

Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):	Proposal # 97
College:	Arts and Humanities	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department:	English	<input type="checkbox"/> Graduate	Academic Year 07-08
Program:	English—Technical Communication	CIP #	(For Office Use Only)
Type of Change	PROGRAM PROPOSALS	Course Designator and Number	Number of Credits
Proposed:	Change in <i>options</i> Course(s) Added		
Title Current:	BS in English—Technical Communication option		
Title Proposed:			
24-Char. Abbrev:		(if applicable)	

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

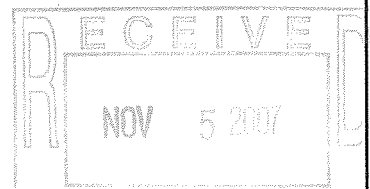
Rationale or Justification for change:
 Because Business Communication (Eng 272) and Technical Communication (Eng 271) overlap significantly in content, add the option to take Business Communication (Eng 272) or Technical Communication (Eng 271) to required courses. Students may not count both courses toward major. Consolidate former list of 'required' and 'additional' electives into one list. Add three new courses—Document Design and Usability (468), Project Management in Technical Communication (469) and Proposals (Eng 480)—to shopping list of electives. Remove options for courses in computer science and educational technology; the latter course no longer exist.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
N/A		<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
N/A		<input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
N/A		
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes associated with each GE competency or CD designation. c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

*****For New Courses*****

(Check all that apply):	Instructional Type: <input type="checkbox"/> Lecture	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes. c. A list of resources required to offer and support this course. d. A description of how teaching this course will affect department staffing. e. If 400/500 level course, an explanation of added expectations of graduate students.		





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

John Bannick 10/11/07
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Christ Murnie 10/31/07
Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Harley 11/01/07
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 12/10/07
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

David Hammer 12/20/07
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 12/20/07
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

BS in English—Technical Communication option

Current Requirements for Technical Communication major

37 credits

Required Courses (19-20 credits)

Course #	Course Title	Credits
ENG 271	Technical Communication	4
ENG 474	Research and Writing Technical Reports	4
ENG 475	Editing Technical Publications	4
ENG 477	Technical Documentation, Policies, and Procedures	4
ENG 498	Internship	3-4

Required Electives (8-9 credits)

Course #	Course Title	Credits
ENG 471	Technical Visual Communication	4
ENG 472	Topics in Technical Communication	4
ENG 473	Desktop Publishing	4
ENG 476	Online Technical Communication	4
ENG 478	Technical and Scientific Literature	4
ENG 479	Rhetorical Theory Applied to Technical Documents	4
ENG 494	English Workshop (selected topics)	1-6

Additional Electives (9-10 credits)

- Choose 3-7 credits from Technical Communication courses above
- Choose 3-7 credits from such courses as Computer Science or Educational Technology

Proposed Requirements for Technical Communication major

37 credits

Required Courses (19-20 credits)

Course #	Course Title	Credits
ENG 271	Technical Communication	4
or		
ENG 272	Business Communication	
ENG 474	Research and Writing Technical Reports	4
ENG 475	Editing Technical Publications	4
ENG 477	Technical Documentation, Policies, and Procedures	4
ENG 498	Internship	3-4

Electives (18-19 credits)

Course #	Course Title	Credits
ENG 468	Document Design and Usability	4
ENG 469	Project Management in Technical Communication	4
ENG 471	Technical Visual Communication	4
ENG 472	Topics in Technical Communication	4
ENG 473	Desktop Publishing	4
ENG 476	Online Technical Communication	4
ENG 478	Technical and Scientific Literature	4
ENG 479	Rhetorical Theory Applied to Technical Documents	4
ENG 480	Proposals	4
ENG 494	English Workshop (selected topics)	1-6

A list of resources required to offer and support this program.

No additional resources are required to offer and/or support the proposed program changes.

A description of how offering this program will affect department staffing.

The proposed changes will not affect departmental staffing for this program.

A list of additional library holdings required for this program.

No additional library holdings are required for this program.

Student Learning Outcomes Assessment Plan

B.S. in English: Concentration in Technical Communication English Department

Student Learning Outcomes	Method(s) of Assessment	Standard of Mastery/Criterion of Achievement	Persons Responsible for Conducting Assessment	Frequency of Assessment	Plan for Dissemination and Use of Assessment Results
1. Understanding and practice of rhetorical concepts in technical communication	Documents, discussion, presentations, and examinations	80% of students assessed will demonstrate understanding and practice of rhetorical concepts in technical communication	Tech comm faculty	Assessed at least once every 5 years	Reported in Department assessment report for faculty and students; Department Planning and Assessment Committee will review the report and recommend changes
2. Extensive understanding of principles and ability to incorporate visual theory into technical documents and presentations	Documents, discussion, presentations, and examinations	80% of students assessed will demonstrate extensive understanding of principles and ability to incorporate visual theory into technical documents and presentations	Tech comm faculty	Assessed at least once every 5 years	Reported in Department assessment report for faculty and students; Department Planning and Assessment Committee will review the report and recommend changes
3. Sophisticated ability to select and exploit the appropriate technology to conduct and report research	Documents, presentations, and examinations	80% of students assessed will demonstrate sophisticated ability to select and exploit the appropriate technology to conduct and report research	Tech comm faculty	Assessed at least once every 5 years	Reported in Department assessment report for faculty and students; Department Planning and Assessment Committee will review the report and recommend changes

Student Learning Outcomes Assessment Plan
B.S. in English: Concentration in Technical Communication
 English Department

September 4, 2007
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Student Learning Outcomes	Method(s) of Assessment	Standard of Mastery/Criterion of Achievement	Persons Responsible for Conducting Assessment	Frequency of Assessment	Plan for Dissemination and Use of Assessment Results
4. Extensive understanding of content knowledge in technical communication	Documents, discussion, presentations, and examinations	80% of students assessed will demonstrate extensive understanding of content knowledge in technical communication	Tech comm faculty	Assessed at least once every 5 years	Reported in Department assessment report for faculty and students; Department Planning and Assessment Committee will review the report and recommend changes
5. Critical awareness of both the humanistic and scientific perspectives on what constitutes knowledge and how it is acquired	Documents, discussion, presentations, and examinations	80% of students assessed will demonstrate critical awareness of both the humanistic and scientific perspectives on what constitutes knowledge and how it is acquired	Tech comm faculty	Assessed at least once every 5 years	Reported in Department assessment report for faculty and students; Department Planning and Assessment Committee will review the report and recommend changes
6. Academic and workplace experience in collaborative problem solving and interpersonal communication strategies	Documents (including internship reports), discussion, presentations, and examinations	80% of students assessed will demonstrate academic and workplace experience in collaborative problem solving and interpersonal communication strategies	Tech comm faculty with input from internship supervisors	Assessed at least once every 5 years	Reported in Department assessment report for faculty and students; Department Planning and Assessment Committee will review the report and recommend changes

Student Learning Outcomes Assessment Plan
B.S. in English: Concentration in Technical Communication
 English Department

September 4, 2007
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Student Learning Outcomes	Method(s) of Assessment	Standard of Mastery/Criterion of Achievement	Persons Responsible for Conducting Assessment	Frequency of Assessment	Plan for Dissemination and Use of Assessment Results
7. Introduction to the profession of technical communication through participation in non-classroom based activities	Documents (including internship reports, service-learning reports, reports from conferences), discussion, presentations, and membership in or attendance at professional organizations	80% of students assessed will demonstrate skills in professional technical communication through participation in non-classroom based activities	Tech comm faculty	Assessed at least once every 5 years	Reported in Department assessment report for faculty and students; Department Planning and Assessment Committee will review the report and recommend changes
8. Subject matter expertise in a technical field	Documents, discussion, and presentations	80% of students assessed will demonstrate subject matter expertise in a technical field	Tech comm faculty with input from faculty from technical programs	Assessed at least once every 5 years	Reported in Department assessment report for faculty and students; Department Planning and Assessment Committee will review the report and recommend changes

English Department Meeting
9:00 a.m., September 26, 2007, AH 208
Minutes

Present: Arnold, Banschbach, Black, Bunkers, Casella, Drescher, Dyer, Flaherty, Griffin, Haas, Hurley, Johnston, Joseph, Larsson, Lybeck, Mink, Nord, O'Meara, Puttock, Robbins, Sewell, Sheffer, Stoyhoff, Terrill, and Tesdell.

1. **Approval of minutes** for September 5 and 27, 2007, was moved, seconded and approved.

2. Committee Reports:

Assessment & Program Review (Banschbach): The track self-studies will be due at the end of October. There will be meetings in November to complete the department's self-study.

Curriculum (Haas): Several proposals for changes in the technical communications curriculum were moved, seconded and approved. The title of English 680 was changed to Proposals. Four new courses were approved: English 272 Business Communications, English 480 Proposals, English 4/568 Document Design and Usability, and English 4/569 Project Management in Technical Communications. Program requirements were changed: English 272 can be used as an entrance requirement to the programs, and English 480, 4/568, 4/569, 674, and 680 can be used as electives.

Departmental, Student and Community Relations (Sewell): Sigma Tau Delta's first event of the year will be an evening of bowling on October 3rd. Everyone is invited; see Candace for information.

Personnel (Robbins): Heather Camp, the new director of composition, will join the department on February 29.

Professional Development & Research Activities (Sheffer): No report.

Scheduling: (O'Meara): The first draft of 2008-2009 teaching assignments will be available this week. Please check the assignments carefully to see that program needs are being met.

Technology (Flaherty): The department's equipment request list is almost ready. There has been no announcement yet about allocations.

Graduate (Stoyhoff):

- a) The Career Workshop will be held October 23rd, from 11-1 p.m. in CSU 284.
- b) Graduate student enrollments are now 3% higher than last year's.

1. **Other Topics:**

- Fall 2007 enrollment numbers indicate a gradual decline in several areas. There was discussion about ways to reverse the decline through changes in scheduling and through recruitment, and about the need to consider this in the department's self-study.
- Lee Tesdell's sabbatical application was voted on and approved by the department.
- Terry Flaherty's application for phased retirement was voted on and approved by the department.

Dates and Events:

October 11 Good Thunder: Robert David Clark, Gwen Hart, Thomas Maltman
October 12 Faculty Improvement Grant applications due

October 12 Faculty Research Grant applications due
October 19 Teaching Scholar Fellowship applications due
November 1 Andreas faculty research grant applications due
November 1 Good Thunder: Robert C. Wright Minnesota Writer Residency:
Luke Rolfes and Marie Myung-Ok Lee
November 7 Department meeting

Respectively submitted

Kate Voight

Administrative Assistant
English Department