	*1990 – 1994*
	National Marketing Coordinator	*New York, NY*	*1988 – 1990*
	Account Executive	*Phoenix, AZ*	*1984 – 1988*
	Risk Consultant	*Seattle, WA*	*1981 – 1984*

Service

2019-Present	Business Writing/Professional Communications Faculty Advisor for Quad Innovation Partnership (a joint initiative between Colorado College, Pikes Peak Community College, University of Colorado Colorado Springs and the United States Air Force Academy)
2019	Awarded Daniels Fund Ethics Initiative Faculty Fellowship
2017-2019	Business Writing/Professional Communications presenter to Quad Innovation student teams
2018-Present	Serve on LAS Online Incentives Committee
2017-2018	PTW representative on English Representative Council
2015-2017	Served on LAS Online Teaching Committee
2014	Co-wrote and awarded grant for creating online/hybrid coursework
2013-2019	Member of Board, Marketing Committee, and President Search Committee, St. Mary's High School, Colorado Springs

Carolyn J. Kiser, MA

Profile

Talented technical writer/marketer with over 20 years of experience in various aspects of the field including: branding, digital marketing, technical documentation, marketing copy, editing, proposal management, design, and training. Creative, ambitious, able to multitask and work independently, fast learner; excellent computer and written communication skills.

Education

1998	MA	East Carolina University	Technical & Professional Communication
1996	BA	East Carolina University	Major: Philosophy, Minor: English

Professional Experience

2013-2016	Digital Marketing Manager, Spirent Communications
2007-2013	Contract/Freelance Writer
2007-2008	Technical Writer, Carter Control Systems, Inc. (Contract)
2005-2006	Technical Writer, Roy Jorgensen Associates, Inc. (Contract)
2004-2006	Senior Technical Writer/Proposal Manager, Catapult Technology & ESS (Government Contrac
2003-2004	Senior Technical Writer, Dynamics Research Corporation (Government Contract)
1999-2003	Senior Technical Writer, Spirent Communications

Academic Positions

2016-Present	Instructor, Technical Communication and Information Design University of Colorado-Colorado Springs
2008-2013	Adjunct Instructor, Online Program Baker College
2010-2011	Graduate Teaching Assistant, Department of English East Carolina University

Courses Taught

- ENGL 2080: Business & Professional Writing
- ENGL 3080: Advanced Business & Technical Writing
- ENGL 1100: Foundations of College Writing

SKILLS

Adobe Acrobat, BlackBoard, Canvas, InDesign, & PhotoShop; Marketo; Microsoft Office Suite–Word, PowerPoint, Excel, Access–Project, RoboHELP, SEO and social media platforms for marketing; Familiar with CSS, HTML, Sitecore, Salesforce. Aptitude for learning and documenting custom software applications.

Jennifer Scott (Panko), MA

Education

2005	MA	Minnesota State University	English Studies-Emphasis Technical Communication
2002	BS	Western Oregon University	Education, Teacher Licensure Program

Professional Experience

2019-current	UX Mentor and Technical Writer/Editor, Impact Finance Center
2015-current	UX Consultant for various industry clients, including The Zack Greenfield Company
2017-current	Co-owner Pikes Peak Bike Tours
2018	Technical Editing and Marketing Consultant- Meyvn Consulting
2012-2015	Contract Technical Editor- Mobile Biodiesel Technologies
2010-2011	Contract Technical Editor- South Central College
2008-2013	Co-Creator, Director, Editor and Marketing- "Farm in the City" (Educational Camp)

Academic Positions

2014-	Instructor, University of Colorado- Colorado Springs
2005-2015	Instructor, South Central College, Mankato, MN
2005-2010	Instructor, Minnesota State University, Mankato, MN
2003-2005	Teaching Assistant, Minnesota State University, Mankato, MN

Conferences/Symposiums Attended

2018	ReThinking Approaches to Usability and User Experience Design, Louisiana Tech
2006	Realizing Student Potential, Minneapolis Community and Technical College
2005	ITeach, Hennepin Technical College

Conference Presentations

2016	User Experience (UX), Learner Experience (LX) and Usability in the Online Classroom- MSU Denver
2005	Midwest Conference on Literature, Language and Media, Dekalb, IL
2005	Writing and Literature: Teaching New Audiences and Each Other, Inver Hills College
2004	Minnesota State Colleges and Universities Conference on Writing
2003	Talking about Teaching and Technology, MSU-Mankato
2002	Future Teacher Conference- Albany, OR

Courses Taught

Undergraduate Courses

- UX Design Principles
- UX Research Methods
- Professional Writing Internship
- Riverrun Student Literary Journal
- Technical Writing and Presentation
- Business and Administrative Communication
- Technical Editing and Style
- Writing I and Writing II

Appendix B: Course Schedules

The course schedules below show that only faculty rostered in TCID teach TCID courses: Birkelo, Field, Herald, Ilyasova, May, Kiser, McMichael, Panko-Scott, Wahl, Wilbur(no longer at UCCS), Williams. These course schedules from the last three years demonstrate how TCID is already a stand-alone program for course scheduling and delivery.

Fall 2019

Note that Fall 2019 was the first semester when all courses in TCID carried the TCID abbreviation. Prior to this, courses carried the ENGL prefix.

TCID 2080 001 10538 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
Bldg: Columbine Hall **Room:** 231A **Days:** M **Time:** 08:00AM-10:40AM
Instructor: Fields,Melanie Ann
Class Enrl Cap: 19

TCID 2080 002 12044 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
Bldg: Centennial Hall **Room:** 275 **Days:** M **Time:** 01:40PM-04:20PM
Instructor: Fields,Melanie Ann
Class Enrl Cap: 19

TCID 2080 H01 12498 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** Th **Time:** 09:25AM-10:40AM
Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

TCID 2080 H02 12499 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** Tu **Time:** 01:40PM-02:55PM
Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

TCID 2080 H03 33374 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** Tu **Time:** 09:25AM-10:40AM
Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

TCID 2080 H04 33377 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** W **Time:** 09:25AM-10:40AM
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

TCID 2080 H05 33378 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** W **Time:** 10:50AM-12:05PM
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

TCID 2080 H06 33379 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** W **Time:** 01:40PM-02:55PM
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

TCID 2080 H07 33379 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3

(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** W **Time:** 03:05PM-04:20PM
Instructor: Birkelo, Cheryl
Class Enrl Cap: 19

TCID 2080 H08 33379 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** W **Time:** 04:45 PM-06:00PM
Instructor: Birkelo, Cheryl
Class Enrl Cap: 19

TCID 2080 H09 33391 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** Friday **Time:** 09:25AM-10:40AM
Instructor: Birkelo, Cheryl
Class Enrl Cap: 19

TCID 2080 OL1 11669 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: Kiser,Carolyn
Class Enrl Cap: 19

TCID 2080 OL2 12497 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: Kiser, Carolyn
Class Enrl Cap: 19

TCID 2080 OL3 11910 Business & Admin Writing Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: Kiser,Carolyn
Class Enrl Cap: 19

TCID 2090 001 10919 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
Bldg: Columbine Hall **Room:** 231A **Days:** W **Time:** 08:00AM-10:40AM
Instructor: Fields,Melanie Ann
Class Enrl Cap: 19

TCID 2090 002 11103 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
Bldg: Centennial Hall **Room:** 275 **Days:** W **Time:** 01:40PM-04:20PM
Instructor: Fields,Melanie Ann
Class Enrl Cap: 19

TCID 2090 003 11276 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
Bldg: Columbine Hall **Room:** 220 **Days:** TuTh **Time:** 03:05PM-04:20PM
Instructor: Williams, Sean
Class Enrl Cap: 19

TCID 2090 H01 12500 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** M **Time:** 09:25AM-10:40AM
Instructor: May,Jamie
Class Enrl Cap: 19

TCID 2090 H02 12501 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** M **Time:** 10:50AM-12:05PM
Instructor: May,Jamie
Class Enrl Cap: 19

TCID 2090 H03 33390 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)

Bldg: Columbine Hall **Room:** 220 **Days:** M **Time:** 01:40PM-02:55PM
Instructor: May,Jamie
Class Enrl Cap: 19

TCID 2090 H04 33391 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** Th **Time:** 01:40PM-02:55PM
Instructor: May,Jamie
Class Enrl Cap: 19

TCID 2090 H05 33391 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** W **Time:** 6:05p-7:20p
Instructor: Birkelo, Cheryl
Class Enrl Cap: 19

TCID 2090 OL1 11911 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: McMichael,Melonie Rose
Class Enrl Cap: 19

TCID 2090 OL2 11912 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: McMichael, Melonie Rose
Class Enrl Cap: 19

TCID 2090 OL3 11913 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: McMichael,Melonie Rose
Class Enrl Cap: 19

TCID 2090 OL4 33392 Tech Writing & Presentation Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: McMichael, Melonie Rose
Class Enrl Cap: 19

TCID 3080 OL1 11637 Adv Prof & Technical Writing Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: Kiser,Carolyn
Class Enrl Cap: 19

TCID 3080 OL2 11636 Adv Prof & Technical Writing Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19

TCID 3080 OL3 12329 Adv Prof & Technical Writing Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19

TCID 3080 OL4 12329 Adv Prof & Technical Writing Lecture 08/26/2019 12/21/2019 3
(Online)
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19

TCID 3120 H01 12640 Technical Editing and Style Lecture 08/26/2019 12/21/2019 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hall **Room:** 220 **Days:** M **Time:** 12:15PM-01:30PM Dt: 08/26/2019
Bldg: Columbine Hall **Room:** 220 **Days:** MW **Time:** 12:15PM-01:30PM Dt: 09/09/2019-09/18/2019
Bldg: Columbine Hall **Room:** 220 **Days:** M **Time:** 12:15PM-01:30PM Dt: 09/23/2019-09/30/2019

Bldg: Columbine Hall **Room:** 220 **Days:** MW **Time:** 12:15PM-01:30PM Dt: 10/07/2019-10/09/2019
Bldg: Columbine Hall **Room:** 220 **Days:** W **Time:** 12:15PM-01:30PM Dt: 11/06/2019-11/13/2019
Bldg: Columbine Hall **Room:** 220 **Days:** M **Time:** 12:15PM-01:30PM Dt: 11/25/2019-12/09/2019
Instructor: Herald,Crystal Baye
Bldg: Columbine Hall **Room:** 220 **Days:** M **Time:** 12:15PM-01:30PM Dt: 10/21/2019-10/28/2019
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19

TCID 3140 001 33395 Iterative Design Projects Lecture 08/26/2019 12/21/2019 3
Bldg: Columbine Hall **Room:** 220 **Days:** F **Time:** 10:50AM-01:30PM
Instructor: May,Jamie
Class Enrl Cap: 19

TCID 3150 001 10550 TCID Internship 08/26/2019 12/21/2019 1 - 3
Instructor: Ilyasova,Ksenia
Class Enrl Cap: 6
Add Consent : Instructor Consent Required

TCID 3750 001 33396 Grant and Proposal Writing Lecture 08/26/2019 12/21/2019 3
Bldg: Columbine Hall **Room:** 220 **Days:** TuTh **Time:** 08:00AM-09:15AM
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

TCID 3860 001 12503 UX Research Methods Lecture 08/26/2019 12/21/2019 3
Bldg: Columbine Hall **Room:** 220 **Days:** Th **Time:** 10:50AM-01:30PM
Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

TCID 4060 001 11767 TCID Diversity Topics Lecture 08/26/2019 12/21/2019 3
Bldg: Columbine Hall **Room:** 220 **Days:** Tu **Time:** 10:50AM-01:30PM
Instructor: Ilyasova,Ksenia
Class Enrl Cap: 15

Fall 2018

Note that Fall 2019 was the first semester when all courses in TCID carried the TCID abbreviation. Prior to this, courses carried the ENGL prefix.

ENGL 2080 001 12709 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
Bldg: Dwire **Room:** 122 **Days:** M/W **Time:** 9;25a-10:40a
Instructor: Wilbur,Anne M
Class Enrl Cap: 19

ENGL 2080 002 10566 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
Bldg: Centennial Hall **Room:** 275 **Days:** MW **Time:** 04:45PM-06:00PM
Instructor: Wilbur,Anne M
Class Enrl Cap: 19

ENGL 2080 004 10567 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
Bldg: COBl **Room:** 209 **Days:** TuTh **Time:** 9:25a-10:40a
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

ENGL 2080 005 12253 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
Bldg: Centennial Hall **Room:** 275 **Days:** MW **Time:** 01:40PM-02:55PM
Instructor: Panko,Jennifer Patricia

Class Enrl Cap: 19

ENGL 2080 006 12457 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
Bldg: Centennial **Room:** 245 **Days:** MW **Time:** 09:25AM-10:40AM
Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

ENGL 2080 007 12458 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
Bldg: Lane Center **Room:** 120 **Days:** MW **Time:** 12:15PM-01:30PM
Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

ENGL 2080 008 12459 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
Bldg: Centennial Hall **Room:** 245 **Days:** TuTh **Time:** 10:50AM-12:05PM
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

ENGL 2080 009 12460 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
Bldg: COB **Room:** 209 **Days:** MW **Time: 8a-9:15**
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

ENGL 2080 010 12751 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
Bldg: COB Room: 209 Days: MW **Time:** 10:50-12:05
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

ENGL 2080 011 1 Business and Administrative Writing 08/20/2018-12/15/2018 3
Bldg: Columbine Hall **Room:** 224 **Days:** TuTh **Time:** 03:05PM-04:20PM
Instructor: Fields,Melanie Ann
Class Enrl Cap: 19

2080 012 Business and Administrative Writing 08/20/2018-12/15/2018 3
Dwire Hall122 TTH :1:40-2:55
Melanie Fields
19
ENGL 2080 H01 31874 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
(Hybrid 99% - 50% Online)

Bldg: COB Room: 231A Days: T **Time:** 01:40PM-04:20PM Dt: 08/20/2018-09/24/2018
Instructor: Birkelo,Cheryl Ann
Class Enrl Cap: 19
Hybrid course, meeting in class 08/20/2018-09/24/2018, the remainder online on Blackboard.

ENGL 2080 H02 31878 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
(Hybrid 99% - 50% Online)
Bldg: COB Room: 209 Days: TH **Time:** 8a-10:40 Dt: 08/22/2018-09/26/2018
Instructor: Birkelo,Cheryl Ann
Class Enrl Cap: 19
Hybrid course, meeting in class 08/22/2018-09/26/2018, the remainder online on Blackboard.

ENGL 2080 OL1 11796 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
(Online)
Instructor: Kiser,Carolyn
Class Enrl Cap: 19

ENGL 2080 OL2 31872 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
(Online)
Instructor: Kiser,Carolyn
Class Enrl Cap: 19

ENGL 2080 OL3 12086 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
(Online)

Instructor: Kiser,Carolyn
Class Enrl Cap: 19

ENGL 2090 001 10972 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
Bldg: Centennial Hall **Room:** 275 **Days:** TuTh **Time:** 10:50AM-12:05PM
Instructor: May,Jamie
Class Enrl Cap: 19

ENGL 2090 002 11173 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
Bldg: Columbine Hall **Room:** 209 **Days:** MW **Time:** 09:25AM-10:40AM
Instructor: May,Jamie
Class Enrl Cap: 19

ENGL 2090 003 11356 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
Bldg: Centennial Hall **Room:** 245 **Days:** MW **Time:** 10:50AM-12:05PM
Instructor: May,Jamie
Class Enrl Cap: 19

ENGL 2090 004 11508 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
Bldg: Centennial Hall **Room:** 245 **Days:** M **Time:** 08:00AM-10:40AM
Instructor: Fields,Melanie Ann
Class Enrl Cap: 19

ENGL 2090 005 12221 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
Bldg: Centennial Hall **Room:** 245 **Days:** W **Time:** 08:00AM-10:40AM
Instructor: Fields,Melanie Ann
Class Enrl Cap: 19

ENGL 2090 008 12461 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
Bldg:COB 224 **Room:** 275 **Days:** MW **Time:** 6:05-7:20
Instructor: Wilbur,Anne M
Class Enrl Cap: 19

ENGL 2090 011 565 Business & Admin Writing Lecture 08/20/2018-12/15/2018 3
Bldg: Columbine Hall **Room:** 224 **Days:** MW **Time:** 03:05PM-04:20PM
Instructor: Wilbur,Anne M
Class Enrl Cap: 19

ENGL 2090 H01 31881 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
(Hybrid 99% - 50% Online)
Bldg: Columbine Hal **Room:** 209 **Days:** T **Time:** 8a-10:40a Dt: 08/20/2018-09/24/2018
Instructor: Birkelo,Cheryl Ann
Class Enrl Cap: 19
Hybrid course, meeting in class 08/20/2018-09/24/2018, the remainder online on Blackboard.

ENGL 2090 H02 31883 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
(Hybrid 99% - 50% Online)
Bldg: LANE **Room:** ??**Days:** TH **Time:** 1:40-4:20 Dt: 08/22/2018-09/26/2018
Instructor: Birkelo,Cheryl Ann
Class Enrl Cap: 19
Hybrid course, meeting in class 08/22/2018-09/26/2018, the remainder online on Blackboard.

ENGL 2090 OL1 12087 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
(Online)
Instructor: McMichael,Melonie Rose
Class Enrl Cap: 19

ENGL 2090 OL2 12088 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
(Online)
Instructor: McMichael,Melonie Rose
Class Enrl Cap: 19

ENGL 2090 OL3 12089 Tech Writing & Presentation Lecture 08/20/2018-12/15/2018 3
(Online)
Instructor: McMichael,Melonie Rose
Class Enrl Cap: 19

ENGL 3080 OL1 11761 Adv Bus & Tech Writing Lecture 08/20/2018-12/15/2018 3
(Online)
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19

ENGL 3080 OL2 11760 Adv Bus & Tech Writing Lecture 08/20/2018-12/15/2018 3
(Online)
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19

ENGL 3080 OL3 12750 Adv Bus & Tech Writing Lecture 08/20/2018-12/15/2018 3
(Online)
Instructor: Carolyn Kiser
Class Enrl Cap: 19

ENGL 3120 Hybrid 001 11719 Technical Editing and Style Lecture 08/20/2018-12/15/2018 3
Bldg: COB **Room:** 231A **Days:** T **Time:** 12:15-1:30
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19
This hybrid class meets Tuesdays only from 12:15-1:30; the rest of the class will be administered asynchronously, online.

ENGL 3140 001 12463 Iterative Design Projects Lecture 08/20/2018-12/15/2018 3
Bldg: Centennial Hall **Room:** 275 **Days:** TuTh **Time:** 09:25AM-10:40AM
Instructor: May,Jamie
Class Enrl Cap: 19

ENGL 3150 001 10580 Prof Writing Internship 08/20/2018-12/15/2018 1 - 3
Instructor: Ilyasova,Ksenia
Class Enrl Cap: 6
Add Consent : Instructor Consent Required

ENGL 3850 OL1 31886 Special Topics in Prof Writing Lecture 08/20/2018-12/15/2018 3 eLearning, eTraining,Tutorials
(Online)
Instructor: McMichael,Melonie Rose
Class Enrl Cap: 19

ENGL 3860 001 31890 UX Research Methods Lecture 08/20/2018-12/15/2018 3
Bldg: Centennial Hall **Room:** 275 **Days:** MW **Time:** 03:05PM-04:20PM
Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

ENGL 4060 001 11906 Diversity Topics in PTW Lecture: Access + Ability + Design: Where Usability, Ability, and Design Matter 08/20/2018-12/15/2018 3
Bldg: Osborne Center for Sci & Engr **Room:** B217 **Days:** Tu **Time:** 10:50AM-01:30PM
Instructor: Ilyasova,Ksenia
Class Enrl Cap: 15

ENGL 9400 906 10587 Independent Study in English Independent Study 08/20/2018-12/15/2018 1 - 3
Instructor: Ilyasova,Ksenia
Class Enrl Cap: 5
Add Consent : Instructor Consent Required

ENGL 9500 906 10595 Independent Study in English Independent Study 08/20/2018-12/15/2018 1 - 3
Instructor: Ilyasova,Ksenia

Class Enrl Cap: 5
Add Consent : Instructor Consent Required

Fall 2017

Note that Fall 2019 was the first semester when all courses in TCID carried the TCID abbreviation. Prior to this, courses carried the ENGL prefix.

ENGL 2080 001 10592 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
Bldg: Dwire Hall **Room:** 122 **Days:** MW **Time:** 03:05PM-04:20PM
Instructor: Staff
Class Enrl Cap: 19

ENGL 2080 002 10593 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 224 **Days:** MW **Time:** 04:45PM-06:00PM
Instructor: Staff
Class Enrl Cap: 19

ENGL 2080 003 10594 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 221 **Days:** TuTh **Time:** 06:05PM-07:20PM
Instructor: Staff
Class Enrl Cap: 19

ENGL 2080 004 10596 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 224 **Days:** TuTh **Time:** 08:00AM-09:15AM
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

ENGL 2080 005 12670 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
Bldg: Dwire Hall **Room:** 122 **Days:** MW **Time:** 01:40PM-02:55PM
Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

ENGL 2080 006 32781 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine **Room:** 224 **Days:** MW **Time:** 09:25AM-10:40AM
Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

ENGL 2080 007 32782 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine **Room:** 221 **Days:** MW **Time:** 12:15PM-01:30PM
Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

ENGL 2080 008 32783 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
Bldg: Centennial Hall **Room:** 191 **Days:** TuTh **Time:** 01:40PM-02:55PM
Instructor: Staff
Class Enrl Cap: 19

Coll of Letters, Arts & Sci - - Subject: English

ENGL 2080 009 32784 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
Bldg: Centennial Hall **Room:** 245 **Days:** TuTh **Time:** 09:25AM-10:40AM
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

ENGL 2080 OL1 11967 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19

ENGL 2080 OL2 11968 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19

ENGL 2080 OL3 12397 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: Kiser,Carolyn
Class Enrl Cap: 19

ENGL 2080 OL4 12631 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: Kiser,Carolyn
Class Enrl Cap: 19

ENGL 2080 OL5 11031 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: Birkelo,Cheryl Ann
Class Enrl Cap: 19

ENGL 2080 OL6 11455 Bus & Admin Writing Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: Birkelo,Cheryl Ann
Class Enrl Cap: 19

Coll of Letters, Arts & Sci - - Subject: English

ENGL 2090 001 11032 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
Bldg: Dwire Hall **Room:** 114 **Days:** TuTh **Time:** 10:50AM-12:05PM
Instructor: May,Jamie
Class Enrl Cap: 19

ENGL 2090 002 11252 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 220 **Days:** MW **Time:** 09:25AM-10:40AM
Instructor: May,Jamie
Class Enrl Cap: 19

ENGL 2090 003 11454 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 220 **Days:** MW **Time:** 10:50AM-12:05PM
Instructor: May,Jamie
Class Enrl Cap: 19

ENGL 2090 004 11621 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 209 **Days:** M **Time:** 08:00AM-10:40AM
Instructor: Van Winkle,Kevin Wayne
Class Enrl Cap: 19

ENGL 2090 005 12619 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 209 **Days:** W **Time:** 08:00AM-10:40AM
Instructor: Van Winkle,Kevin Wayne
Class Enrl Cap: 19

ENGL 2090 006 32786 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 224 **Days:** TuTh **Time:** 12:15PM-01:30PM
Instructor: Ilyasova,Ksenia
Class Enrl Cap: 19

ENGL 2090 007 32787 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 221 **Days:** MW **Time:** 06:05PM-07:20PM
Instructor: Staff
Class Enrl Cap: 19

Coll of Letters, Arts & Sci - - Subject: English

ENGL 2090 008 32788 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
Bldg: Centennial Hall **Room:** 245 **Days:** TuTh **Time:** 04:45PM-06:00PM
Instructor: Staff
Class Enrl Cap: 19

ENGL 2090 009 32789 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
Bldg/Room: ***NO ROOM*** **Days:** MW **Time:** 01:40PM-02:55PM
Instructor: Staff
Class Enrl Cap: 19

ENGL 2090 010 32790 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 230 **Days:** TuTh **Time:** 03:05PM-04:20PM
Instructor: Staff
Class Enrl Cap: 19

ENGL 2090 OL1 12398 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: McMichael,Melonie Rose
Class Enrl Cap: 19

ENGL 2090 OL2 12399 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: McMichael,Melonie Rose
Class Enrl Cap: 19

ENGL 2090 OL3 12400 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: McMichael,Melonie Rose
Class Enrl Cap: 19

ENGL 2090 OL4 12632 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: McMichael,Melonie Rose
Class Enrl Cap: 19

ENGL 2090 OL5 12189 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: Birkelo,Cheryl Ann
Class Enrl Cap: 19

ENGL 2090 OL6 12198 Tech Writing & Presentation Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: Birkelo,Cheryl Ann
Class Enrl Cap: 19

ENGL 3080 001 10609 Adv Bus & Tech Writing Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 224 **Days:** TuTh **Time:** 10:50AM-12:05PM
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

ENGL 3080 OL1 11925 Adv Bus & Tech Writing Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19

ENGL 3080 OL2 11924 Adv Bus & Tech Writing Lecture 08/21/2017 12/16/2017 3
(Online)
Instructor: Herald,Crystal Baye
Class Enrl Cap: 19

ENGL 3120 001 11875 Technical Editing and Style Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 220 **Days:** MW **Time:** 03:05PM-04:20PM

Instructor: Panko,Jennifer Patricia
Class Enrl Cap: 19

ENGL 3140 001 32794 Managing Writing Project Lecture 08/21/2017 12/16/2017 3
Bldg: Columbine Hall **Room:** 220 **Days:** TuTh **Time:** 09:25AM-10:40AM
Instructor: May,Jamie
Class Enrl Cap: 19

ENGL 3150 001 10613 Prof Writing Internship 08/21/2017 12/16/2017 1 - 3
Instructor: Staff
Class Enrl Cap: 6
Add Consent : Instructor Consent Required

ENGL 3850 001 32797 Topics in Prof Writing Lecture 08/21/2017 12/16/2017 3 Presentation Design
Bldg: Osborne Center for Sci & Engr **Room:** B211 **Days:** TuTh **Time:** 01:40PM-02:55PM
Instructor: Wahl,Thomas R
Class Enrl Cap: 19

ENGL 4060 001 12108 Diversity Topics in PTW Lecture 08/21/2017 12/16/2017 3
Bldg/Room: ***NO ROOM*** **Days:** Tu **Time:** 10:50AM-01:30PM
Instructor: Ilyasova,Ksenia
Class Enrl Cap: 15

ENGL 9400 906 10622 Independent Study in English Independent Study 08/21/2017 12/16/2017 1 - 3
Instructor: Ilyasova,Ksenia
Class Enrl Cap: 5
Add Consent : Instructor Consent Required

ENGL 9500 906 10631 Independent Study in English Independent Study 08/21/2017 12/16/2017 1 - 3
Instructor: Ilyasova,Ksenia
Class Enrl Cap: 5

Appendix C: Technical Communication and Information Design ByLaws

UCCS Technical Communication and Information Design Program Bylaws

Table of Contents

Mission

The mission of the TCID program is to prepare students to participate critically and ethically in professional and technical communication positions upon graduation. To that end, the TCID curriculum offers courses in critical theory, professional and technical writing, design, and user experience to help students gain:

A theoretical understanding of professional and technical communication and user experience

Professional and practical skills within the field (i.e., common genres and deliverables, audience and user research, written and visual communication, technical writing and editing, project management, print and web design, usability testing)

- An understanding of the ethical concerns, responsibilities, and dimensions of the field
- Technological and visual literacy skills (i.e., design, prototyping, editing, and content management applications)
- The ability to work critically and collaboratively to complete projects

Programmatic Decision Making

Decisions regarding program policy are handled democratically by consensus, typically during development meetings. Decisions are finalized at the TCID program director's discretion.

Program-Level Student Learning Objectives

Each course in our program will offer students opportunities to meet the broad objectives described below in specific ways. Since TCID 2080 and TCID 2090 see the most students, each course's respective student learning objectives are described in the Course Outcomes and Overview section below.

Research

Students will demonstrate they can:

- Use appropriate research methods to gather information
- Evaluate, analyze, navigate and synthesize appropriate primary and secondary sources
- Identify reader/user/viewer expectations
- Interpret findings and articulate results
- Produce appropriate and ethical text and graphics for displaying research data and findings

Practices and Processes

Students will demonstrate they can:

- Conduct user/reader/viewer analysis
- Develop and administer usability tests
- Focus on a defined purpose
- Meet the needs of the readers/users/viewers
- Respond appropriately and ethically to different rhetorical situations
- Understand writing and designing as a collaborative and iterative process of research, discussion, negotiation, writing, and editing

- Manage projects in stages
- Evaluate and use appropriate strategies for production, revision, editing, proofreading, and presenting

Knowledge of Conventions and Genres

Students will demonstrate they can:

- Write in multiple genres and produce a variety of common deliverables
- Evaluate ethically how each genre shapes content and usability
- Control such features as tone, syntax, grammar, punctuation, and spelling
- Identify the main features and uses of writing in a specific field
- Document resources as defined by a specific field

Collaborative Learning

Students will demonstrate they can:

- Participate collaboratively with others in the iterative process of research, discussion, negotiation, writing, and editing
- Participate and communicate effectively in a community
- Integrate their own ideas with those from various stakeholders
- Balance the advantages of relying on others with the responsibility of doing their parts

Technological Literacy

Students will demonstrate they can:

- Critically and ethically choose from a variety of technologies in order to address specific rhetorical situations and a range of readers/users/viewers needs
- Engage in a critical perspective of technology, its uses and contexts
- Analyze technology as a physical tool, and as a socially constructed system
- Use various software for writing, editing, and designing

Professional Development Expectations and Opportunities

TCID faculty will observe the UCCS College of Letters, Arts, and Sciences policies regarding professional development requirements, which constitute a minimum of 5% service of faculty's total commitment to the operations of the university.

Attending monthly program meetings, which offer professional development opportunities, satisfies this minimum 5% service requirement. The TCID director may offer additional professional development opportunities that faculty are encouraged to attend.

Faculty are also encouraged to pursue professional development opportunities, such as on-campus workshops, academic conferences, webinars; and other UCCS development functions to enhance their pedagogy and course content.

Online Faculty Professional Development

Online faculty are required to attend one training workshop, conference, or other kind of professional development directly related to the teaching or enhancement of courses in technical communication and information design. The Faculty Resource Center at UCCS offers workshops each year that may be of interest to faculty teaching hybrid or online classes.

Monthly Faculty Development Meetings

TCID faculty meet once per month during the semester; faculty attendance is mandatory. Such meetings are used as opportunities for professional development, collegiality; and discussions of classroom management styles, pedagogy, trends in the field, service-learning opportunities, campus training, policies and procedures updates, and curriculum development.

If a faculty member is unable to attend a meeting in person or remotely, he or she is required to meet with the director to be briefed on content missed.

Faculty Office Hours

Each faculty member is required to hold office hours: one hour per week for each course taught. If a faculty member cannot attend office hours on any given day, he or she must notify students of the change via email Canvas and by providing signage on his or her office door.

Face-to-Face Classes

For face-to-face classes, faculty are required to hold face-to-face office hours.

Online Classes

For online classes, faculty are required to keep synchronous, virtual office hours. During synchronous, virtual office hours, faculty members are available in real time for students.

Other Considerations

Online office hours are not sufficient for face-to-face courses, and face-to-face office hours are not sufficient for online courses. Faculty may augment their required office hours with additional hours—online or face-to-face—as long as the required number of each type of office hours is fulfilled.

Faculty who teach a 5/3 load may opt to continue to hold four office hours per week in both semesters or to hold five hours per week in the Fall and three per week in the Spring.

Faculty Absences and Cancelled Classes

Faculty are expected to teach each scheduled class day for the duration of the instructional period. Campus cancellations are posted on the UCCS homepage and communicated to faculty and students through the UCCS Alerts system (sign up at https://alerts.uccs.edu/?page_id=42).

If faculty must cancel a class due to weather, student conferences, or family emergency, he or she is to notify the TCID director in writing within 24 hours of the cancelled class, preferably before. Faculty are encouraged to arrange a substitute instructor for classes missed when logical and possible. Additionally, instructors may post online instructional content as a substitute for missed or cancelled class.

Assessment

Annual assessment of TCID 2080, 2090 and 3080 are performed by faculty. Stipends were paid in 2019 to faculty for participating in the process: $400 for one faculty member to lead assessment efforts, act as a reviewer, and write the assessment report; $200 each for faculty who review papers. (One leader and two additional reviewers is all that is needed.)

Required Content and Statements for Syllabi

- Class meeting location and time
- Instructor name, office location, contact information, office hours
- Course description
    - UCCS Academic Catalog course descriptions are included at the end of this document.
    - Faculty are encouraged to adapt and expand the catalog description into their own course description provided the role of the course as a required core writing course is clear.
- Course learning outcomes
    - We revised student learning objectives for TCID 2080 and TCID 2090 spring 2019; they can be found in their respective sections in Course Outcomes and Objectives below.
- List of required texts
- Policies for students with disabilities, veteran and military students, student conduct, the SaVE act, and academic dishonesty (all listed below).

Statement for Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with Disability Services and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty

Accommodation Letter has been given to the instructor. Please contact Disability Services for more information at Main Hall room 105, 719-255-3354 or dservice@uccs.edu

Statement for Veteran and Military Students

The Office of Military and Student Affairs can support veterans and active duty military with information about resources on campus and off, counseling, and support to facilitate your success in this class and others. Contact them at military@uccs.edu. Phone: (719) 255-3253, (719) 255-3606, or 1-800-990-UCCS. Offices are located in the Forester House to the north of Cragmor Hall. Veterans and active duty military personnel with special circumstances (such as upcoming deployments or drill requirements) are encouraged to communicate these, in advance if possible, to the instructor.

Statement on Student Conduct

Students and faculty both share responsibility for maintaining a positive educational environment. Faculty have a responsibility to treat students with understanding, dignity, and respect. Faculty also have the right and the authority to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational environment. Students who fail to adhere to such reasonable limits shall be subject to disciplinary action(s). “Disruption,” as applied to the academic setting, means verbal and other behavior in the classroom that a faculty member judges as interfering with normal academic functions. Disruptive student conduct is prohibited by Regent Laws, the UCCS Student Code of Conduct and the Student Classroom/Course-Related Behavior Policy. For more information go to the Office of the Dean of Students website at http://www.uccs.edu/~dos/studentconduct/index.html.

Statement on the SaVE Act—Campus Sexual Violence Elimination Act

UCCS does not tolerate any act of protected class harassment/discrimination, sexual harassment, intimate partner violence, dating violence, sexual assault, or stalking (on or off campus). We are committed to maintaining a safe and productive educational environment that is free from violence, threats of violence, harassment, intimidation, and other disruptive behavior. The instructor of this course will report incidents of violence in these forms shared by students to the Office of the Dean of Students. If you have experienced violence in any of these forms, you can contact the Office of the Dean of Students for support (719-255-3838, in Main Hall 322). You can also receive support through the University Counseling Center (719-255-3265, in Main Hall 324), the Office of Discrimination and Harassment (719-255-4324, in AOB 528), and campus Public Safety (719-255-3111, in the parking garage across from Columbine Hall).

Statement on Academic Dishonesty

All the work that you do for this course must be your own. Intentional and unintentional plagiarism, ranging from turning in someone else's work as your own to failing to correctly cite and document material borrowed from outside sources, will affect your grade. In some cases, plagiarism can result in receiving a grade of zero on an assignment, and in others, it can result in failing a course. More information is available at
http://catalog.uccs.edu/content.php?catoid=12&navoid=749#Acad_Honor_Code

Attendance Policy

Attendance policies on syllabi must state how many classes a student can miss without penalty, what penalty will be given for classes missed, and, if applicable, what number of absences will result in failure of the course.

Recommended Content and Statements for Syllabi

The following material is recommended for inclusion on all syllabi. Faculty can adapt the statements below provided the pertinent material in each is included.

All syllabi must include the following information:

- University name, course prefix and number, course name
- List of course assignments
- Calculation of final course grade, including weight of each assignment or assignment type within final course grade. Where points are used, point value of each assignment and total points possible in the course must be stated.
- Grading scale for calculation of final course grade.
    - Faculty are required to calculate final course grades on a +/- scale (A, A-, B+, B, B-, and so on).
    - Faculty are encouraged to use the UCCS Undergraduate Grading Scale, which appears below.
- Policies for students with disabilities, veteran and military students, student conduct, the SaVE act, and academic dishonesty (all listed below).
- Attendance policy
- A course calendar listing due dates of all major assignments.

UCCS Undergraduate Grading Scale

A 94-100%

A- 90-93%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D+ 67-69%

D 63-66%

D- 60-62%

F 59% and below

Statement on the Center for Excellence in Writing

The Writing Center offers individual consulting in writing for all students. Students may schedule 45-minute appointments Monday through Saturday by visiting our website at http://www.uccs.edu/~writingcenter/. Consultants provide support for idea development, organization, structure, revisions, audience analysis, and other concerns students may have. The Writing Center is an excellent resource for all writers, including writers who excel at their craft and those who struggle with it. When working on written assignments for this course, you'll find the Writing Center to be a useful resource. Location: Columbine Hall 316. Phone: 719-255-4336.

University Policies and Procedures

Student Complaints

Inevitably in a program of this size, students file complaints with the Dean's office, the Chair, or the Director. The practice of the program is to hear out the student's complaint and to hear out the faculty member's related perspectives. In some cases, the Director will request to meet with a student and instructor together. The Director takes the greatest care in ensuring that student and faculty rights are protected and aims in each situation to promote a positive outcome for students and faculty.

Academic Dishonesty Policy

The UCCS Student Academics Ethics Code is posted in the Academic Catalog each year. The code defines several kinds of academic dishonesty (plagiarism, turning in a paper in more than one class, etc.) and outlines the campus response. The Student Academics Ethics Code Policy details faculty procedures for handling suspected cases of academic dishonesty. Faculty are required to do the following:

- Meet with the student to discuss the matter, provide the student with documentation at this meeting, and ask the student for a response.

- If the student admits to the Code violation, the faculty member should choose an appropriate sanction.
- If the student denies the Code violation and the faculty member still determines the instance to be a violation, the faculty member should choose an appropriate sanction and notify the student of his or her right to appeal. Students who inquire about appeals should be encouraged to appeal to the Director.
- If the faculty member determines that a sanction beyond the individual assignment is warranted (such as failure of the course), the faculty member should speak with the Director.

In cases where academic dishonesty is determined to be unintentional, faculty are encouraged to give students a grade of no credit for the assignment in question and the opportunity to revise. In cases where academic dishonesty is intentional, faculty in our program typically assign a grade of zero to an assignment with no opportunity to revise. In more egregious cases, such as second instances of intentional dishonesty or more serious instances of plagiarism, faculty may assign a student a failing grade for a course. Faculty are encouraged to speak with the Director to discuss more serious cases of academic dishonesty and to seek guidance on appropriate sanctions. Serious cases of academic dishonesty should be reported via email to LAS Associate Dean Alex Ilyasova.

Family Educational Rights and Privacy Act (FERPA)

In accordance with federal law, faculty cannot share student information with anyone other than the student the information pertains to unless the student provides written notification of exception. If instructors need to find out who is legally entitled to a student's information—for instance, if a student's parents email and ask about the student's course grades—they can contact the Office of the Registrar. Until instructors verify whether the student has authorized sharing course information, they should withhold the student's information from inquiring individuals and cite FERPA regulations; however, if the student and parent(s) visit you together, this demonstrates implied consent. More information is available at http://www.uccs.edu/ir/help/ferpa.html

Add/Drop and Withdrawal Deadlines

For the current semester's add/drop and withdraw deadlines, consult the UCCS Academic Calendar:

http://www.uccs.edu/academics/calendar.html

Annual Merit Review Process

At the beginning of each calendar year, all faculty are required to write and submit an annual merit review that details their teaching experiences and professional development activities for the preceding calendar year.

The merit review has three parts, all of which are due to the Director at the start of February: 1) a completed Digital Measures online profile, 2) a self-evaluation form, in which faculty write a narrative of their work for the past year, and 3) an Annual Workload Plan for the coming year. At the start of each Spring semester, the TCID Director provides directions for the merit review process at the first TCID meeting of the semester. All materials are to be submitted online.

The merit review is used to assess faculty development and progress throughout the academic year. Based on our level of development and progress, faculty are eligible for merit-based pay raises. Therefore, writing faculty should use the review process as an opportunity to reflect on and showcase their academic work: curricular goals, objectives, and developments; teaching achievements and challenges in meeting those goals, objectives, and developments; plans for curricular improvement; and professional development related to the classroom. The Director expects that in the merit review,

faculty will engage in careful reflection on their teaching practices and professional development work to show their engagement with their courses, students, and profession.

The narrative portion of the merit is written in a document that contains header and directions material; this material remains in the document and takes up a half page. With the addition of the narrative, the entire document cannot exceed three pages. Faculty narratives are broken into two sections, Teaching and Service/Professional Development. The following information provides suggestions from the Director for what to include in each portion of the narrative.

Teaching narratives should include:

- Specific evidence of teaching effectiveness, including results of FCQs and course surveys, as well as any other measures faculty wish to include.
- Discussion of how well you met the goals you set in the previous year. If you did not set goals in your previous year's evaluation, you will need to acknowledge this.
- Acknowledgment and discussion of areas with room for growth.
- Response to any challenging incidents that arose during the year, if applicable.
- Identification of specific goals for the upcoming year.

Service/Professional Development narratives should include:

- Acknowledgment of fulfilling or not fulfilling professional development requirements.
- List of activities completed to justify completion of 5% service load.
- Discussion of knowledge/insight gained through professional development and how you have applied this knowledge/insight.
- Discussion (if applicable) of program, program, university, or other service.

Tips for preparing the annual merit review:

- Maintain a teaching log throughout the year that articulates your goals and objectives for each course along with successes and challenges you experience and ideas for improvement.
- Save hard copies of all FCQ documents for courses taught in Spring, Summer, and Fall semesters.
- Save electronic copies of all course survey results.
- Track professional development work throughout the year, including both work sponsored by the program and any development work you seek out on your own. Take notes about program development sessions and reflect periodically on how you apply material from these sessions to your teaching.
- Track any research, creative work, or conference presentations if applicable.
- Consult with the Director throughout the year and during the review process to discuss your successes and challenges and to address any questions or concerns.

Renewal of Contracts

Non-tenure track faculty contracts are renewed annually, contingent upon projected student enrollment needs for the respective academic year.

Funding for Professional Development

Faculty can seek professional development in a variety of ways in addition to the program's monthly meetings. Writing faculty who wish to attend conferences may request travel stipends from the Director as the program's budget allows.

The College of Letters, Arts, and Sciences offers additional funding for online/hybrid instructors through the LAS Online Incentive Funds.

Non-Tenure-Track Faculty Promotion

The College of Letters, Arts, and Sciences Policy on Promotion from Instructor to Senior Instructor is reprinted in full below. Faculty should save all FCQ materials and all annual merit review materials in preparation for promotion application. A faculty member who applies for promotion to senior instructor will be required to submit the following materials to the Director in early March:

- Copies of all FCQ summary sheets (which are archived online)
- The final evaluation sheet from each year's merit evaluation
- Additional materials documenting teaching effectiveness (discuss with the Director)

LAS Policy on Promotion from Instructor to Senior Instructor

Overview

This LAS Policy outlines the requirements that an Instructor who is a candidate for promotion must fulfill in order to be considered for promotion to Senior Instructor. It also makes as specific as reasonable those requirements that the Instructor's supervisor (Chair or Director, depending upon the Primary Unit's structure) must follow when preparing and submitting the dossier/recommendation. It also references a standing committee of the LAS Faculty called the Dean's Instructor Review Committee (DIRC) which has been established to act as an advisory group to the Dean in Instructor promotions and other matters. More information on the DIRC can be found in this document [p. 53]

This document also makes recommendations designed to make the promotion process more transparent and accessible to the Instructor and the supervisor. Nothing in this document shall be construed or interpreted as being in conflict with any future University policies concerning Instructor promotions, but rather as an augment to them.

Requirements for Promotion to Senior Instructor

1. The Department Chair or Program Director of a department or program in which the Instructor is currently teaching must make a recommendation for promotion to the Dean no earlier than the second semester of the Instructor's fifth full year (typically by March 15th) or by March 15th of any subsequent spring semester.
    a. An Instructor whose record is extraordinary may be considered for early promotion to Senior Instructor. The evidence required for an early promotion must be greater than that required for normal progress toward promotion.
    b. Time spent as a lecturer may count toward promotion to Senior Instructor, at the Department's and Dean's discretion. For example, an instructor who previously served 2 years as a lecturer teaching 4 courses per year could be given 1 year of credit toward the 5 year requirement. However, no more than one year total may be credited toward the 5 year requirement under this protocol, regardless of how it is calculated.

2. The Instructor must have been rated as “exceeding expectations” or “outstanding” in four of the previous five years’ annual merit reviews (including the current year) and must have been rated no lower than “meeting expectations” in any of the previous five years’ annual merit reviews (including the current year). Copies of these annual merit reviews must be included in the dossier. Since promotion recommendations are typically submitted prior to the completion of the Instructor annual merit review (at the Dean’s level) for the current year, the Chair or Director must at least include their rating for the Instructor candidate for the current year at the Chair or Director level. Final determination of the promotion will depend upon the final rating for that year as assigned by the Dean, however.
3. The Instructor must have demonstrated substantial and significant accomplishment in teaching and be considered an excellent teacher as determined by the primary unit. In addition to teaching evaluation modalities (such as mentoring, portfolios, peer review, etc.) chosen by the Instructor and his/her Chair or Director, evidence of substantial and significant accomplishments in teaching must include:
    a. Official FCQ Summaries for all courses taught for the five (or more) years under consideration.
    b. A discussion by the Chair or Director directly speaking to the teaching abilities and teaching successes of the Instructor, referencing the FCQ scores and the other evaluation techniques submitted by the Instructor.
    c. If the Chair or Director discusses the Instructor’s capabilities in areas that are not directly teaching-related, such as Service, there must be an agreement in place that the Instructor is to be rated in these non-teaching areas and that agreement must be referenced (a copy of the Instructor’s contract, for example).
4. The Chair or Director must discuss, and provide specific evidence, that the Instructor has the potential for continued excellence in teaching.
5. Based on these criteria and the documentation submitted by the primary unit, the Dean will make the final decision reading promotion and will inform the Instructor and the recommending Department Chair or Program Director no later than May 15.
6. For Instructors who are also up for a teaching award, the promotion packet should nonetheless contain all of the documentation required above, separate from the teaching award packet.

More information about promotion can be found in LAS policies and procedures at: http://www.uccs.edu/Documents/las/policies_and_procedures/LAS_Policies_%20revised%20NTTF%20promotion.pdf

Partnership with Kraemer Family Library

Faculty teaching TCID 2080 and TCID 2090 are required to include library instruction to support research outcomes for each class.

Faculty teaching TCID 2080, TCID 2090, or any other TCID course are encouraged to explore the resources the Kraemer Library offers, including research databases, online tutorials, and workshops.

Compass Curriculum Outcomes (TCID 2080 & 2090)

This course is part of the Compass Curriculum, UCCS’s signature undergraduate education program that endeavors to provide you with tools for professional and personal success. TCID 2080/2090 is a second core writing course, depending on your major.

Writing Program courses help you learn about the Compass Goal Evaluate and Create, which includes practice in critical and creative thinking, qualitative reasoning, and communication in the written form. Your core writing courses help you meet the following Compass Curriculum Essential Learning Outcomes:

- Gather, critically analyze, and evaluate qualitative information within relevant disciplinary contexts.
- Apply and integrate knowledge from a range of disciplines, including interdisciplinary or cross-disciplinary research.
- Communicate through reading and/or writing to receive, comprehend, and convey information.
- Demonstrate the core ethical principles and responsible methods of your discipline.

Textbooks

TCID faculty are required to use a textbook or supplemental equivalent that supports the learning of content in classes taught.

Course Outcomes and Overview

The TCID program offers undergraduate and graduate courses in business and professional communication, design, and user experience.

TCID 2080: Business and Professional Writing

Business and administrative writing requires a different mindset than the academic writing with which most students are familiar. From simple elements of design and formatting, to more nuanced skills in style, tone and a keen understanding of audience, this course can significantly impact the way you write on daily basis (emails, memos), as well as for more important occasions (research/persuasive reports and presentations). ENGL 2080 is an option for the second core writing course across the university. Prer., ENGL 1310 or ENGL 1410.

Student Learning Objectives (2080)

- Apply professional writing/communication style, including concise writing and avoiding jargon, to common professional writing genres.

- Identify the interrelated elements of the rhetorical situation and apply appropriate writing/communication strategies accordingly in common professional writing contexts, including global contexts.

- Identify and practice writing within common professional writing/communication genres, to include short/long reports, proposals, employment documents, and everyday workplace writing/communication (email, texts, letters, and memos). Identify and apply strategies (including direct/indirect approaches for organizing writing/communication) to positive and negative news, direct claims, and persuasive writing.

- Apply basic elements of design (CRAP: contrast, repetition, alignment, and proximity) following the conventions of effective page layouts and professional writing/communication genres. Demonstrate the ability to assess factors that contribute to successful, effective design for intended users.

- Revise texts through such processes as peer-review and usability testing.

- Demonstrate the use of modern presentation tools to design effective presentations that follow commonly accepted best practices.

- Apply and demonstrate appropriate strategies for writing/communicating collaboratively, to include team research, writing, editing, and project management.

- Demonstrate an understanding of the ethical responsibility inherent to professional writing/communication by creating accessible and accurate documents that are considerate of the reader's needs.

- Research library resources and online sources for credible, pertinent, and timely information while practicing and applying attribution to bibliographies and style guides.

Recommended TCID 2080 Projects

Choose 5 to use as major assignments; others may be included as minor assignments, class activities, part of discussion, etc.

- Employment Package (cover letter and resume)
- Team Research Report
- Presentation
- Proposal
- Infographic
- Document Design
- Letter, Memo, Email Formats

TCID 2090: Technical Writing and Presentation

Have you ever had trouble defining a term, exactly, or describing something, clearly? We all have! This course will prepare you to communicate complex information to others in the most concise and understandable ways, so you'll never have trouble describing "defragment" or "hedge fund" again. Whether working with visuals or text, lay audiences or experts, you will gain confidence in your technical writing and presentation abilities. Prer., ENGL 1310 or ENGL 1410.

Student Learning Objectives

- Develop rhetorical communication strategies that enable end users to take action appropriate to the completion of required tasks in technical fields.

- Hone writing process strategies to further enhance features of communication, facilitating multiple end users' tasks.

- Demonstrate knowledge of genres in technical communication, including the common standards for content structure and organization.

- Develop basic skills in communication technologies and an understanding of how these technologies affect communication in business, social, cultural, ethical, and other ways.

- Promote proper document design by using graphic design principles and usability.

- Demonstrate knowledge of and application of best practices for the specific rhetorical situation of different communicative situations, with attention to audiences of different cultures and backgrounds, varying contexts, and different purposes.

- Demonstrate critical consideration of ethical decision-making in the creation, development, testing, revision, and implementation of technologies, communications, and systems.

- Participate effectively and contribute to collaborative efforts in the iterative process of research, discussion, negotiation, writing, and editing, balancing the needs of all stakeholders.

- Research library resources and online sources for credible, pertinent, and timely information while practicing and applying attribution to bibliographies and style guides and working with team and group members to establish roles for researching collaboratively.

Recommended 2090 Projects

- Employment resume and cover letter
- Research: library, research methods (Research Proposals or Recommendation Report)
- Technical definition and description (part of Infographic, Research Proposal or Report)
- Technical instructions, preparation and use of usability testing documents, and conducting usability testing
- Presentations
- Optional: Infographics assignment

TCID 3080: Advanced Professional and Technical Writing

Workplace writing is a large part of our life's writing, and you'll enjoy the chance to practice writing that will matter in your career--on topics that are relevant to each of us. By creating multi-media projects that speak to various stakeholders, you will build on concepts gained in ENGL 2080/2090, further preparing you for writing opportunities in your field. Approved for Compass Curriculum requirement: Writing Intensive. Prer., ENGL 2080 or ENGL 2090.

TCID 3120: Technical Editing

Prequisite: ENGL 3110. Editors connect the writer and the reader. Learn what it takes to fill this unique role by working on a variety of documents, technical and business, focusing on improving the stylistic features of professional writing and communicating revisions through editing language and other tactful techniques. Students in this class will work with document's organization, clarity, conciseness, consistency, completeness, and accuracy. Approved for Compass Curriculum requirement: Writing Intensive. Prer., ENGL 1310 and ENGL 3110.

TCID 3130: Web and Print Document Design

Examines print- and web-based design strategies for various rhetorical situations. Includes practice, theory, and terminology of basic document design, with attention to visual rhetoric and usability. Prer., ENGL 2080 or ENGL 2090.

TCID 3140: Managing Writing Projects in Business and Industry (Iterative Design Projects)

One necessary skill is the ability to work with other people. In this class, you'll fill different roles within at least one major team project over the semester, working with your classmates to create interactive documents. From project planning and management work to usability testing and creating interactive documents, English 3140 will give you dynamic experience in a collaborative project.

TCID 3150: Professional Writing Internship

Prerequisite: ENGL 3120. The PTW Internship will offer students practical industry experience that encourages skill-building in tech literacy, documentation, editing, design, and more.

TCID 3160: Texts and Technology

This course will provide students with a variety of tools – software tools, writing tools, professional development tools, team writing tools, etc. – for practicing professional communication. Students gain the skills for approaching a new technology as well as an understanding of the variety of communication tools available and how they might best be used in a professional communication capacity. This course will not only help students become better communicators, but it will help the understand how to establish a professional presence within the field. Approved for Compass Curriculum requirements: Writing Intensive. Prer., ENGL 2080 or ENGL 2090.

TCID 3170: riverrun Literary and Arts Journal

Students will produce an issue of the riverrun Literary and Arts Journal. The journal was founded in 1971 and publishes creative work by UCCS students. Students will complete analytical, theoretical, creative, and editing assignments in support of the production. Approved for Compass Curriculum requirements: Navigate; Writing Intensive. Prer., ENGL 1310 and ENGL 1410 or equivalents; ENGL 1500 or ENGL 2010 for English majors; ENGL 1500 or instructor permission for non-English majors.

TCID 3750: Grant and Proposal Writing

Introduces students to the rhetorical process of grant and proposal writing: identifying a problem, generating ideas to solve the problem, finding potential sponsors, analyzing requests for proposals, and planning, developing, and submitting the grant proposal. Prer., ENGL 2080 or ENGL 2090.

TCID 3860: User-Experience I: Methods and Research Writing

This course will prepare students to test the usability of a software, a website, or a document. We will explore the user experience in researching, designing, and testing a product. A secondary purpose of the course is to focus on teamwork, since working in teams is a normal part of the technical writing profession. Prer., ENGL 2080 or ENGL 2090 or equivalent.

TCID 3865: UX Design Principles

This course will introduce students to the principles that influence how texts and products look and act. We will explore the role design plays in human-computer interaction and learn how it contributes to the user's experience. Lastly, students will use contemporary UX design tools to apply these principles and create their own useable and understandable prototypes. Prer., ENGL 2080 or ENGL 2090 or equivalent.

TCID 4060: Diversity Topics in Professional and Technical Writing

Advanced, in-depth study of diversity issues shaped by professional and technical writing. ENGL 4060 can be repeated for credit with permission of instructor as long as topics are different. Example Course: ENGL 4060 Emotional Intelligence in Tech Comm: What do emotional intelligence and emotions have to do with technical communication? What's the difference between emotional

intelligence and emotions? And how do these two things connect, not only with technical writing, but the identities we have in the world in terms of our society, cultures, gender, politics, and economics? In this course, we'll engage in an interdisciplinary conversation about emotions, intelligence, and technical writing, and how this grows more complex when we factor in our identities. Requisites: ENGL 2080 or 2090 and ENGL 3080 or equivalent courses, or instructor approval. Meets with ENGL 5060. Approved for LAS Cultural Diversity requirement.

TCID 4065: Intercultural Professional and Technical Writing

A study of the theoretical, historical, and practical aspects of technical and professional writing across cultures – including issues of translation, localization, international design, and/or communicating globally through various technologies. Requisites: ENGL 2080 or 2090 and ENGL 3080 or equivalent courses, or instructor approval. Approved for LAS Global Awareness requirement. Meets with ENGL 5065.

TCID 4080: Special Topics in Professional and Technical Writing

Advanced, in-depth study of the theoretical and practical aspects shaping the discipline of professional and technical writing, including the diverse historical and cultural contributions and accomplishments of theorists and practitioners. Theorists, practitioners, and historical contexts shift with topics. Can be repeated for credit with permission of instructor as long as topics are different. Prer., ENGL 3080, Junior or Senior standing.

TCID 4090: Senior TCID Portfolio Seminar

The Senior Portfolio is a compilation of the written, visual, digital, and design work that represents the student as a professional/technical communicator. The purpose is to demonstrate who the student is as a professional/technical communicator. Senior Portfolios are due at the time of portfolio presentations. Prer., Senior standing. Approved for Compass Curriculum requirement: Summit.

TCID 5065: Intercultural Professional and Technical Writing

A study of the theoretical, historical, and practical aspects of technical and professional writing across cultures – including issues of translation, localization, international design, and/or communicating globally through various technologies. Requisites: ENGL 2080 or 2090 and ENGL 3080 or equivalent courses, or instructor approval. Meets with ENGL 4065.

TCID 5080: Special Topics in Professional and Technical Writing

Advanced, in-depth study of the theoretical and practical aspects shaping the discipline of professional and technical writing, including the diverse historical and cultural contributions and accomplishments of theorists and practitioners. Theorists, practitioners, and historical contexts shift with topics. Can be repeated for credit with permission of instructor as long as topics are different. Prer., ENGL 3080, Junior or Senior standing.

References

Student Academics Ethics Code Policy. 19 July 2011, http://www.uccs.edu/Documents/vcaf/200-019%20StudentAcademic%20Ethics.pdf

UCCS Academic Catalog. 2016-1017, http://catalog.uccs.edu/content.php?filter%5B27%5D=ENGL&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=12&expand=&navoid=741&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

"UCCS Student Academics Ethics Code." 2016-2017, http://catalog.uccs.edu/content.php?catoid=12&navoid=749#Acad_Honor_Code

Policies Document Updated May 2, 2019

Appendix D: Technical Communication and Information Design RPT Guidelines

CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE

Technical Communication and Information Design (TCID)
February 2019
Approved by Provost 2/25/2019

These criteria are for the general review of candidates toward reappointment, promotion and tenure in the TCID program at the University of Colorado at Colorado Springs. The TCID program encompasses several specific disciplines within the overall field of technical communication. The criteria herein are based on appropriate and current standards of professional performance in each specific discipline (e.g. technical writing, user-experience research/design, technical editing, information architecture, technical marketing, instructional design, technical illustration, etc.). Each candidate's case will be reviewed and judged on its individual merits and circumstances. The program is committed to innovative teaching, strong scholarship, and effective service to the university and community. The program also recognizes the value of professional practice when and if it applies. The evaluation process assumes: possession of an appropriate terminal degree; competent education and training in the discipline(s); conduct which reflects the professional and academic standards for generating, validating, disputing, and transmitting knowledge; and an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and collegial responsibilities.

When these criteria are applied to faculty who were granted time toward tenure, the work performed during the years granted toward tenure shall be considered equivalent to work performed at UCCS. Years granted towards tenure or work counted towards tenure but performed prior to coming to UCCS should be negotiated before a candidate is hired. While a faculty member's career record will be considered in personnel actions described here, the main emphasis of evaluation will be on work performed at UCCS and, in particular, progress since the last review.

In the assessment of research and creative work, the program places greater weight on items which have undergone some form of peer review than those that have not. In cases where an item does not undergo peer-review (for instance, reports, or articles in the popular press), such material may be submitted to outside readers for evaluation. Our program encourages collaborative research and so co-authored papers are considered as equivalent to sole-authored papers if the candidate provides clear evidence of a significant contribution by the candidate to the paper.

In the assessment of teaching, the program will recognize not only traditional classroom teaching but other types of educational activities as well. These activities include, but are not limited to curriculum development, student advising, involvement in campus student engagement and retention efforts, directing internships, participation in outside-the-classroom activities with students, professional development that impacts teaching, and the inclusion of students in creative work and research projects.

The TCID program recognizes the value of diversity contributions in teaching, research, creative work, and service and will give such contributions added weight.

Examples of appropriate criteria for faculty evaluation in the TCID program and items to consider for inclusion in the candidate's dossier are provided at the end of this document. This is a list of suggestions and is NEITHER all-inclusive nor a list of requirements. As stated above, all tenured/tenure-track faculty members are expected to engage in scholarship. All five forms of scholarship listed below were patterned after the Boyer report (Scholarship Reconsidered) and carry equal weight if done with rigor, communication, and peer review.

1. Scholarship of Discovery – this is what most now view as basic research.
2. Scholarship of Integration – this is where meaning is given to facts across disciplines in the larger context. It may mean working with non-specialists in collaboration or consultation.
3. Scholarship of Application – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems.
4. Scholarship of Teaching and Learning – this is the rigorous study of teaching and learning that evolves into the sharing of pedagogical research.
5. Scholarship of Creative Works – this is the artistry that creates new insights and interpretations.

All faculty will be expected to divide their workload into teaching (40%), scholarship (40%), and service (20%) unless a different workload has been approved in writing by the program director and the dean of the college.

INITIAL REAPPOINTMENT

The candidate's total record, including teaching, scholarship, service, and professional practice shall be evaluated. No specific rating in each area is required, but the record must show sufficient potential of future success to justify reappointment.

1) Teaching

Emphasis will be placed on the teaching contribution of the individual. The candidate should demonstrate that his or her courses are rigorous, coherently organized, thoughtfully presented, and that they deal with significant areas in the field of TCID. Furthermore, the candidate will be expected to demonstrate a commitment to teaching, evidence of which will be good interaction with students, concern with curriculum, and satisfactory development of skill in presenting materials. The candidate's teaching shall be evaluated by multiple means, which will include, at a minimum, student evaluations (Faculty Course Questionnaires) and two other means of evaluation. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered. The candidate is expected to show potential for continued development as a teacher. Improvement in teaching methods and in curriculum development and contribution to the program will be taken into consideration. In consultation with the chair, candidates will provide a Teaching Plan, which indicates a five-year schedule of courses, and demonstrate how they support the program curriculum.

2) Scholarship:

Candidates are expected to present evidence of research/creative work potential and progress toward publication or creative work. This might include copies of drafts or creative work in progress or submitted for publication. In consultation with the chair, candidates should provide a Scholarship Work Plan which indicates a five-year schedule of envisioned scholarship and methods for implementation in the theoretical and/or applied arenas. The program recognizes that scholarship can take many forms even within the Boyer model and most of these can be found in the appendix of this document.

3) Service:

The candidates are expected to begin a process to identify the type of service contribution most appropriate for each individual. Each candidate must have met his or her obligations of service to the TCID program, which includes at a minimum attending program meetings and activities. The candidate should be exploring service contributions available within the program, college, university, discipline, and community.

COMPREHENSIVE REVIEW

The candidate's record in teaching, scholarship, service, and professional practice (when applicable) will each be evaluated separately as *below expectations*, *meritorious*, or *excellent*. The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of at least meritorious in the first three areas—teaching, scholarship, and service. The reviewers may take into account issues of material bearing, such as the strategic goals of the program, college, and campus.

1) Teaching:

The candidate must demonstrate merit as a teacher beyond that required for the initial reappointment review. In undergraduate classes candidates will be expected to demonstrate strong and effective teaching via (1) student evaluations (FCQs) and (2) at least two other measures of teaching effectiveness. In evaluating teaching, size, content, level, online, face-to-face, and student population will be considered in interpreting student evaluations.

Candidates will be required to: (1) demonstrate the academic rigor/substantive-ness of their courses; (2) provide evidence of student knowledge and/or achievement; (3) provide evidence of competency in the understanding and presentation of material; and (4) exhibit a broad-based involvement with the educational mission of the TCID program. This includes implementation of advances in the field into the classroom, and updating curriculum and course materials. Selected methods for documenting these achievements are listed in the appendix. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. Candidates are encouraged to integrate their research into their teaching.

2) Scholarship:

The candidate must make reasonable progress toward tenure as demonstrated by submission of research proposals, professional presentations, publications, creative work, and by letters of evaluation of his/her work in any of the five areas of scholarship as outlined above. The candidates Scholarship Plan should be updated to reflect work in progress, work completed, and new directions in the plan.

Article length contributions to edited books will be evaluated in the same fashion as journal articles. Edited research works, collaborative work, textbooks, digital works, and developing digital creative or scholarly products are likewise recognized as scholarship. We also recognize scholarly study of

teaching and learning issues in our field as a form of research. Candidates are encouraged to integrate their teaching experiences/practices into their research. In all cases, it is the scholarly/creative quality and contributions of the discipline, not merely its quantity, which shall guide the evaluation of the faculty member's scholarship. In every case where quantitative volume is not high, it is understood that the standards may be adjusted to reflect ongoing work of exceptional quality and contribution to the field.

3) Service:

The candidate is expected to have identified the type of service contribution most appropriate for each individual, and be able to express their service orientation in written form. The candidate must have met his or her obligations to program, university, discipline, and community service. In evaluating service both the quality, quantity, and nature of service contributions will be considered.

TENURE AND/OR PROMOTION TO ASSOCIATE PROFESSOR

The candidate's record in teaching, scholarship, service, and professional practice (when applicable) will each be evaluated separately as *below expectations*, *meritorious*, or *excellent*. The candidate must be rated as, at least, meritorious in the first three areas and must receive a rating of excellent in either teaching or scholarship.

1) Teaching:

The candidate must be judged a *meritorious* teacher in accordance with the metrics contained in the appendix. FCQs are a required metric. In addition to FCQs, any combination of 8 of these metrics (or other measurements deemed appropriate by the committee) judged to be done at a high professional level, will constitute meritorious teaching.

To be judged *excellent*, the candidate must also demonstrate continuing creativity and/or improvement of courses and, if appropriate, competence in graduate training/mentoring including participation on graduate committees and in the teaching of combined undergraduate and graduate courses. The candidate must also demonstrate innovation in the classroom. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered.

2) Scholarship:

To be judged *meritorious* in the area of scholarship, the candidate must have significant articles or creative work that make an original scholarly contribution published or accepted in final form in refereed journals or juried showings/reviews of creative works. At the time of review, the faculty member should have the number of publications that correspond to the average number of publications at doctoral granting institutions of similar size to UCCS. Scholarly materials accepted in final form or published by reputable academic or commercial presses can be used to provide evidence of scholarly acclaim. Unrefereed articles and creative work provide secondary evidence of scholarly achievement; examples of such work include professional blogs, trade journal publication, materials for professional training. Self-published work must be externally reviewed. Edited research works, collaborative work, textbooks, and other publications will be considered on their scholarly quality merits. In all cases, it is the scholarly quality and contributions to the theoretical and applied fields of technical communication, not merely its quantity, that will guide the evaluation of the faculty member's work.

To be judged *excellent* in the area of scholarship, the candidate must have a quantity and quality of articles or creative work that make an original scholarly contribution published or accepted in final form in refereed journals or juried reviews of creative work that clearly goes beyond the quantity and quality of work that is required for a rating of meritorious. One measure of going beyond what is required for *meritorious* is having more publications than the average number of publications produced by faculty in similar programs at doctoral institutions of similar size as UCCS.

The study of technical communication is highly applied and interdisciplinary by nature. In recognition of these unique features of this discipline, both theoretical and applied research/creative work, as well as print publication and online/digital are highly valued and are of equal importance in their contribution to the field as are collaborative research and publications.

3) Service:
The candidate must be judged *meritorious* in service in accordance with the metrics contained in the appendix. Any combination of 4 of these metrics (or other measurements deemed appropriate by the committee) will constitute meritorious service.

To be judged *excellent* in the area of service, the candidate must show work in more than 4 of the metrics must in the appendix and in addition to program, university, and/or community service, the candidate should also have contributed service to the technical communication profession. This may include reviewing books in scholarly journals, reviewing grant proposals, refereeing manuscripts, participation at professional conferences, and membership in and/or office-holding in professional associations.

PROMOTION TO FULL PROFESSOR

The TCID program, like the university as a whole, recognizes that people are our most important resource in accomplishing our mission in the areas of teaching, research, and various kinds of service. Members of the program are expected to treat colleagues, co-workers, and students with respect, professionalism, and dignity in all interactions and communications. Members of the program are also expected to practice and model ethical and responsible behavior in all aspects of their work. Expected conduct includes conducting fair and principled business transactions; acting in good faith; being personally accountable for individual actions; conscientiously fulfilling obligations towards program and others; and communicating ethical standards of conduct through instruction and example.

The candidate's record in teaching, scholarship, service, and professional practice (when applicable) will be evaluated as a whole as *below expectations*, *meritorious*, or *excellent*. Promotion requires a record that, taken as a whole, is judged to be excellent; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarship or creative work, service and professional practice when applicable.

1) Teaching
The candidate must meet the standards required for promotion to Associate Professor, with evidence of continuing creativity and/or improvement of courses. The candidate must be an "excellent" teacher as indicated by the metrics contained in the appendix of this document. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered. In evaluating teaching, size,

content, level, online, face-to-face, and student population will be considered in interpreting student evaluations.

2) Scholarship:
The candidate must demonstrate evidence of intellectual growth as a scholar since promotion to Associate Professor. This can be demonstrated by publication of a significant number of refereed articles, and/or a scholarly book or peer reviewed text with research merit, and/or a significant amount of creative work based on substantially new research and/or new applications to contributions in the field of technical communication and/or substantial development of continued research/creative work or other significant scholarly work in any of the five areas of scholarship beyond that for which the candidate was awarded promotion to Associate Professor. In addition, there must be evidence of national or international esteem in the candidate's special field of her or his publications/creative works as important and authoritative works.

3) Service
The candidate must provide evidence of major contributions in the areas of programmatic, professional, university, and public service. We recognize that different faculty at this level will fulfill this requirement differently.

POST-TENURE REVIEW PROCESS
Post-Tenure Philosophy
While post-tenure review procedures should hold faculty responsible for their performance they should not limit intellectual and creative expression or the faculty member's ability to serve the University of Colorado, the people of the region, and their intellectual and creative communities. And while post-tenure review is not "renewable tenure" it should be conducted in a manner consistent with the campus Reappointment, Promotion and Tenure Criteria.

In accordance with the CU system wide APS Post-Tenure Review (PTR) of November 1, 2006 the primary unit will provide an overall evaluation of the candidate as either *outstanding*, *exceeding expectation*, *meeting expectations* or *below expectations*. However, due to the diverse nature of the technical communication discipline, the committee cannot issue a below expectations finding without first obtaining at least three external review letters confirming that the candidate was performing below expectations. The outside reviewers used will be jointly decided by the candidate and primary unit.

Additionally, the APS on post-tenure review requires the primary unit to, ". . . summarize the unit's findings regarding the faculty member's adherence to the previous Professional Plan(s) (taking into account the differentiated workload, where present)".

Finally, in accordance with the APS Post-Tenure Review of November 1, 2006 the program's minimum criteria for meeting expectations are defined by the TCID Program's Criteria For Reappointment, Promotion, and Tenure. Specifically, this includes evidence of continual pursuit of scholarly/creative activities, effective teaching, and service as outlined in the Program's RPT document with the specific indicators contained in that same document's appendix.

Recognizing the many different ways in which post-tenure faculty contribute to the University, we define *meeting expectations* for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of *meeting expectations* or higher on each of the annual merit reviews included in the time period under review, 2) having addressed the faculty member's previous professional plan, and 3) having submitted a new and acceptable professional plan that indicates an ability to achieve *meeting*

expectations or higher ratings in the future. If a faculty member diverges from the current professional plan, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the divergence such that a rating of *meeting expectations* is still appropriate. Ratings of *exceeding expectations* or *outstanding* will be awarded for exceeding these standards.

Post-Tenure Review Responsibilities

Candidates for post-tenure review bear sole responsibility for submitting to their primary unit review committee by Dean determined deadlines the following materials:

1. updated vita
2. scholarly reports for the previous five years
3. annual merit reviews for the previous five years
4. FCQ summaries for the previous five years
5. self-evaluation of work for the previous five years that includes a description of the candidate's role in various projects
6. their professional plan from the previous five years
7. a new professional plan for the next five years
8. post-sabbatical report, if taken within the previous five years

Candidates can also elect to submit other materials that would help the primary unit understand their performance and what they as a faculty member contribute. These materials could include, but are not limited to:

1. differential workloads over the past five years
2. examples of scholarship/creative work over the past five years
3. any form of evidence of teaching effectiveness and course rigor
4. analysis of the FCQ's reliability and or validity
5. evidence of student learning/accomplishments
6. descriptions of service to the university and the region
7. total record while at UCCS
8. acceptance rates and other evidence concerning the selectiveness of the venues where scholarly/creative work was made public.

In conducting the review of the candidates' scholarly/creative record the primary unit should:

1. focus on the last five years, but do so in the context of the candidates' total record
2. examine primarily the depth of the candidate's record rather than the quantity of activities (e.g. some projects such as books, or retraining in a new area, can take years to complete whereas minor publications in third tier journals can be completed in a short time)
3. consider any failure on the University's part to empower the candidate to be productive (This could include such a broad range of things as not providing equipment normally provided by universities, failure to provide a livable wage that forced the candidate to take on a second job, or failure to comply with a privilege and tenure decision that had an adverse effect on the candidate)
4. acknowledge all efforts to obtain funding whether successful or not
5. examine the selectivity of the journals/venues where the candidate's work appeared. In addition to the traditional scholarship of discovery, the primary unit must recognize the scholarships of integration, application, teaching, creative works, and professional practice as defined by the Task Force on Reappointment, Tenure, and Promotion. See at: www.uccs.edu/~provost/tenure.html.

In evaluating teaching the primary unit should:

1. Examine the candidate's FCQs, but to do so in a manner consistent with the campus policy on Reappointment, Promotion and Tenure that states, "[h]owever, evidence of the FCQ's reliability and validity for a particular candidate should be taken into account."
2. interpret the FCQs in light of such factors as prior student interest in the subject and average grade awarded, face-to-face courses versus online, service versus major courses, etc.
3. use at least two metrics other than the FCQ
4. look at any instructional materials
5. consider evidence of student learning/accomplishments, peer and alumni evaluations, innovations in teaching, participation in teaching-related activities, preparation of course materials, new course development, and contributions to diversity.
6. reward faculty for extra teaching activities, such as independent studies, directing thesis, serving on the honors committee, and serving on comprehensive exam committees

In evaluating service, the primary unit should more positively recognize time consuming service activities than those that are less time intensive. This should be especially true for those service activities that require out of town travel. Legitimate service activities include:

1. Performing necessary programmatic administrative tasks
2. University committees and administrative service
3. Service to the profession and discipline
4. Consultation and public service
5. Role modeling and mentoring on any educational level
6. Reviewing research proposals
7. Reviewing books in scholarly journals
8. Reviewing grant proposals
9. Refereeing manuscripts
10. Participation at professional conferences, specifically organizational activities (organizational activities, local planning committees site visit details, activities involved in local, regional and national meetings, etc.)
11. Membership in and/or office-holding in professional associations
12. Service contribution to communication education at any level and at any institution in addition to the University of Colorado

Across the areas of teaching, research, and service no area will be weighted less than 20% and performance should be evaluated such that it takes into account differential workloads as well as the aging nature of the faculty member (e.g. a long battle with cancer would understandably impact the candidate's record) expectations should not exceed the standards the candidate or his peers had to meet to be granted tenure.

APPENDIX

Examples of Appropriate Criteria for Faculty Evaluations, and Material for Inclusion in Dossiers and Self-Evaluations, of the TCID program. This is a list of suggestions and is NEITHER all-inclusive nor a list of requirements. Items are not ranked or grouped in any order of importance. There is no expectation by the Technical Communication and Information Design program that these are the only things that might be used or that all these items must be used.

A. TEACHING

Assessment of teaching effectiveness requires candidates to include FCQs. Additional assessment of teaching effectiveness requires candidates to:

1. Demonstrate the academic rigor/substantive-ness of their courses
   Indicators:
   a. course syllabi:
   b. quantitative examinations
   c. qualitative examinations
   d. examples of evaluated student work representing different levels of performance
   e. instructional materials
   f. peer evaluation
   g. student comments
   h. integration of diverse perspectives in the classroom
   i. mid-semester course evaluations
   j. improvements in course content from one year to the next
   k. innovative teaching methods
2. Provide evidence of student knowledge and/or achievement
   Indicators:
   a. student work, such as papers, projects, presentations
   b. student performance on examinations that have been submitted to meet criteria “a” above
   c. alumni achievements
   d. student comments
   e. measures of student gain
   f. assessment of student preparedness by peers
3. Provide evidence of competency in the understanding and presentation of material
   Indicators:
   a. instructional materials
   b. syllabi
   c. peer evaluation
   d. digital/online/videotaped presentations
   e. publication/creative work
4. Document a broad-based involvement with the educational objectives of the program
   Indicators:
   a. involvement with internships
   b. supervision of independent studies
   c. curriculum development
   d. extent of new course preparations
   e. student advising
   f. efforts supporting student success

g. efforts supporting campus diversity
h. mentoring of students
i. publishing in teaching-oriented journals
j. community outreach

5. Candidates are strongly encouraged to demonstrate that students exhibit positive affect toward their courses.
   Indicators:
   a. student evaluation of instruction
   b. letters of support from former students

B. SCHOLARSHIP

1. Refereed publications and juried creative work
2. Papers prepared for professional conferences
3. Recognition by other scholars of research and publications
4. Creative work
5. Unsponsored research
6. Grants and contracts and activities involved in pursuing external funding (sponsored research)
7. Professional reputation (both inside and outside the University)
8. Evidence of capacity for future achievements
9. Theoretical and applied research
10. Participation in development workshops
11. Participation in career development activity (workshops, conference, summer schools, etc.)
12. Papers presented at professional workshops, conferences
13. Long-term research projects with continued contribution to theoretical and/or applied fields of communication
14. Expert and technical consultation of research projects
15. Role modeling and mentoring of research on any educational level
16. Research contribution to communication education at any level and at any institution in addition to the University of Colorado
17. Risk factor involved in the research venture

C. SERVICE

1. Performing necessary programmatic administrative tasks
2. University committees and administrative service
3. Service to the profession and discipline (local, state, national, international level)
4. Consultation and public service
5. Role modeling and mentoring on any educational level
6. Reviewing research proposals
7. Reviewing books in scholarly journals
8. Reviewing grant proposals
9. Refereeing manuscripts
10. Participation at professional conferences, specifically organizational activities (organizational activities, local planning committees, site visit details, activities involved in local, regional and national meetings, etc.)
11. Membership in and/or office-holding in professional associations
12. Service contribution to communication education at any level and at any institution in addition to the University of Colorado
13. Service in support of campus diversity goals

Technical Communication and Information Design (TCID)
REAPPOINTMENT, PROMOTION AND TENURE POLICY

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