Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee
Room 201, Wilsonville Campus
November 15, 2016
8:00am – 11:15am

Academic Quality and Student Success Committee Agenda

Oregon TECH

Meeting of the Oregon Tech Board of Trustees Academic Quality and Student Success Committee Diamond Peak, Klamath Falls Campus June 29, 2016 8:30am-Noon

DRAFT MINUTES

Committee Trustees Present:

Jeremy Brown, Chair
Bill Goloski
Kelley Minty Morris
Dan Peterson

University Staff and Faculty Present:

Lita Colligan, AVP Strategic Partnerships
Laura McKinney, VP Wilsonville
Hallie Neupert, Interim Dean of the College of EMT
Di Saunders, AVP Communications and Public Affairs
Farooq Sultan, Institutional Research Analyst
Carl Thomas, Director of Admissions
Erika Veth, Distance Education Director

1. **Call to Order/Roll/Declaration of a Quorum**
   Chair Brown called the meeting to order at 8:30am. AVP Saunders called roll and a quorum was declared.

2. **Consent Agenda**
   2.1 **Approve Minutes of February 22, 2016 Meeting**
   Trustee Minty Morris moved to approve the consent agenda. Trustee Peterson seconded the motion. With all Trustees present voting aye, the motion passed unanimously.

3. **Action Items** – none

4. **Discussion Items**
   4.1 **Enrollment Management Presentation**
   Chair Brown stated student success is one of this committee's goals and enrollment management is a big part of that; today the committee will hear about recruitment, and retention will be discussed at a future meeting. **Director Thomas** stated recruitment is done by faculty, staff, and alumni with Admissions taking the lead and other university departments assisting. Recruiting happens both in and out of state and with graduate and international students; however, the infrastructure needs improvement for international students. One current focus is to reach under-represented students. There is not a clear plan on how to reach under-served or some other audiences.

Analyst Sultan walked through a PowerPoint presentation addressing the data associated with retention including freshman and transfer numbers. Discussion regarding application numbers and reasons for increases/decreases, dual enrollment students, success rates, admitted/enrolled numbers; applied, admitted, enrolled students; yield rate; and residency.

Director Thomas addressed where students who do not enroll with Oregon Tech often attend; student demographics; reasons for admission denial; capped programs; under-enrolled programs; online course offerings; retaining students who do not get into their major; the need to advertise new majors and explain the jobs available to students with those degrees; need to ensure students we admit are successful; low default rate; creating a recruitment funnel, identifying target recruitment figures; and the need to retain staff. **Trustee Brown asked to look at: students who enroll late and what their history is in terms of retention, etc.; success rate by dual credit students versus others; and under-enrolled programs that might benefit from offering courses on-line.**

4.2 Oregon Manufacturing Innovation Center (OMIC) Presentation

VP McKinney spoke about the structure of the Center, the global model, and how Oregon Tech can engage. The goals for OMIC participation include: expand business engagement; add new revenue sources; build a world-class manufacturing degree program; relieve space issues in Wilsonville for labs, etc.; complement our existing expertise in areas of interest to industry and expand our campus partners. This is a group effort by government, industry, academia, and philanthropy. Key goal is to accelerate technology transition. Industry cannot spare faculty, floor space or employee time to do this themselves. Now looking to cost share with other industries and take advantage of academic research capabilities.

She explained how the Klamath Falls campus might be involved with this project: faculty could come up for the summer or stage some research in Scappoose and some in Klamath; remote delivery simulcast will be purchased so Klamath Falls faculty could deliver courses to Scappoose or students there could take Klamath Falls classes remotely. The project could expand the availability of courses and increase revenue. **Trustee** Peterson requested staff to consider how potential investments might influence the university overall and to message more about the benefits to KF. **Trustee Brown requested to see a business model that shows projections of costs and returns**.

VP McKinney stated the building could be sold if the project does not work; it is proposed that PSU/OSU will cover all operating costs; and the costs are well managed and predictable. There are market pipelines for students; co-locating opportunities for labs and equipment with PCC and others; a $100k grant to buy equipment.

4.3 Accreditation Report Update

Dean Maupin gave an overview of the accreditation process which occurs every seven years. The accreditation team of eight peer evaluators visited the Klamath campus in April. The Findings stated the university: needed an agreement with the Foundation that defines

the relationship; needs a policy for credit for prior learning assessment that meets the criteria of Standard 2.C.7 (Oregon Tech policy and standard used to be that the university couldn't provide more than 25% of degrees in credit for prior learning, but we do go beyond 25%). **Trustee Brown encouraged staff to development some messaging addressing the non-compliance with the credit for prior learning model.** Recommendations from the Accreditation Report include: 1. use planning and assessment effectively to guide the Core Themes (there is not a team designated to this); 2. review assessment processes to ensure they appraise authentic achievements, and 3. engage in regular evidence based assessments of accomplishments. Discussion regarding the need for one office to handle accreditation for the university; potential to combine it with the Office of Institutional Effectiveness. **Trustee Brown requested Accreditation be placed on the agenda next year to make sure that we are meeting the requirements of the findings and recommendations.**

4.4 Faculty Compensation Study Update including Adjunct Pay

Interim Dean Neupert stated there is a faculty compensation committee charged by Faculty Senate to develop a policy to support the function of the compensation committee, to address issues and allocations; develop policy on current salary compensation; and relook at the comparator list. Provost Burda agreed with the committee to hire an outside consultant, MGT. Currently MGT has a work plan developed including deliverables; comparables and peer compensation; a revised comparator list; and a second survey of faculty mood will be conducted later this summer. Comparators were developed which had to be part of IPEDs and CUPA to obtain standardized data. The cost of living will be considered at the various campuses. Next steps: develop a model and continue to collect data. A draft report will be presented at convocation. The report will also look at adjunct and overload pay.

5. **Other Business/New Business** - none

6. **Adjournment**

Trustee Goloski moved to adjourn the meeting. Trustee Minty Morris seconded the motion. With all Trustees present voting aye the motion passed unanimously. Meeting adjourned at 11:30am.

Respectfully submitted,

Sandra Fox,
Board Secretary

ACTION
Agenda Item No. 3.1
New Program: BS in Professional Writing

Summary
Staff is proposing a new academic program: Bachelor of Science in Professional Writing. The purpose of the degree program is to prepare students for careers in technical, scientific, medical, government, non-profit, and business writing environments.

Background
This proposal is for a Bachelor of Science degree program in Professional Writing (PWR). This program's disciplinary foundations include rhetoric as well as theories informing document design and use. The program combines theory with practice in composition, visual rhetoric, technical, and professional writing. Oregon Tech is looking for new majors and new professional initiatives to enhance its applied technical degree programs. The PWR program allows students to design a curricular path that matches career goals, to specialize in one of three emphases (Scientific/Technical Writing, Digital Media, or Writing for Organizations), and to learn to adapt to rapidly changing career demands. Its goal is to prepare professionals who can successfully work across disciplinary lines and platforms, who can work in online and social media marketing, write and manage text for digital environments, and communicate in varied professional settings. The program will also prepare students to work in the traditional areas of scientific and technical writing linked to engineering, technology, and the health-care fields. A sequence of courses in a technical field will support the professional writing degree program and help students develop some expertise in a technical field, such as engineering, IT or management, environmental science, or a health or science-focused profession.

PWR programs typically include writing for many contexts, and multi-media content generation and management will be major components of the careers that graduates will enter. A review of over 100 job openings for "technical and professional writers" reveals that professional writers are expected to have experience with many types of software as well as strong writing, editing, and publishing skills (See Appendix C in attachment). The ability to combine theory courses with practice is an advantage of an Oregon Tech professional writing degree. Oregon Tech's approach combines writing-focused education with training in technical fields and practical application in multiple settings. The motives and professions of the students will vary, but the focus on writing will attract students who wish to make professional writing the center of a career—a new population of students for Oregon Tech.

The writing environment is changing, but skilled technical, professional, and web-based writers are more in demand than ever. As one of our consultants said, "We can't find skilled entry level people." New areas of work are enhancing professional communicators' responsibilities along with their importance to the organization. As the field of professional writing evolves, training in multiple text platforms and flexibility are both required.

Qualified professional writers design information for print and electronic formats; produce materials that address technical and professional contexts and audiences; research and then integrate findings into effective documents; and create visuals. Oregon Tech is uniquely qualified to deliver a program in professional writing.

Staff Recommendation

Move to recommend to the Board to recommend to the Provost's Council approval of a new program: Bachelor of Science in Professional Writing.

Attachments

- Proposal for the Initiation of a New Instructional Program leading to the Bachelor of Science in Professional Writing

Proposal for the Initiation of a New Instructional Program

leading to the

Bachelor of Science degree in Professional Writing

Oregon Institute of Technology

College of Health, Arts, and Sciences Communication Department

CPC 2015-024 (2)

Oregon TECH

Curriculum Proposal Cover Sheet
for New Degrees, New Degree Options, Significant Program Revisions, etc.

Final Proposal Approval

Department COMMUNICATION Program Bachelor of Science, Professional Writing

Submitter's Name Prof. L.S. Young Phone 5-1404 Email linda.young@oit.edu

Proposal submission date 4/12/16

Implementation requested for academic year 2017-2018

Type of curriculum proposal:

- ☒ New degree
- ☐ New degree option
- ☐ Significant program revision
- ☐ Curriculum change requiring additional funding, facilities or staff
- ☐ Minor
- ☐ Certificate
- ☐ Specialization
- ☐ Emphasis

Date: 4-18-16 Approved by _____, Department Chair

Date: 4-15-16 Approved by Sandra Bailey, Director of Assessment

Date: 4-15-16 Approved by _____, Dean

Date: 4/26/16 Approved by _____, CPC

Date: 10/5/16 Approved by _____, Provost

Oregon TECH

Curriculum Proposal Cover Sheet

for New Degrees, New Degree Options, Significant Program Revisions, etc.

Approval to Proceed

Department Communication Program B. S. Professional Writing and Rhetoric

Submitter's Name Dr. Linda S. Young Phone 5-1404 Email linda.young@oit.edu

Proposal submission date Final proposal submission date, Fall, 2015

Implementation requested for academic year 2016 - 2017

Type of curriculum proposal:

- ☒ New degree
- ☐ New degree option
- ☐ Significant program revision
- ☐ Curriculum change requiring additional funding, facilities or staff
- ☐ Minor
- ☐ Certificate
- ☐ Specialization
- ☐ Emphasis

Signatures below constitute approval to proceed in the curriculum proposal process:

Date: 4/23/15 Approved by _____, Department Chair

Date: 4/23/15 Approved by _____, Dean

Date: 6-1-15 Approved by _____, Provost

Comments:

Institution: Oregon Institute of Technology
College/School: Health, Arts, and Sciences
Department/Program: Communication

1. Program Description

1.a. Proposed Classification of Instructional Programs (CIP) number: Undergraduate Programs, Professional Writing.

CIP number, 23.1303

1.b. Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, concentrations offered.

Oregon Tech's Professional Writing program (PWR) focuses on professional, technical, business, and scientific writing to prepare students for careers in technical, scientific, medical, government, non-profit, and business writing environments. Instruction links theory to practice via courses in rhetoric and design, writing, digital literacy, style, multimedia composition and management, documentation development, usability testing, web writing, and publishing in print and electronic media (Department of Education, CIP programs). Courses introduce students to the procedures and practices that professional writers and editors use regularly. This program also requires training in a technical field.

This proposal is for a Bachelor of Science degree program in Professional Writing (PWR). This program's disciplinary foundations include rhetoric as well as theories informing document design and use. The program combines theory with practice in composition, visual rhetoric, technical, and professional writing. Oregon Tech is looking for new majors and new professional initiatives to enhance its applied technical degree programs. The PWR program allows students to design a curricular path that matches career goals, to specialize in one of three emphases, and to learn to adapt to rapidly changing career demands. Its goal is to prepare professionals who can successfully work across disciplinary lines and platforms, who can work in online and social media marketing, write and manage text for digital environments, and communicate in varied professional settings. The program will also prepare students to work in the traditional areas of scientific and technical writing linked to engineering, technology, and the health-care fields. A sequence of courses in a technical field will support the professional writing degree program and help students develop some expertise in a technical field, such as engineering, IT or management, environmental science, or a health or science-focused profession.

Three emphases allow students to move into a specific 'track' that interests them (Scientific/Technical Writing, Digital Media, or Writing for Organizations).

PWR programs typically include writing for many contexts, and multi-media content generation and management will be major components of the careers that graduates will enter. A review of over 100 job openings for "technical and professional writers" reveals that professional writers are expected to have experience with many types of software as well as strong writing, editing, and publishing skills (See Appendix C). The ability to combine theory courses with practice is an advantage of an Oregon Tech professional writing degree. OT's approach combines writing-focused education with training in technical fields and practical application in multiple settings. The motives and professions of the students will vary, but the focus on writing will attract students who wish to make professional writing the center of a career—a new population of students for Oregon Tech.

The writing environment is changing, but skilled technical, professional, and web-based writers are more in demand than ever. As one of our consultants said, "We can't find skilled entry level people" (K. Melanson, Mentor Graphics, August 5, 2015)). New areas of work are enhancing professional communicators' responsibilities along with their importance to the organization. As the field of professional writing evolves, training in multiple text platforms and flexibility are both required.

Qualified professional writers design information for print and electronic formats; produce materials that address technical and professional contexts and audiences; research and then integrate findings into effective documents; and create visuals. Oregon Tech (OT) is uniquely qualified to deliver a program in professional writing.

Program Objectives

The B.S. degree in Professional Writing has been designed to do the following:

1. Produce graduates with advanced skills in writing, editing, research, and technology that will help them produce high quality writing in multiple settings and via multi-media.

2. Provide students with foundational knowledge in rhetoric, linguistics, journalism, and style so that they can apply theoretical and practical knowledge across content areas, careers, discourse settings, and writing demands.

3. Prepare graduates for immediate entry into professional writing fields as editors, writers, project and document managers, web-designers, and researchers.

4. Prepare graduates in a supporting technical field [beyond professional writing].

5. Give students practical opportunities to integrate old and new knowledge and apply knowledge to rapidly changing contexts.

6. Prepare students to work across international and cultural boundaries, at different locations, at different times, remember work that has been done, keep track of changes and agreements, and communicate clearly quickly, and sensitively.

1.c. Course of study—proposed curriculum including course numbers, titles, credit hours.

The proposed curriculum for the BS in Professional Writing was developed according to the standards set by the Northwest Association of Schools and Colleges (NWCCU) and the designs of programs at other universities. The research for the program design included review of programs, a review of posted job openings for professional writers, and meetings and phone conversations with industry professionals. This research ensures that the program will prepare students for the type of work actually done by professional writers (See Appendices C & D).

The PWR program begins with a foundation in rhetorical theory, writing methods, and the technology and skills expected to be mastered by professional writers. Students will work closely with the Communication Department's academic advisors to shape a program that fits their skills and career plans. Internships, professional writing projects, and the development of a professional portfolio are required since they are important aspects of preparation for the professional writing workplace.

The specific curriculum for the PWR program, outlined below, is designed with a full-time student in mind. Although traditional, full-time students are expected to enroll in the program, the

degree program's practicality may attract students desiring a career transition or wishing to major in two content areas. The program may also attract a cohort of non-traditional transfer students and part-time, employed students. In addition, we hope that this degree program will provide an option for OT students who find their first choice of major no longer practical or possible. As explained later in this proposal (see Section 1.h), the program is designed for flexibility. A component includes online courses since professional writing is often managed and designed for online presentation. Courses emphasize the analytic and problem-solving skills needed to understand and adapt to rapid cultural and technological changes.

Bachelor of Science in Professional Writing (PWR), Curriculum

The courses at the core, based on a review of 44 other programs, focus on professional skills and professional writing. The program consists of Professional Writing core courses, general education courses, and program specific courses chosen based on career plans. In addition, technical electives are required in science, business, or technical fields. Students select these according to career plans, area of emphasis, and in consultation with a faculty advisor.

Bachelor of Science in Professional Writing

Year	Fall	Winter	Spring
Freshman Year			
SPE 111: Fundamentals of Public Speaking	3		
MATH 111/MATH 243: College Algebra or Introductory Statistics	4		
WRI 121: English Composition	3		
COM 225: Interpersonal Communication	3		
MIS 101: Word Processing Software Laboratory	1		
MIS 102: Spreadsheet Software Laboratory	1		
	15		
WRI 122: Argumentative Writing		3	
COM 115: Introduction to Mass Communication		3	
PWR 101: Introduction to Professional Writing		3	
HUM elective (focus on text analysis)		3	
Social Science elective		3	
MIS 103: Presentation Graphics Software Laboratory		1	
		16	
COM 109: Intro to Communication and Technology			3
ART 207: Digital Photography OR Graphic Design			3
WRI 227: Technical Report Writing			3
PWR 102: Introduction to Web-Authoring			3
Technical Elective (from recommended list, e.g., MIS 116: C++ Prog. I)			3/4
			15/16
Sophomore Year	**F**	**W**	**S**
COM 216: Grammar	3		
COM 256: Public Relations or **PWR 216: Writing in the Public Interest**	3		
SPE 321: Small Group and Team	3		
Technical Elective	3		
Emphasis Elective	3		
	15		
COM 237: Introduction to Visual Communication		3	
JOUR 211: Multiplatform Journalism		3	
Emphasis Elective		3	
WRI/COM Elective		3	
HUM elective		3	
		15	
COM 255: Communication Ethics			3
COM 248: Digital Media Production			3
WRI 338: Style			3
Emphasis Elective or SPE 314: Argumentation			3
Lab Science elective			4
			16
Junior year	**F**	**W**	**S**
COM 301/**COM 305**: Rhetorical Theory/**Contemporary Rhetorical**	3		
COM 326 Communication Research	3		
WRI 420 Document Design	3		
Social Science	3		
Science/Math elective	4		

	16		
PWR 330: User Research		3	
PWR 355: Project Management for Writers		3	
WRI 415: Technical Editing		3	
Social Science		3	
Technical Elective		3	
		15	
COM 358: Communication and the Law			3
WRI Upper Division Writing elective or WRI 410 Grant Proposal Writing			3
COM 345: Organizational Communication			3
Technical Elective			3
Social science Elective			3
Emphasis Elective			3
			18
Writing Proficiency Exam required			
Senior year	**F**	**W**	**S**
PWR 499: Internship in Professional Writing/on or off campus	3		
PWR 490: Portfolio Development (2 credits w/ Prof. Exam Pass; 3 credits w/ Proficiency Exam NP)	2/3		
WRI 425: Advanced Composition	3		
Emphasis Elective	3		
Science Elective	4		
	15/16		
PWR 499: Internship in Professional Writing/on or off campus		3	
PWR Elective (online or in-class)		3	
Technical Elective		3	
COM 424: Capstone		3	
		12	
PWR 499: Internship in Professional Writing/on or off campus			3
Emphasis Elective			3
Emphasis Elective			3
Technical Elective			3
			12
Total: 180/182			
See Emphasis electives below			

Required, New courses (see new course proposal forms)

PWR 101	Introduction to Professional Writing
PWR 102	Introduction to Web-Authoring
COM 305	Contemporary Rhetorical Theory (or COM 301, required)
PWR 330	User Research
PWR 355	Project Management for Writers WRI 425 Advanced Composition
PWR 490	Portfolio Development
PWR 499	Internship in Professional Writing (variable credit)

Electives, Chosen by Emphasis (18 credits minimum)(<u>not</u> an exhaustive list)

Electives, new courses

PWR 206	Social Media
PWR 215	Writing in the Public Interest
PWR 220	Writing for Interactive Media
PWR 225	Writing Nonfiction
PWR 306	Writing for the Health Professions
PWR 315	Advanced Web-Authoring
PWR 320	Structured Authoring
PWR 310	Professional Writing for International Audiences
WRI 216	Public Relations Writing

Emphasis and Technical Electives (18 credits minimum)
Students will select from one of the following Emphasis areas in order to satisfy the emphasis elective and technical elective requirements. Credits will vary.

Scientific and Technical Emphasis (beyond the required courses in the program) Emphasis Electives

WRI 327	Advanced Technical Writing
WRI 345	Science Writing
WRI 350	Documentation Development
COM 347	Negotiation and Conflict Resolution
PWR 225	Writing Nonfiction
PWR 306	Writing for the Health Professions
PWR 315	Advanced Web-Authoring
PWR 320	Structured Authoring

Examples of Technical Electives (depending on technical specialty)(not an exhaustive list)

MIS 118	Programming Fundamentals
BIO 200	Medical Terminology
BIO 209	Current research topics in medical science OR Scientific research class
PHIL 205	Introduction to Logic
PHIL 331	Ethics in the Professions or PHIL 305 Medical Ethics

Digital Media Emphasis (beyond the required courses in the program) Emphasis Electives

COM 207	International Media Seminar: Paris

COM 115	Introduction to Mass Communication
COM 215	Creativity in Communication
COM 248	Digital Media Production
COM 309	Communication and Technology
COM 365	Electronic Communication
WRI 305	Writing for Publication
PWR 205	Social Media
PWR 220	Writing for Interactive Media
PWR 225	Writing Nonfiction
PWR 315	Advanced Web-Authoring
COM 415	Developing Effective Multimedia (name change)

Examples of Technical Electives (depending on technical specialty)

MIS 118	Programming Fundamentals
HUM 335	Video Game Studies
HUM 245	Digital Diversity
PHIL 205	Introduction to Logic

Writing in Organizations Emphasis (beyond the required courses in the program)
Emphasis Electives

WRI 327	Advanced Technical Writing
COM 347	Negotiation and Conflict Resolution
COM 437	Communication Training and Development
COM 445	Organizational Communication II
COM 446	Communication and Leadership
PWR 206	Social Media
PWR 215	Writing in the Public Interest
PWR 306	Writing for the Health Professions
PWR 310	Professional Writing for International Audiences
PWR 315	Advanced Web-Authoring
PWR 320	Structured Authoring
WRI 216	Public Relations Writing

Examples of Technical Electives (depending on technical emphasis)(not an exhaustive list)

PSY 347	Organizational Psychology
BUS 313	Health Care Systems & Policy
PHIL 331	Ethics in the Professions or PHIL 305: Medical Ethics or PHIL 342: Business Ethics

The curriculum is based on the most commonly addressed topics from other university programs: Audience, rhetorical analysis, document design, genres, collaboration, and ethics. The skills include the following: Advanced writing skills, teamwork and collaboration, defining problems, designing presentations, editing, document testing, graphics development, and web-site development (cited in Yeats & Thompson, 2010, pp. 229-230).

1.d. Program Delivery

The program will be delivered on campus on the Klamath Falls and Wilsonville campuses and through Oregon Tech Online.

Use of writing programs and software labs available both in Klamath Falls, and in Wilsonville, will allow students to work with programs most commonly expected by employers in these fields.

Concurrent users in multiple locations should be able to be accommodated.

1.e. Program quality, access, and diversity

Quality Assurance

Many program courses are currently offered as part of other degree programs or as part of the Communication Studies program. All general education courses are currently being offered. As such, all courses are subject to the quality and assessment review in place within academic departments at Oregon Tech. Faculty members in the Communication Department will teach the new courses. The technical courses will be taught by qualified faculty in technical programs.

Student Access

The program will be open to all students who meet the standard OIT admissions requirements. See Appendix B for alternative maps for students transferring from other majors or from community colleges.

Diversity

The program will extend the opportunity for a bachelor's degree to students in the region who would like to specialize in technically focused document preparation and professional writing.

1.f. Anticipated fall term enrollment

25 to 40

1.g. Expected degrees produced over the next five years.

It is likely that some students may transfer from other majors to the Professional Writing major, but we anticipate new populations of students who are specifically interested in writing as a profession and specifically interested in professional writing related to organizations, the digital world, and the technical professions. We also hope the major attracts students willing to have dual majors. The department intends to advertise the major as it directly relates to writing for interactive fiction and other emerging writing markets. We predict between 25 to 30 degrees over the next five years.

1.h. Characteristics of students to be served.

Typical students could be either full or part-time students and mostly traditional. Currently most students who major in Communication come to OIT specifically for this degree or move to this degree when other majors do not work out. Offering a dedicated writing degree will help OIT attract students it has never specifically attracted before, those who are good with words and want to create text and visuals. These people are in demand in many industries and professions (See Appendix A).

Students interested in writing as a profession may be currently on location in Klamath Falls attending the pre-year in another major. Most local students who are expert writers have to go elsewhere if they wish to major in writing or prepare for a career that focuses on creating, managing, and publishing a range of types of documents.

In the past, some students who have not been accepted into their chosen major look for other, related, majors that could serve them. Also, students may be intrigued by careers in computer science but want to emphasize creating texts or documents related to this technical field. For example, students in CSET and IT have switched to the Communication studies major because they are interested in collaborating with others, interested in personal interactions, or skilled in organizational and technical communication. A rigorous recruiting effort/marketing plan will help attract both traditional and transfer students.

In the northwest, no options exist for students who want to pursue a bachelor's degree in professional writing at one of the state universities. Portland State University offers a graduate program in Technical Writing, however, and Oregon Tech's program will provide students who may be interested in pursuing this advanced degree.

Students from any community college could transfer to OT's Professional Writing bachelor's degree program using either the AAOT or using a professional writing Associate degree.

Specifically, Chemeketa, Lane, Mt. Hood, UCC, Rogue, and Portland Community College offer associate degrees that fit directly with the Professional Writing program at Oregon Tech or offer associate degrees in professional or technical writing. The changes proposed will not have an impact on current articulation agreements and will provide a better foundation for the 40-40-20 initiative. All Oregon community colleges offer the General Studies Associate of Arts and the Associate of Applied Science degree, both pathways to the PWR degree at Oregon Tech.

1.i. Faculty quality and availability

All courses in the program are being taught or are being developed by existing faculty. The faculty members possess the necessary background and knowledge to deliver courses effectively. Faculty and courses are reviewed each time courses are offered. Departmental

faculty members continue to receive excellent evaluations, including student evaluations, tenure, promotion, and post-tenure reviews. Part- time and adjunct faculty members teach some of the required courses, and all adjuncts are reviewed by the Department Chair each quarter.

OT's Communication Department is uniquely positioned to help students develop flexibility because both writing and broader communication skills are central to the department's mission. In addition, the existing Communication Studies degree is modeled on a flexible degree path combining major-specific content with technical content. The blend of writing with technical content makes this degree unique.

OT's solid core of health-care programs also provides opportunities for students interested in courses in advanced professional and technical writing with courses focusing on the health care field, including biology and chemistry, health care policy and management, and public health policies. (See Appendix B: Curriculum Maps). The major will prepare students for careers in professional editing and publishing, technical writing, information development and management, interactive fiction and game design, public relations, web design, and web authoring. It may also prepare students for graduate work in rhetoric, writing, and technical writing. These are all areas of specialty of the existing Communication Department faculty.

1.j. Faculty resources

The Communication Department has 13 full-time faculty members including three full professors, two associate professors, and eight assistant professors. Faculty resources are adequate to implement and support the Professional Writing degree.

Writing/Rhetoric specialists
Marilyn Dyrud
L. S. Young
Matt Schnackenberg
Kari Lundgren
Franny Howes
dept.) Matt Search (Wilsonville)
Christopher Syrnyk Robin Schwartz

Cross-Disciplinary/Comm/Rhetoric
Kevin Brown
Christian Vukasovich
Dan Peterson
Veronica Koehn
Andie Fultz (Wilsonville, part-time in

1.k. Other staff

The Communication Department is supported by an Office Specialist 2 in Klamath Falls, an Office Specialist 2 in Wilsonville, and staff in the Oregon Tech Online Department. No additional staffing will be needed to implement or support the program.

1.l. Facilities, library, and other resources

No new facilities are needed. Library resources are those now available and used at each instructor's discretion, but may need some additional resources related to digital work and web-authoring. The Communication Department will use current computer labs and software in both Klamath Falls and Wilsonville. Professors use laptops, iPads, and desktop computers along with computer labs, software, networking technologies, and virtualized cloud-based labs for offsite students.

1.m. Anticipated start date

The program can be offered as soon as it is approved since all courses exist or are being developed and all resources are in place. Students could begin taking courses toward the degree immediately. Fall, 2016, is the anticipated formal start date.

2. Relationship to Mission and Goals

2.a. Support for the institution's mission and goals.

This program advances Oregon Tech's mission to "meet the emerging needs of Oregon's citizens as well as reaching a national audience with rigorous applied degree programs in engineering, engineering technologies, health technologies, *communication*, and arts and sciences" (emphasis added, OT website). It merges six major areas of the institution's primary focuses: communication, writing, technologies, engineering, health, and science. Providing a university experience across three campuses for students is a primary goal of the institution. The proposed degree will build the framework to provide a common education between Klamath Falls and Wilsonville campuses and incorporate a small online component. Students will work closely with academic advisors to design personalized degree paths.

Reducing barriers to receiving an education is also a goal for the institution. The proposed degree will provide an experience where students can move around the world or stay close to home in order to receive an undergraduate education. (See Letters of Support in Section 2.) The program coordinators will work with industry leaders to create internships to help prepare OT's professional writing students.

2.b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

Communication is one of Oregon Institute of Technology's major areas of focus. The Communication Department can focus on any major program's content. Professional writers understand many subjects and explain and present this content to any audience.

Offering this degree will continue to place OIT as a leading innovator in Oregon education. Growth is a strategic priority for OIT, and this program provides opportunities for students

who want to work in many different content areas but also who want to (and are able to) write. This population of students has never before been recruited to OIT.

2.c. Contribution to Oregon Board

It is important to provide access, quality learning, knowledge, and economic support for Oregon and its communities. The program incorporates courses from Oregon Tech that are time tested and central to the best practices in technology and communication. This education will enhance the knowledge and attitudes of those who aspire to lead and shape the profession through effective words and images. It will also provide access and training for people who love to write but who also want a successful career.

2.d. Address broad statewide needs and enhances the state's capacity

By offering the program at all campuses, OT will ensure expanded educational opportunities to all Oregonians by removing geographic barriers to higher education and thereby enhancing the quality of the state's workforce in writing-based professions. Offering a B.S. in Professional Writing will assist Oregon in reaching the goal of 40-40-20, provide qualified industry professionals to work in the communication and writing professions, and allow Oregon Tech to reach new populations of traditional and non-traditional students. The changing landscape of information technology, writing, communication, and text management is, of course, a moving target, and improving our ability to meet future demands in these areas will continue to be a challenge. The technical underpinnings of this degree makes it a good fit for Oregon Tech.

Degree changes will need to be made regularly in order to provide qualified professionals in these areas. Students in the proposed degree can work in industries not specifically related to writing but connected to health care, computer science, engineering, and other major programs or industries in the state or region. With technology and health care industries projected to grow over 20% in the next ten years, professionals in Oregon will be in demand, along with people who can communicate clearly about issues related to health care and technical subjects. This program will help prepare students to meet the need for people who can create documents and manage the complex communication tasks that are so important for so many professions.

Technical writers often work with computer hardware engineers, scientists, computer support specialists, and software developers to manage the flow of information among project workgroups during development and testing. Therefore, professional/technical writers must be able to understand complex information and communicate the information to people with diverse professional backgrounds.

3. Accreditation

3.a. Accrediting body or professional society

The B.S. in Professional Writing is proposed as an applied writing degree program. It does not need national accreditation.

3.b. Ability of the program to meet professional accreditation standards

The B.S. in Professional Writing has been designed to meet all accreditation standards.

3.c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

4. Need

4.a. Evidence of market need

Writing professionals find employment in a variety of areas including law, publishing, the arts, government, corporate communication, finance, health organizations, community advocacy, education, and journalism. Upon graduation, students will have created a portfolio showcasing their unique talents and skills as writers as well as the skills that they have developed enabling them to work in many settings and with many types of teams. Increasingly, technical information is being delivered online, and technical writers are using interactive technologies of the web to blend text, multidimensional image, graphics, sound, and video. All of this will be part of the training that students majoring in Professional Writing at OT will receive. Researching the market need for writers is challenging since all industries and professions need and use writers, just in varying degrees of autonomy and training. Some industries rely on contract work; others hire staff technical writers; still others expect the trained professionals in major content specialties to be able to write all the prose needed for the job.

Employers are looking for people whose abilities (and training) extend beyond working with word processing and document layout applications. They search for professionals whose broad arrays of technological tools as well as content knowledge support the ability to write well. Many bachelor's degree programs in writing focus (at least in part) on creative writing including poetry and fiction. OT's professional writing program may include some of this, but it will also provide practical courses in techniques and platforms required by the careers that demand high quality writing skills in technical settings. Experience with content management systems, such as WordPress, will allow students to master the skills of publishing, editing, modifying content, organizing, and maintaining documents from a central interface. Project management courses will also train these writers and editors to manage workflow and document production in collaborative environments. These days, careers in professional writing require

not only expertise in writing but also expertise in communication, management, information technology, and digital media.

Some evidence is available that shows the continuing need, and the growth in the industry, especially as it relates to managing text and documents across disciplinary lines.

The Society for Technical Communication defines the need for Professional Writing and Rhetoric. It is, first, a "broad field and includes any form of communication that exhibits one or more of the following characteristics features: Communicating *about technical or specialized topics*, such as computer applications, medical procedures, or environmental regulations; communicating *by using technology*, such as web pages, help files, or social media sites; and providing *instructions about how to do something*, regardless of how technical the task is or even if technology is used to create or distribute that communication (STC, 2015). The value that technical communicators deliver is twofold: They make information more useable and accessible to those who need that information, and in doing so, they advance the goals of the companies or organizations that employ them. The following examples illustrate the value of the products technical communicators produce or the services they provide.

The following is a partial list of the different jobs within technical communication: Technical writers and editors, information architects, instructional designers, technical illustrators, usability and human factors professionals, visual designers, web designers and developers, trainers and E-Learning developers. Technical communicators share a user-centered approach to providing the right information, in the right way, at the right time to make someone's life easier and more productive.

If the field of professional writing is linked to computers, healthcare, engineering, or science, job growth could grow at an average of 29% over the next eight years (BLS). Occupations related to Computer and Information Technology, including those who write with these professionals, may grow at a rate of 22% over the next 8 years (BLS).

Humanities related majors, including writing, continue to be among the most popular majors in colleges and universities in the US. In 2012, out of 1,791,046 degrees awarded, 295,221 were Humanities related. OT has difficulty tapping into student interest for these subjects, but linking professional writing with technical subject matter is one way to appeal to new populations of students (U.S. Department of Education, National Center for Education Statistics. (2013). *Digest of Education Statistics, 2012* [NCES 2014-015]).

According to the Bureau of Labor Statistics, the median pay for writers and authors is $55,940/year or $26.89 an hour. Jobs including editors, public relations specialists, reporters, and technical writers are expected to see a 15% (faster than average) job growth over the next eight years. The Bureau has no category for writing jobs related to the computer industry,

however, and no mention of writing specifically related to the health fields. Writers in these areas average an estimated $65,500/year or
$31.49/hour (BLS).

Technical writers, also called technical communicators, prepare instruction manuals, journal articles, and other supporting documents to communicate complex and technical information more easily. They also develop, gather, and disseminate technical information among customers, designers, and manufacturers. Technical writers routinely work with other technology experts. If job occupations related to public relations are included, then the prospect is also bright, with a predicted 13% job growth, and a $95,450 annual salary or $45.89 an hour (BLS). Public relations managers plan and direct the creation of material that will maintain or enhance the public image of their employer or client.

Fundraising managers coordinate campaigns that bring in donations for their organization. For public relations and fundraising communication positions, a bachelor's degree in public relations, communication, English, fundraising, or journalism is generally required. Courses in advertising, business administration, public affairs, public speaking, and creative and technical writing can be helpful. Here is a review of the types of skills built into the PWR major at OIT.

Communication skills. Learn skills to help deal with the public regularly. Managers of all types must be skilled enough to build rapport and receive cooperation from media contacts and donors.

Leadership skills. Public relations managers, writers, and communication professionals often lead large teams of specialists and must be able to guide their activities (project management).

Organizational skills. Professional writing specialists and public relations managers are often in charge of running several events at the same time, requiring superior organizational skills and, obviously, advanced communication and writing skills.

Problem-solving skills. Managers sometimes must explain how a company or client is going to approach a problem and handle sensitive issues. Part of solving problems also includes deciding how to report results.

Speaking skills. Communication managers, including those in public relations, regularly speak on behalf of their organization. When doing so, they must be able to explain the organization’s position clearly.

Writing skills. Managers must be able to write well-organized and clear press releases, long documents, reports, and speeches. They must be able to grasp the key messages they want to get across and write succinctly in order to keep the attention of busy readers or listeners. (BLS)

Industry Constituent Data

In June, 2015, and August, 2015, the planning team (Dr. Matt Schnackenberg, Dr. Franny Howes, Dr. Linda Young, Dr. Matt Search, and Lita Colligan, Associate Vice President of Strategic Partnerships and Government Relations) met with selected leaders in the professional writing field and professionals who would be interested in hiring graduates of an OT B. S. program in Professional Writing.

Phone interviews
Dan Weston
Michelle Schwartz, Cambia Health
Sona Pai, AHA writers (clarification conversation)

Wilsonville meeting, August 5, 2015
Claudia Wood and Donna Neerhout,
Autodesk Kurt Melanson, Mentor
Graphics
Sona Pai, AHA writers

Representatives from the Communication Department presented an initial curriculum plan and asked specific questions related to skills needs from students with such a degree and suggestions for the program as a whole. The guiding questions are attached.

The conclusion is that the skills and knowledge offered by OT would be good matches for employment in any of the fields represented, especially since the writing degree would be matched to technical knowledge or scientific or health-based content. Both groups included professionals in a variety of health care and technical fields and who have extensive experience with professional/technical writers.

The primary points of discussion included market demand for professional writing graduates, the relevancy of the proposed curriculum, and a review of job titles, positions, and tasks suited to graduates with a PWR degree. The response to the PWR curriculum was positive. The groups suggested a name change, and this was applied. Focus group members reported ongoing challenges with recruiting competent writers and editors, stating that entry level people often lacked advanced writing skills, project management skills, various skills and experiences with online and social media, and professional knowledge that helps them work effectively on their own and with others. The focus groups recommended streamlining the curriculum at the start and providing a shared base of courses, then allowing majors in the program to branch off into three possible areas of emphasis. This is represented in the program design and the three emphases of Scientific/Technical writing; Digital Media; and Writing for Corporations. Also, a portfolio of work, and clear externships will prepare students well.
The goal is versatility and flexibility, and the ability to adapt to the constantly changing world of text creation and management. The focus group participants liked the underlying focus on a

technical field, or a hybrid collection of technical courses, to underpin the professional writing focus. These people all agreed to support the program and provide ongoing insights into the changing needs of industry.

Local Agencies

Informal focus groups and discussions have occurred related to needs in Communication and related skills. Recruitment for the Communication Studies major has also helped department members keep in close contact with local agencies and possible employers. Since the development of the communication studies major (2002), an advisory board has provided insights into some aspects of the need for professional writers. Professionals from Jeld-Wen, and local ranger and forest service organizations have indicated their interest in hiring students from this major program.

4.b. Other online programs and competitors

Although few universities in Oregon currently offer a bachelor's degree in this area, most job openings related to professional/technical writing in the Portland area indicate that starting jobs require a bachelor's degrees in communication or writing or a related field. This degree can help prepare students to fill these jobs.

University of Phoenix and Western Governors University offer online competition to the proposed degree.

4.c. Serving the need for improved educational attainment in the region and state.

This program will be the only bachelor's degree in Professional Writing in Oregon. A BS in Professional Writing would enable students who have a two-year degree in a related field to pursue a bachelor's degree in Professional Writing.

4.d. Manner in which the program would address the civic and cultural demands of citizenship.

The field of writing that serves the civic world is rapidly changing and requires ethical, well-trained professionals attuned to the shifting demands of industry and health management professions. Writers trained in technical information and how to gather and present ethical, evidence-based information in clear, and culturally sensitive ways, will be able to assist any population and many professional settings.

5. Outcomes and Quality Assessment a. **Degree Mission Statement, Educational Objectives, and SLOs**

5.a. The mission of the Professional Writing degree:

The Professional Writing degree fully prepares students to assume positions in industries needing experts in the creation and management of written and visual text, website design, and other digital media.

Educational Objectives:

The Professional Writing degree provides students with the knowledge and skills necessary to direct and implement written work, to collaborate to produce effective text and visuals, and to create effective discourse in a multimedia environment.

Student Learning Outcomes:

The Professional Writing program consists of the core Communication Department student learning outcomes. Upon completion of this program, Professional Writing graduates will be able to:

1. Create and manage text for a variety of situations, platforms, and purposes.
2. Demonstrate mastery of the fundamental structure of writing in English by writing clearly, correctly, and concisely, using correct grammar, and editing at advanced levels.
3. Write for a variety of purposes, in a variety of genres.
4. Manage text for a variety of purposes and use various writing tools (software); show clear ability to analyze and adapt to audience needs; use digital media, storytelling, media design, and video; and develop websites and manage social media for a variety of purposes.
5. Create and manage appropriate professional identities and interactions in multiple settings.
6. Network effectively across diverse settings and cultures.
7. Demonstrate mastery of the theoretical concepts that guide the major program.
8. Demonstrate mastery of text and visual rhetoric.
9. Use graphic design and technological applications effectively.
10. Create and manage large-scale projects, document design, and production.
11. Demonstrate ability to collaborate with teams including working with clients in culturally sensitive ways.
12. Demonstrate ethical practice as it relates to creation and communication of text and visuals.
13. Demonstrate mastery of the concepts and skills of user-centered design.
14. Demonstrate the knowledge of business concepts as they relate to managing writing tasks, publishing, technical, and professional writing.
15. Demonstrate understanding of copyright and intellectual property, and evaluate the legal, social, and economic environments of text creation and management.
16. Demonstrate understanding of the global professional environment and how this relates to professional writing.
17. Construct and present effective oral and written forms of professional communication.
18. Use specialized knowledge to solve problems related to any kind of writing.

5.b. Methods to assess outcomes

Departmental outcomes are each assessed by two direct and two indirect measures. The two direct methods are the analysis of a comprehensive portfolio created through the major courses and a junior-year Writing proficiency exam. This exam will combine on-demand writing with the creation of a portfolio.

Indirect measures used by the Department of Communication include a senior exit survey and focus groups and a regular review of writing produced by students in this major.

Programmatic student learning outcomes are measured within courses directly related to the specific outcomes. Measures include examinations, papers, and projects.

In-class exams and papers will be required in all courses along with practical projects that demonstrate developing skills.

Final projects will demonstrate abilities to conduct research projects and write clearly.

Program portfolio combining research projects and practical projects will show a variety of high-level skills and knowledge.

Junior level writing competency test will assure standards of written competency before the senior year.

External agency evaluation of student performance on applied research projects, writing, and communication portfolios will integrate professional standards with program outcomes.

5.c. Prospects for graduate success

Prospects for graduate success are strong. OT's focused curricula and reputation has led to high employment and graduate school success for OIT Communication Studies graduates. The Professional Writing degree will result in similar outcomes by incorporating existing courses taught by experienced faculty members.

Professional Writing jobs range from entry-level writing and editing roles with the potential for advancement to senior technical writers and editors. Information technology professionals and data analysts and writers, with additional education, have the opportunity to become researchers or eventually advance to the executive level. Professional writers and information technology professionals with basic business, information technology and healthcare knowledge, skills, and competencies are needed to fill many positions opening up in healthcare settings such as hospitals, long-term care facilities, group practices, insurance companies, laboratories, and medical supply companies.

Professional writers can train in healthcare courses, software and programming courses, environmental science courses, management and business courses, and engineering courses, all with the goal of working specifically on written documents.

The externship coordinator for Medical Imaging has mentioned that there are also possibilities to link writing majors with the current MIT externship sites. This is a possibility that would allow students in the major to work in public relations, publications, or other text-focused divisions of hospitals and clinics.

5.d. Expected faculty research and scholarly work

Faculty are expected to continue professional development activities to remain current with industry practices.

5.e. Professional society that has established standards in program area.

The Society of Technical Communication has established standards for professional writing programs but does not offer accreditation.

5.f. Do you intend to seek program accreditation from this body?

N/A

6. Program integration and collaboration

6.a. Closely related OUS or private programs

In the Northwest, there are a number of degrees in writing, but few with an interdisciplinary focus, and none that require students to train across disciplinary boundaries beyond English departments.

No other state university in Oregon offers a professional writing bachelor's degree. The University of Oregon offers a creative writing bachelor's degree which will "complement almost any career including positions in law, government, journalism, medicine, teaching, communication, social and environmental justice, publishing, advertising, cinematic production, and advanced technology fields" (UO website).

Portland State offers master's degrees in both professional writing and scientific and technical writing, which this degree could feed into and support.

Southern Oregon University offers a writing minor, as does Oregon State University. Oregon State also offers an MFA in Creative Writing in its department of Writing, Literature, and Film,

as well as an MA in English, with concentrations in literature and culture or rhetoric, writing, and culture.

6.b. Potential for collaboration

The BS in Professional writing is a unique interdisciplinary program that enhances Oregon Tech's strengths as an applied university with focused, hands-on programs. The professional writing degree will require a technical focus so that the writers have a major-content area to master beyond writing and editing. The primary potential for collaboration is the opportunity for students to master technical areas on campus and to work in internship positions with companies needing professional writers. In addition, graduates may choose to continue their education at the graduate level

6.c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

There are no existing programs exactly like the proposed BS in Professional Writing at OT. Some collaboration with the Communication Studies major is expected since this degree program will be offered by the Communication Department at OIT. All Communication professors hired in the department cross disciplinary boundaries, whether in public relations, negotiation skills, intercultural communication, or advanced writing and communication. One of the Communication department's many strengths is its broadly prepared faculty members who can offer courses in multiple content areas.

6.d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

Emails from department chairs of HSS, Natural Sciences, EERE, and Management have indicated no impacts on their programs from this new bachelor's degree program. The emails indicated capacity for students to take both technical and general courses in these departments with no adverse impact. Access to supporting courses by PWR students has been approved by their respective department chairs and faculty (See supporting documentation, Section 2 of proposal).

The BS in Professional Writing will recruit its own population of students and should have no impact on enrollment in the Communication Studies major. In addition, the BS in Professional Writing may help retain students rejected from other majors on campus or struggling to fit in with an original degree program plan. The program is designed to be flexible enough to help students transfer courses already completed in other majors and apply these courses to the required technical emphasis. The program may also help attract students to Oregon Tech who are still undecided in a major but who would like to work with text, digital media, or technical writing.

Faculty workload
This major does not require new faculty.

Budget and facilities
The following resources are currently used by the Communication department and would be used by the proposed BS in Professional writing.

Classrooms—small lecture classrooms with computer/projector equipment
Computer labs—available in Boivin and Owens Halls with appropriate software
Video equipment—students in the undergraduate Communication Studies program currently use video recording equipment purchased by the Communication department

7. Financial Sustainability

7.a. Business plan overview

Budget outline is no longer required.

7.b. Plans for unique resources

The program does not require any additional facilities or equipment. Some technology and software may be requested as technology changes. The program will use existing OIT resources and existing facilities.

7.c. Targeted student/faculty ratio

The program will have the same student/faculty ratio as existing distance education, in-class, and lab courses at OIT, of 20:1.

7.d. Resources for student recruiting

Recruiting efforts include working with the Office of Academic Partnerships, to clarify articulation agreements, and OT Publications as well as working closely with the admissions office. Marketing for the Professional Writing degree will be coordinated with the Oregon Tech department of Marketing and Communication. Recruiting materials will be produced specifically for the BS in PWR. Oregon Tech's website will be updated, as will online catalogs, course descriptions, and faculty profiles. In addition, student work will be regularly posted to the PWR website to showcase student projects and work.

Distributing program information to industry partners and healthcare organizations in the region will help recruit students seeking to complete or enhance BS degrees or their professional training in this area. Recruiting efforts will also include visits by representative faculty members to high schools, industry groups, conferences, and career fairs. The program will be listed on the Society for Technical Communicators website. Program faculty can participate in recruiting efforts through professional development and engagement with social and mass media. Publications produced by students will also be shared with the campus and professional groups. One goal is to have major students be responsible for marketing their own materials and the major program.

8. External Review

N/A

Section 2. OIT Catalog Requirements for New Academic Programs

1. Curriculum Proposal Cover Sheet

Proposal for the Initiation of a New Instructional Program

leading to the

Bachelor of Science degree in Professional Writing

Oregon Institute of Technology

College of Health, Arts, and Sciences

Communication Department

Section 2

2. Curriculum map. Include the curriculum map (sequence of courses by term) as it will appear in the catalog. Indicate those courses which will be **added** to present institutional offerings emphasizing them with **bold-face type.** Check course titles and credits against the latest version of the OIT catalog and the course forms included in your proposal. The new prefix, PWR, will be used to distinguish required courses in this program from general education writing courses.

Freshman Year		**Fall**
SPE 111	Fundamentals of Public Speaking	3
MATH 111/		
MATH 243	College Algebra or Introductory Statistics	4
WRI 121	English Composition	3
COM 225	Interpersonal Communication	3
MIS 101	Word Processing Software Laboratory	1
MIS 102	Spreadsheet Software Laboratory	1
Total		15

Freshman Year		**Winter**
WRI 122	Argumentative Writing	3
COM 115	Introduction to Mass Communication	3
PWR 101	**Introduction to Professional Writing**	**3**
MIS 103	Presentation Graphics Software Laboratory	1
	Humanities elective (text analysis focus)	3
	Social Science elective	3
Total		16

Freshman Year		**Spring**
COM 109	Intro to Communication and Technology	3
ART 207	Digital Photography or Graphic Design	3
WRI 227	Technical Report Writing	3
PWR 102	**Introduction to Web-Authoring**	**3**
	Technical elective (from list)	3 or 4
Total		15/16

Sophomore Year		**Fall**
COM 215	Grammar	3
COM 256	Public Relations OR	
PWR 216	**Writing in the Public Interest**	**3**
SPE 321	Small Group and Team	3
	Technical elective	3
	Emphasis elective	3
Total		15

Sophomore Year		**Winter**
COM 237	Intro to Visual Communication	3
JOUR 211	Multiplatform Journalism	3
	Humanities elective	3
	Emphasis elective	3
	WRI/COM elective	3
Total		15

Sophomore Year		**Spring**
COM 255	Communication Ethics	3
COM 248	Digital Media Production	3
WRI 338	**Style**	3
	Lab Science elective	4
	Emphasis elective OR SPE 314	3
Total		16

Junior Year		**Fall**
COM 301/**COM 305**	Rhetorical Theory/**Contemporary Rhetorical Theory**	**3**
COM 326	Communication Research	3
WRI 420	Document Design	3
	Social Science elective	3
	Science/Math elective	4
Total		16

Junior Year		**Winter**
PWR 330	**User Research**	**3**
PWR 355	**Project Management for Writers**	**3**
WRI 415	Technical Editing	3
	Social Science elective	3
	Technical elective	3
Total		15

Junior Year		**Spring**
COM 358	Communication and the Law	3
COM 345	Organizational Communication	3
	Upper Division Writing elective OR WRI 410 Grant Proposal Writing	3
	Technical elective	3
	Social Science elective	3
	Emphasis elective	3
Total		18

Writing Proficiency Exam required at end of Junior Year

Senior Year		**Fall**
PWR 499	**Internship in Professional Writing**	**3**
PWR 490	**Portfolio Development**	**2 or 3**
(2 credits with Prof. Exam Pass; 3 credits with Prof Exam NP)		
WRI 425	**Advanced Composition**	**3**
	Emphasis elective	3
	Science elective	4
Total		15 or 16

Senior Year		**Winter**
PWR 499	**Internship in Professional Writing**	**3**
COM 424	Capstone	3
	PWR elective (online or in-class)	3
	Technical elective	3
Total		12

Senior Year		**Spring**
PWR 499	**Internship in Professional Writing**	**3**
	Emphasis elective	3
	Emphasis elective	3
	Technical elective	3
Total		12

Total credits required for B. S. in Professional Writing: 180/182

Emphasis Courses (18 credits minimum)
Students will select from one of the following Emphasis areas in order to satisfy the emphasis elective and technical elective requirements.

Scientific and Technical Emphasis (beyond the required courses in the program) Emphasis Electives

WRI 327	Advanced Technical Writing
WRI 345	Science Writing
WRI 350	Documentation Development
COM 347	Negotiation and Conflict Resolution
PWR 225	Writing Nonfiction
PWR 306	Writing for the Health Professions
PWR 315	Advanced Web-Authoring
PWR 320	Structured Authoring

Examples of Technical Electives (depending on technical specialty)(not an exhaustive list)

MIS 118	Programming Fundamentals
BIO 200	Medical Terminology
BIO 209	Current research topics in medical science OR Scientific research class

PHIL 205 Introduction to Logic
PHIL 331 Ethics in the Professions or PHIL 305 Medical Ethics

Digital Media Emphasis (beyond the required courses in the program) Emphasis Electives

COM 207 International Media Seminar: Paris
COM 115 Introduction to Mass Communication
COM 215 Creativity in Communication
COM 248 Digital Media Production
COM 309 Communication and Technology
COM 365 Electronic Communication
WRI 305 Writing for Publication
PWR 206 Social Media
PWR 220 Writing for Interactive Media
PWR 225 Writing Nonfiction
PWR 315 Advanced Web-Authoring
COM 415 Developing Effective Multimedia (name change)

Examples of Technical Electives (depending on technical specialty)(not an exhaustive list)

MIS 118 Programming Fundamentals
HUM 335 Video Game Studies
HUM 245 Digital Diversity
PHIL 205 Introduction to Logic

Writing in Organizations Emphasis (beyond the required courses in the program) Emphasis Electives

WRI 327 Advanced Technical Writing
COM 347 Negotiation and Conflict Resolution
COM 437 Communication Training and Development
COM 445 Organizational Communication II
COM 446 Communication and Leadership
PWR 206 Social Media
PWR 215 Writing in the Public Interest
PWR 306 Writing for the Health Professions
PWR 310 Professional Writing for International Audiences
PWR 315 Advanced Web-Authoring
PWR 320 Structured Authoring
WRI 216 Public Relations Writing

Examples of Technical Electives (depending on technical emphasis)(not an exhaustive list)

PSY 347 Organizational Psychology
BUS 313 Health Care Systems & Policy
PHIL 331 Ethics in the Professions or PHIL 305: Medical Ethics or PHIL 342: Business Ethics

Section 2

3. New Course Proposals and Change Course Requests

New Course Proposals, Required Courses

CPC 2015-024 (30)

New Course Request Form

Department Communication Program Professional Writing

Submitter's Name Franny Howes Phone 541-885-0339 Email franny.howes@oit.edu

Date submitted 11/13/2015

Approved course number from Registrar PWR 101

Title Introduction to Professional Writing

Proposed start date (term and year) Fall 2016

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 101 Introduction to Professional Writing (3-0-3)
Introduction to the skills and tools necessary for a career in writing. Collaborative writing, editing, common genres, giving and receiving professional feedback. Exploration of scientific and technical, digital, and organizational writing to prepare students to choose a major track.
Pre or co-requisite: WRI 121

Justification for new course offering:

Every major needs an introductory course. This will inform students about the basic principles of professional writing, introduce them to possible careers, and prepare them for all other courses in the major.

List majors requiring this course:

This course will be part of the core requirements of the Professional Writing (PWR) major.

Will additional resources be required for this offering? ☐ Yes ☒ No
(attach explanation and plan)

Estimate enrollment per term: 0 Fall 15 Winter 0 Spring 0 Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

PWR 101: Introduction to Professional Writing

Introduction to the skills and tools necessary for a career in writing. Collaborative writing, editing, common genres, giving and receiving professional feedback. Exploration of scientific and technical, interactive, and organizational writing to prepare students to choose a major track.

Learning objectives:

Through this course, students will:

- Understand the role of a professional writer in a variety of workplaces and understand the requirements of the Professional Writing major,
- Acquire foundational technology skills related to professional writing including basic word processing, e-mail, and digital collaboration and feedback tools,
- Gain familiarity with common genres and modes used in professional writing,
- Investigate the ethical and cultural issues related to writing for diverse audiences,
- Understand the interrelatedness of writing and design, and
- See themselves as a reflective practitioner of professional writing.

Suggested Texts:

Writing That Works: Communicating Effectively on the Job, Eleventh Edition by Walter Oliu et al.

Solving Problems in Technical Communication, Johndan Johnson-Eilola and Stuart A. Selber, eds.

Assignments:

Reading responses to chapters from Johnson-Eilola and Selber text

Resource memo: students research and write informal reports on resources available to writers, first focusing on a technology and then on a print or physical/personal resource.

Cultural literacy case study: students examine a provided case of failures in professional writing and make recommendations

Client project: students work with a community organization to improve their brochures. (TBD based on community partner interest.)

Five year plan: students create a five year plan, including filling out their graduation petition to see what classes they might take, as well as scaffolding what kind of externship they may do and what kind of job they are looking for after graduation.

Resource guide: students edit their resource memos into complex documents.

Tentative Schedule

Week One	Introductions, syllabus review, what is professional writing? What is the PWR major?
Week Two	What is rhetoric? What are the rhetorical moves of a professional writer?
Week Three	What is the role of cultural competency in professional writing?
Week Four	What is scientific and technical writing? Common genres.
Week Five	What does it mean to write in an organization? Feedback provision.
Week Six	What is digital writing? Collaboration tools.
Week Seven	How do writers collaborate with clients?
Week Eight	How do writers visualize information?
Week Nine	How do writers edit and compile others' writing?
Week Ten	Final reflections and presentations of final project.

CPC 2015-024 (33)

New Course Request Form

Department Communication Program Professional Writing

Submitter's Name Franny Howes Phone 541-885-0339 Email franny.howes@oit.edu

Date submitted 11/13/2015

Approved course number from Registrar PWR 102

Title Introduction to Web Authoring

Proposed start date (term and year) Fall 2016

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 102 Introduction to Web Authoring (2-1-3)
Rhetorically-grounded introduction to web technologies and the history and current state of the internet. Introduction to HTML and CSS. Genres of web content. Managing content on a web server. Introduction to content-management systems. Students will build a personal web page.
Pre or co-requisite: WRI 121

Justification for new course offering:

No rhetorically-based courses on writing, designing, and coding content for the web exist at OIT. The Professional Writing major needs a core course that introduces important concepts including markup and content management that will be relevant in other classes and in their careers.

List majors requiring this course:

This course will be part of the core requirements of the Professional Writing (PWR) major.

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall ___ Winter 15 Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

PWR 102: Introduction to Web Authoring

Rhetorically-grounded introduction to web technologies and the history and current state of the internet. Introduction to HTML and CSS. Genres of web content. Managing content on a web server. Introduction to content-management systems. Students will build a personal web page.

Learning objectives:

Through this course, students will:

- Understand the role of a writer in developing content for the web,
- Gain a working understanding of the history and present of web content,
- Master the concept of tags as used in HTML and CSS and be able to read and edit basic HTML and CSS by hand
- Manage basic content on a web server
- Experience a variety of content management systems and content environments
- Be able to identify a variety of genres of web content and judge their appropriateness for a rhetorical situation
- Run a personal webpage

Texts and requirements:

Students must purchase a domain name and web hosting services on their own.

Learning Web Design, 4th Edition: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics, by Jennifer Niederst Robbins. O'Reilly Media.

Assignments:

Tumblr-based reading responses (also using the HTML editing features of Tumblr)

Report on the past and present of a website (introducing the Wayback Machine and the way interfaces have changed over time)

HTML midterm exam

Twine assignment: make simple game using Twine, practicing maintaining correct links and using CSS to design the visual components

Genre mapping project describing the proliferation of internet content

Personal webpage hosting their resume from PWR 101, their Twine game, and a future place for their PWR portfolio work

CSS final exam

Tentative Schedule

PWR 102
Course Outline and Objectives

Week One	Introductions, syllabus review, what does it mean to write for the web?
Week Two	Digital rhetoric and the role of the writer in creating web content.
Week Three	History of the web. Invention of the WWW protocol; hypertext.
Week Four	Introduction to HTML: tags, the structure of a webpages, commenting, validating.
Week Five	HTML continued. Forms and tables.
Week Six	Midterm exam on scripting and coding.
Week Seven	CSS markup. Creating and editing a stylesheet.
Week Eight	Genres of web content.
Week Nine	Critique and feedback in relation to web content.
Week Ten	Final personal webpage presentation.
Final Exam Week	CSS final exam.

CPC 2015-024 (36)

New Course Request Form

Department Communication Program Professional Writing / General Education

Submitter's Name Franny Howes Phone 541-885-0339 Email franny.howes@oit.edu

Date submitted 11/13/2015

Approved course number from Registrar PWR 330

Title User Research

Proposed start date (term and year) Fall 2016

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 330, User Research (3-0-3)
Applied research methods for developing interfaces, documents, and applications. Planning, testing, and revising a user experience. User analytics, field methods, interviewing, focus groups, usability testing, and other workplace practices for inquiry into users and audiences.
Prerequisite: WRI 227

Justification for new course offering:

Students looking for employment in technical communication, user experience design, and professional writing fields need to know advanced research techniques for analyzing audiences and users. This class will provide hands-on experience with contemporary field practices.

List majors requiring this course:

This course will be required for the Professional Writing (PWR) major.

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: 0 Fall 15 Winter 0 Spring 0 Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

PWR 330: User Research

Applied research methods for developing interfaces, documents, and applications. Planning, testing, and revising a user experience. Field methods, interviewing, focus groups, usability testing, and other workplace practices for inquiry into users and audiences.

Learning objectives:

Through this course, students will:

- Understand the role of a professional writer in designing user experiences
- Develop a broad toolkit of research methods for researching users, spaces, contexts, and applications appropriate for use in industry
- Compare and contrast different research methods
- Understand the cultural and societal components of technology that can affect the design process and the user experience
- Design and implement a series of short user research projects

Suggested Texts:

Interviewing Users: How to Uncover Compelling Insights, by Steve Portigal

Rocket Surgery Made Easy: The Do-It-Yourself Guide to Finding and Fixing Usability Problems (Voices That Matter) by Steve Krug

The User Experience Team of One: A Research and Design Survival Guide by Leah Buley

Assignments:

Weekly reading responses (likely Tumblr based)

Mini-research assignments based on each methodology covered:

- Interview.
- Focus group.
- Contextual inquiry.
- Survey/questionnaire.
- Usability test.
- Card sorting.

Term project: significant research project where students plan, conduct, and report on research using one or more of these methods to gather user data for a specific design/writing purpose.

Tentative Schedule

Week One	What is user experience? What is user experience research?
Week Two	How we learn about users and participants. Research ethics.
Week Three	Interviewing.
Week Four	Focus groups
Week Five	Contextual inquiry.
Week Six	Surveys.
Week Seven	Usability tests in the lab. Card sorting.
Week Eight	Analyzing, reporting, and incorporating findings.
Week Nine	Final project work.
Week Ten	Work continues.
Final Exam Week	Presentation of projects and deliverables.

CPC 2015-024 (39)

New Course Request Form

Department Communication Program Professional Writing

Submitter's Name Matt Search Phone 5-1404 Email matt.search@oit.edu

Date submitted 10/20/15

Approved course number from Registrar PWR 355

Title Project Management for Writers

Proposed start date (term and year) Fall 2016

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 355 Project Management (3-0-3)
Focuses on project planning, management, and assessment for large-scale communication (print and electronic) projects. Introduces the theory and practice of audience-, organization-, and process-based approaches to content strategy.
Prerequisites: SPE 321, WRI 227.

Justification for new course offering:

As people responsible for large-scale written projects, graduates of the PWR program will be part of – and often the leaders of – organization-wide efforts to harness enormous amounts of information generated in contemporary professional settings. Course advances student strategies to manage design, production, dissemination, and revision of large quantities of information, in multiple forms, across multiple platforms, and for use by multiple stakeholders (internal and external) for multiple purposes.

List majors requiring this course:
This course will be part of the core for the Professional Writing (PWR) major; it will also be valuable to students in certain specialties of the Communication Studies major.

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall 20 Winter ___ Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

PWR 355 - Project Management for Writers

Learning objectives:

By the end of this course, students will be able to:

- Articulate strategies for managing large quantities of information.
- Complete a large-scale documentation project, including:
    - Planning – Identify the type/quantity of information that needs to be produced and recorded; identify and request the resources required.
    - Creation -- Produce that information
    - Integration and delivery – manage information from multiple sources; integrate information with products and services; disseminate information to multiple stakeholders
- Elicit, provide, and use constructive feedback in a productive manner
- Examine the influence of ethical issues in professional communication
- Employ good time management skills
- Present information in a professional manner, verbally and in writing

Grading

75% - Term project, with multiple deliverables including

- Application and role proposal (individual project)
- Project scale/scope analysis report (team project)
- Project proposal (team project)
- Content deliverables (individual projects)
- Usability Test Plan and Report (individual projects)

10% - Progress reporting (individual projects)

10% - Presentations, including

- Informal design / implementation presentations (individual projects)
- Formal project completion presentation (team

project) 10% - in-class workshops

Topics	Week	Deliverables
Project planning: • Collaborative writing / content generation • Goals, scope, scale • Stakeholders • Precursors and dependencies • Assessment plans	1	Application and Role Proposal (including resume + statement of purpose) – Individual
	2	Project Scale/Scope Analysis Report – Individual teams
Project management strategies: • Multi-deliverable project organization • Complex timeline management • Managerial communication	3	Project Proposal – Individual teams
	4	Integrated Project Proposal – all teams
Integration: • Modular content management strategies • Collaborative editing	5	Individual / team work on content submissions
	6	
Assessment and usability: • Large-scale quality control processes • Revision planning • Project / team assessment	7	Content submissions – Individuals Assessment Plans – Individual teams
	8	Integrated Assessment Plan – all teams
Closing the loop: • Handover planning • Archival strategies	9	Usability Test Plan and Report - Individual
	10	Content Revisions – Individual / teams Assessment Presentations (in Week 10 and Finals Week) – Individual teams

CPC 2015-024 (42)

New Course Request Form

Department Communication Program BS in Professional Writing

Submitter's Name Professor Linda S. Young Phone 5-1404 Email linda.young@oit.edu

Date submitted 11/12/15

Approved course number from Registrar PWR 490

Title Portfolio Development

Proposed start date (term and year) Fall, 2016

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 490, Portfolio Development (variable 2 or 3)
Focuses on the development of a professional senior portfolio. that provides evidence of all writing experience and skill level.
Prerequisite: any upper division writing course.

Justification for new course offering:

Many professional writing employers look for evidence of the skills and knowledge that graduates can bring to the workplace. Designed as a workshop, this portfolio development course guides students in the creation of both an electronic and physical portfolio as a culminating artifact of the major program. Students will take the proficiency exam prior to this course. If they pass, the course will count for 2 credits. If they do not pass, the course will include additional remedial work and count for 3 credits.

List majors requiring this course:

BS in Professional Writing

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: 10 Fall ___ Winter ___ Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

PWR 490, Portfolio Development (Variable credit)

Focuses on the development of a professional senior portfolio. that provides evidence of all writing experience and skill level.

Learning outcomes:

Through this course, students will:

1. Understand the role of a portfolio for a professional writer
2. Learn about the job market for writers as both freelancers and full-time employees
3. Develop and refine their personal brand before entering the workforce
4. Revise previous writing to highlight their skills for employers
5. Improve weak areas of their writing in advance of graduation
6. Create new documents to fill gaps in their experience
7. Produce a formal portfolio and present it to stakeholders

Suggested texts:

Chicago Manual of Style, current edition
A current popular press job-seekers' handbook, instructor's choice
Supplementary materials related to web design/document design for portfolio development

Assignments:

Self-assessment: students will reflect on the outcome of their Writing Proficiency Exam as well as the professional writing they have produced over their academic career. They will assess their strengths and weaknesses and make plans to strategize around their strengths and improve their weaknesses.

Job strategy document: students will evaluate job opportunities in their field and create a one, two, and five year plan for their future careers.

Personal statement: students will write a personal statement explaining their skills and knowledge.

Final portfolio: students will produce an electronic portfolio of their work in an industry-appropriate format containing documents including their resume, their personal statement, and examples of their work. This will be 20-30 pages of writing or the electronic equivalent. Examples of writing/work may include academic papers, essays, journalistic writing, functional documents such as policies or procedures, formal reports, technical or scientific writing, and game writing, blogs, and writing for the web.

Portfolio presentation: students will present their work to the department and to community stakeholders.

Tentative schedule:

Week One	Introductions and review
Week Two	Self-evaluation techniques
Week Three	Job searching in the field of professional writing
Week Four	Graduate work after getting a PW degree
Week Five	Full time careers in writing
Week Six	Strategies for freelance writing
Week Seven	Intensive workshopping of portfolio pieces
Week Eight	Intensive workshopping of personal statements
Week Nine	Intensive workshopping of whole portfolios
Week Ten	Final presentations of portfolios to stakeholders.

Oregon TECH

New Course Request Form

Department Communication Program BS in Professional Writing

Submitter's Name Professor Linda S. Young Phone 5-1404 Email linda.young@oit.edu

Date submitted 11/12/15

Approved course number from Registrar PWR 499

Title Internship in Professional Writing

Proposed start date (term and year) Fall, 2017

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 499 Internship in Professional Writing (variable to total of 9 credits)
Students work in applied settings in their emphasis and under the supervision of an on-site mentor. Regular contact with extern advisor required. Written externship reports required. Writing proficiency exam must be passed before starting internship. Senior standing required.
Pre-requisite(s): PWR 355 and upper division course in emphasis area

Justification for new course offering:

Required for all majors. Work in professional settings required to train students in the realities of professional writing. Ensures that student work meets industry standards and that students will be successful in chosen emphasis.

List majors requiring this course:

BS in Professional Writing

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: 5 Fall 5 Winter 5 Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

PWR 499, Internship in Professional Writing (variable to total of 9 credits)

Students work in applied settings in their emphasis and under the supervision of an on-site mentor. Regular contact with extern advisor required. Written externship reports required. Writing proficiency exam must be passed before starting internship. Senior standing required.

Pre-requisite(s): PWR 355; upper division course in emphasis area

Detailed course description:

Three term sequence with placement in a professional setting or approved alternative setting which requires extensive practice in professional writing.

The primary focus of this internship is training, but candidates provide some service functions over the course of the academic year. The internship provides opportunities for candidates to acquaint themselves with the roles, responsibilities, and functions of professional writers while serving a professional setting and creating documents, managing social media, and completing assignments as required. Candidates also participate in industrial meetings as available and meet
the needs of the internship site.

All PWR majors are required to participate in an internship. Activities can include writing, managing web sites and social media, creating large documents, editing, interacting with document-creation teams, researching, consulting, and individual and group tasks. Readiness to
complete these activities is determined on an individual basis, and all activities are conducted under the direct supervision of the Internship supervisor, in collaboration with an OIT-based supervisor.

Learning outcomes:

Through this course, students will:

1. Gain preparation for the job market in advance of their graduation
2. Learn about current industry best-practices in their area of writing
3. Practice ethical professionalism in a real-world setting
4. Improve time management skills in a workplace context
5. Engage in the diverse work of a professional writer

Suggested assignments:

Weekly journal: students will keep a weekly journal reflecting on their workplace experiences. With employer permission, this could be kept as a public blog.

Portfolio of work assignments: students will build a portfolio of examples of their work from their internship, with reflective descriptions and contextual notes. This could be a public document as well with employer permission.

Internship presentation: at the completion of the internship, students will give a public presentation on the work they did and what they learned from their experiences.

Note: a tentative schedule is not provided for this course because it will not meet in a classroom and the pace of the material will be based on students' individual work experiences.

CPC 2015-024 (48)

New Course Request Form

Department Communication Program BS in Professional Writing

Submitter's Name Professor Linda S. Young Phone 5-1404 Email linda.young@oit.edu

Date submitted 11/12/15

Approved course number from Registrar WRI 425

Title Advanced Composition

Proposed start date (term and year) Fall, 2017

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

WRI 425 Advanced Composition (3-0-3)
Advanced writing in varied topics specific to disciplines and realistic assignments in professional writing. 30 to 40 pages of formal writing required with several long pieces designed for publication. Open to advanced students in a variety of majors.
Pre or co-requisites, COM 301 or COM 305, and WRI 338

Justification for new course offering:

Required upper level Composition course focusing on areas of emphasis and preparing students for professional writing to a high standard.

List majors requiring this course:

BS in Professional Writing

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: 20 Fall ___ Winter ___ Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

WRITING 425: Advanced Composition

Course Description & Objectives

Pre- or Co-requisites: COM 301 or COM 305, and WRI 338

In this advanced composition course, you will practice the writing skills you will need to use in the workforce. Employers consistently say that strong writing skills are of paramount importance when they evaluate potential candidates. It is no wonder, for you will need to produce professional quality documents, such as resumes, reports, memoranda, and e-mails, the quality of which reflects on you and your employer. WRI 425 builds on the foundations of critical thinking, reading, and writing established in WRI 122 and WRI 227, fine-tuning these skills and augmenting them with an emphasis on the professional, public, and academic aspects of majors and career fields.

The Communication Department offers several versions of this course, encompassing wide disciplinary concentrations. These include Arts and Humanities, Health Sciences, Natural Sciences, Social Sciences, and Engineering and Technology.

The writing requirements in Advanced Composition, WRI 425, build on the requirements of WRI 122 and WRI 227. All students produce thirty-forty pages of formal writing over the course of the term and revise at least two essays of their own choosing for a portfolio that constitutes twenty-five per cent of their course grade. Typically, these pages are accomplished through four assignments plus a diagnostic essay that is administered early in the semester. In addition, an oral component is usually introduced at some point in the class, typically as a complement to written work. (e.g., a mock professional conference might be set up among Social Sciences sections.)

Usually one of the assignments in any Writing 425 class is slightly longer than the others—perhaps ten-twelve pages—and incorporates concentrated research within the professional literature of that discipline. Special attention is usually devoted to the public and ethical issues that attend to specific majors and the professions to which they lead (E.g., questions of biomedical ethics often frame an assignment within the Health Sciences sections of Writing 425.) Professors teaching WRI 425 are asked to permit their students to focus about half of their writing specifically within their individual major. (So, depending on their majors, students within an Arts & Humanities section would be allowed to tailor one or more of their essays to their interest in English, Philosophy, Literature, Art History, etc.).

Expectations are greater for advanced writing students (and students in the professional writing major). The bar is raised, in part because Writing 425 students will consistently demonstrate that the maturity and sophistication of their writing permit them to meet these higher standards. While this reflects their growth as undergraduates, it is also clearly testimony to the underpinnings of good composition skills that they acquire in previous writing courses.

Health Sciences sections gather together students intending careers under the wide umbrella of health care. Besides those students aiming for medical school, these classes also include nursing, physician assistant, pre-dental, pharmacy, and occupational therapy majors. Common assignments include clinical visits followed up by written observations, examinations of the professional and ethical questions pertinent to medicine, research into the roles performed by different health care specialists, and assessments of the availability of, the distribution of, and the economic and social costs attending to medical care.

Natural Sciences sections are geared for those students majoring in physics and astronomy, geology, chemistry, biology, or any who wish to satisfy their WRIT 425 requirement with the physical sciences. A sampling of assignments from these classes reveals mock professional conferences where papers are presented orally and then submitted in written format to the instructor, identification of pressing scientific issues and the possible means of addressing them, and critical evaluation of articles appearing in the leading professional journals.

Social Sciences sections draw students from majors in political science, sociology, psychology, communications, journalism, history, economics, anthropology, and education. Past assignments in these classes have included expanded letters to the editor of various publications, perspectives on significant social issues and proposed resolutions, field visits to schools, libraries, and social services along with the resulting reports, and mock speeches for political candidates for a variety of offices. Research in prominent disciplinary journals and texts is also featured heavily.

Visual/Digital Arts sections study advanced expository writing through the models of the written work of artists who have theorized their own aesthetics. Students will develop analogies between artistic practice and the writing process. Debates on creative practices will, through the acquisition of theoretical vocabularies and analytical tools, be placed solidly within a written context.

This is an alternatively structured course in terms of contexts of learning and design of assignments. Although the tenets of good writing remain the central focus of the course, the term will culminate in a media-driven, documentary-style final project, which will use writing, research, and personal experience to communicate issues in a way meaningful to a broader public audience.

This class will appeal to students with a desire to be active participants in their courses and who are interested in innovative approaches to learning. Given its community-based/real-world component, this course would interest students wishing to have a more intimate understanding of those people and issues that are so often the subjects of academic research. Disciplined and open-minded students who are willing to explore creative approaches to fulfilling course requirements should find this curriculum a challenging yet satisfying alternative to more traditional offerings.

This version of WRI 425 focuses on Writing in the Environment. This course will encourage you to think about writing, prompt you to read good writing and, most importantly, ask you to write. Potential topics for discussion include environmental ethics, preserving wilderness areas, consumption, and specific environmental challenges confronting the region. Our discussions, readings, and writing assignments will explore ways in which writing can be a public, political act. We will examine how writers make effective arguments with various kinds of evidence, and consider how rhetorical factors such as purpose and audience shape presentations of the environment in writing. We will also explore research as an important interface between academia and broader civic discourse. This course is appropriate for a broad range of majors. Students learn to distinguish between types of arguments–definitions, claims of fact and cause, evaluative critiques and proposals–and to accommodate their ideas to various audiences.

Much of the work that we will do will occur during class. Expect to attend class every day, to write and rewrite your papers, and to read and comment on the writing of your classmates. You can expect to:

- Analyze a variety of professional rhetorical situations and produce appropriate texts, adapting the text to the knowledge base of the audience.
- Produce persuasive texts that reflect the degree of available evidence and take into account counter arguments

- Understand and practice the skills needed to produce competent, professional writing including planning, drafting, revising and editing
- Identify and implement appropriate research methods for each writing task
- Practice the ethical use of sources and the conventions of citation appropriate in your field
- Improve competence in Standard Written English (including grammar, sentence and paragraph structure, coherence and document design) and use this knowledge to revise texts

Required Texts
Professional and Public Writing: A Rhetoric and Reader for Advanced Composition by Linda S. Coleman, and Robert W. Funk.
Style: Lessons in Clarity & Grace by Joseph Williams & Gregory Colomb (ISBN 0205747469)

Grading Procedures
Your grade for this course will be based on five formal writing assignments, less formal writing assignments assigned for homework or in class, including a paper proposal, participation in class, and participation in draft workshops, which will coincide with the five formal assignments.
The first assignment is the Cover Letter/Resume, in which you will locate a position vacancy and apply for that position. The next four assignments are linked together, each one building on the assignments that come before it. You will select a topic for the second paper and retain it for the third through fifth papers. If you must switch topics between these assignments, you are required to submit a written proposal to me that describes your new topic and why you feel compelled to switch topics. Switching topics will diminish the authority you are able to bring to your papers and is strongly discouraged. The second assignment is the Situation Paper, in which you will assert a position about your topic and defend that position. The third assignment is the Causal Paper, in which you will explain the causes of the situation you described in the second assignment. The fourth assignment is the Evaluation Paper, where you will adopt a different style of argument to persuade your audience to agree with your assessment of the situation. Finally, in the fifth assignment or Proposal Paper, you will argue for a way to address the situation you have considered in the earlier assignments.

Papers are due at the beginning of class on the day they are due; otherwise, they are late.
LATE PAPERS will be marked down one letter grade per class late, excluding weekends. If you must hand a paper in late, you must also contact me the day the paper is due so that I know when to expect your paper and we can make arrangements for delivery (whether you'll give it to me in class or deliver it to my office, etc.). The format for assignments will vary, it will always be assignment-specific, and you will be expected to follow the format required by each assignment. Submissions that do not follow these formatting guidelines will be penalized.

Before each assignment is due, we will hold draft workshops in class. You must bring a polished draft that meets all of the requirements of that particular paper assignment. You will exchange papers with a classmate and you will comment on the writing of your classmate. I will distribute peer review sheets to guide your constructive criticism. These sheets will be turned in with the final draft of your paper and will be graded.

As part of your Proposal assignment, you will make a short presentation of your proposal to the class during the last week of the semester. Your grade for the presentation will be factored into your in-class assignments/class participation/homework grade.

Your grade will be determined on a 100-point scale:
In-class assignments/Class participation/Homework: 20 %
Peer Review: 10%
Situation Paper: 15%
Causal Paper: 15%
Evaluation Paper: 15%
Proposal Paper: 25%
The Professional Writing Program requires each student to compose approximately 30 pages of original writing (8,250 words); the assignments for this course are in compliance with this page requirement.

	Week One	
Mon Wed Fri	Introduction Distribute and discuss Syllabus Writing Diagnostic Argument Chapter 1 (Rhetoric) Distribute and discuss Paper One Assignment Sheet Style as Choice Lessons One and Two (Style)	
	Week Two	
Mon Wed Fri	Logos Chapter 2 (Rhetoric) Ethos and Pathos **DUE: Job Description/Audience Analysis for Assign. #1** Chapter 3 (Rhetoric) Actions Lesson 3 (Style)	
	Week Three	
Mon Wed Fri	Draft Workshop **DUE: Revised Audience Analysis (including job description)** Style Workshop **DUE: New copy of** Audience Analysis **DUE: Assignment One** (including cover letter, resume, job description, audience analysis) Distribute and review Paper Two Assignment Sheet	
	Week Four	
Mon Wed 	Questions and Claims & Language and Voice Chapters 4 & 5 (Rhetoric) Definition: What is It? Chapter 6 (Rhetoric) **DUE: Topic Proposal for Papers Two through Five** **DUE: Audience Analysis for Paper Two**	

Fri	Library Day—**Class Meets in Library computer lab** Chapters 10 & 11—pages 327-385 (Rhetoric)	
	Week Five	
Mon	CONFERENCES ****NOTE: All students will have individual conferences during this week to discuss research topics.****	
	Week Six	
Mon Wed Fri	Draft Workshop **DUE: Rough Draft with Revised Audience Analysis** Style Workshop **DUE: New copy of Rough Draft with Revised Audience Analysis** **DUE: Paper Two** Distribute and Review Paper Three Assignment Sheet	
	Week Seven	
Mon Wed Fri	Causal Argument Chapter 7—pages 179-227 (Rhetoric) Characters, Cohesion, and Coherence Lessons 4 & 5 (Style**)** Characters, Cohesion, and Coherence cont. Lessons 4 & 5 (Style**)**	
	Week Eight	
Mon Wed Fri	Draft Workshop **DUE: Rough Draft of Paper Three (include Audience Analysis)** Style Workshop **DUE: New copy of Rough Draft of Paper Three** **DUE: Revised Audience Analysis** **DUE: Paper Three** Distribute and Review Paper Four Assignment Sheet	
	Week Nine	
Mon Wed Fri	Evaluation Chapter 8—pages 228-259 (Rhetoric) Evaluation continued Chapter 8—pages 260-282 (Rhetoric) Emphasis and Concision Lessons 6 & 7 (Style)	
	Week Ten	

Mon Wed Fri	Draft Workshop **DUE: Rough Draft of Paper Four (include Audience Analysis)** Style Workshop **DUE: New copy of Rough Draft of Paper Four** **DUE: Revised Audience Analysis** **DUE: Paper Four** Distribute and Review Paper Five Assignment Sheet	
	Week Eleven	
	Oral Presentations	

CPC 2015-024 (55)

New Course Request Form

Department Communication Program Professional Writing

Submitter's Name C.Syrnyk and V. Koehn Phone 1-5258 (CS) Email veronica.koehn@oit.edu

Date submitted 10/26/15

Approved course number from Registrar COM 305

Title Contemporary Rhetorical Theory

Proposed start date (term and year) Fall 2016

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

COM 305 Contemporary Rhetorical Theory (3-0-3)
Explores contemporary rhetorical theory in its development over the 20th cantury. Topics range from the need for a new rhetoric to critical rhetorical theories of power, race, and gender.
Prerequisites: WRI 121, SPE 111

Justification for new course offering:

COM 305 provides the necessary complement to COM 301 (Rhetorical Theory and Application) and offeres students in the new Professional Writing major experience in understanding ahd using contemporary rhetoric.

List majors requiring this course:

Professional Writing major (required)
Communication Studies (upper division COM elective)

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: 20 Fall ___ Winter 0 Spring 0 Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

COM 305 Course Outline

Week 1: Introduction to Rhetoric

Week 2: Richards (Objections to Traditional Rhetoric / Proposal for a New Rhetoric / Meaning / Elimination of Misunderstanding) and Weaver (Nature of the Human Being / Knowledge and Truth / Nature of Culture / Rhetoric and Dialectic / Rhetorical Embodiment of Worldview / Decline of Rhetoric)

Week 3: Grassi (Italian Humanism / The Scientific Paradigm / Humanism / Giambattista Vico: A Source for Grassi's Rhetoric / Grassi's Philosophical and Rhetorical System / Rhetorical versus Rational Speech)

Week 4: Perelman and Olbrechts-Tyteca (Need for a New Rhetoric / Argumentation and Logic / Audience / Starting Points of Argumentation / Presence / Techniques of Presentation / Techniques of Argumentation / The Interaction of Arguments)

Week 5: Toulmin (Theoretical and Practical Argument / Emancipation of Practical Argument)

Week 6: Burke (Rhetoric / Dramatism / Logology / Definition of the Human Being)
Week 7: Habermas (Reason and the Public Sphere / Human Knowledge / Lifeworld and System / Universal Pragmatics / Validity Claims / Level of Discourse)

Week 8: hooks (Ideology of Domination / Marginality as a Site of Resistance / Feminism / Decolonization through Rhetoric)

Week 9: Baudrillard (Evolution of Simulation / The Mass Media / The Commodity Culture / The Centrality of the Object / Responses to Hypertelia)

Week 10: Foucault (Knowledge / Power / Ethics / Analytical Methods)

Course Objectives

As a result of successful completion of this course, students will be able to:

- Gain an understanding of 20th century rhetorical theories
- Further develop rhetorical awareness skills first introduced in WRI121 and SPE111
- Use at least three of the theories to analyze rhetorical artifacts
- Understand how rhetoric is useful in a variety of professional contexts

New Course Proposals,
Electives and Emphasis Elective Courses

CPC 2015-024 (58)

New Course Request Form

Department Communication Program BS in Professional Writing

Submitter's Name Professor Linda S. Young Phone 5-1404 Email linda.young@oit.edu

Date submitted 11/12/15

Approved course number from Registrar PWR 206

Title Social Media

Proposed start date (term and year) Fall, 2016

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 206 Social Media (3-0-3)
Strategies for integrating social media and digital marketing as part of professional writing. Practical steps, techniques, and best practices geared toward integrating social media and digital programs into business, personal, and artistic communication.
Pre-requisite: WRI 122
Co-requisite: COM 237

Justification for new course offering:

Many professional settings are relying on social media to communicate, market, and maintain customer relationships. Knowledge of how to apply social media to a variety of professional settings and for a variety of purposes is vitally important in professional writing careers.

List majors requiring this course:

BS in Professional Writing

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall 25 Winter ___ Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

Course Title, Prerequisites, Description

PWR 206, Social Media (3-0-3)

Pre-requisite, WRI 122; Co-requisite, COM 237

Strategies for integrating social media and digital marketing as part of professional writing. Practical steps, techniques, and best practices geared toward integrating social media and digital programs into business, personal, and artistic communication.

Course Outline:

Week One: Introduction, the importance of social media

Week Two: Social Media monitoring and Audience targeting

Week Three: Social Media Content Development

Week Four: Social Media Content Development (Part Two)

Week Five: Interaction Planning, building relationships, events, and connections

Week Six: Social Media Measurement and value

Week Seven: Project design

Week Eight: Action plans to work in future positions combining social media, professional writing, and marketing strategies

Week Nine: Case studies and real-world examples from guests and industry professionals

Week Ten: Student project, social media campaigns

Course Objectives:

By the end of the course, students should be able to

1. monitor social media and target audience needs
2. use writing effectively to create social media content
3. 'listen' to social media networks and make sense of data
4. develop audience analysis techniques to create content
5. create brand 'persona' and develop engaging social media content
6. present an effective portfolio of strategies and demonstrations showing mastery of basic social media writing and presentation techniques

CPC 2015-024 (60)

New Course Request Form

Department Communication Program Professional Writing

Submitter's Name Kari Lundgren Phone 541-851-5361 Email kari.lundgren@oit.edu

Date submitted 10/26/15

Approved course number from Registrar PWR 215

Title Writing in the Public Interest

Proposed start date (term and year)

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 215 Writing in the Public Interest (3-0-3)
Emphasizes professional writing needs of nonprofit and community stakeholders. Focuses on analyzing particular rhetorical situations and using appropriate rhetorical strategies to produce multiple issue-focused documents in various genres. Culminates in professional portfolio for prospective client.
Pre- or co-requisite: WRI 227

Justification for new course offering:

New major; Areas of service for professional writing majors may include serving community groups and non-profits. This elective will provide students in the professional writing major with specific skills in working across disciplinary boundaries and to serve the interests of many groups.

List majors requiring this course:

Professional Writing

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall ___ Winter 25 Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

Course Title, Prerequisites, Description:

PWR 215, Writing in the Public Interest (3-0-3) Pre-

or co-requisite(s): WRI 227

Emphasizes professional writing needs of nonprofit and community stakeholders. Focuses on analyzing particular rhetorical situations and using appropriate rhetorical strategies to produce multiple issue-focused documents in various genres. Culminates in professional portfolio for prospective client.

Course Objectives:

1. Analyze needs of audience, situation, and stakeholders, as unique to non-profit and community contexts.
2. Analyze representative texts for rhetorical strategies and effectiveness, as determined by audience, purpose, context, and genre.
3. Produce texts from multiple genres in response to a single issue, according to needs of audience, situation, and stakeholders.
4. Demonstrate understanding of how rhetorical context influences writing style.

Course Outline:

Weeks 1-2: Rhetorical Situation—Identify and analyze community group and issue for needs, opportunities, obstacles, stakeholders, and potential purposes of writing

Assignment: Memo

Weeks 3-6: Informative Genres—Research chosen issue and surrounding context in depth, both to practice informative genres of public interest writing and to provide sound background for persuasive genres and advocacy writing

Assignments: Bibliography, White Paper

Weeks 6-9: Persuasive Genres—Navigate common genres of advocacy writing and their requirements

Assignments: Mission & Vision statements, Blog Post, Editorial

Weeks 9-10: Professionalization—Selecting, revising, and introducing representative written samples for prospective employer or client

Assignment: Portfolio with cover letter

Kari J. Lundgren, Communication Department
Oregon Institute of Technology
Oct. 2015

CPC 2015-024 (62)

New Course Request Form

Department Communication Program BS in Professional Writing

Submitter's Name Professor Linda S. Young Phone 5-1404 Email linda.young@oit.edu

Date submitted 11/12/15

Approved course number from Registrar PWR 220

Title Writing for Interactive Media

Proposed start date (term and year) Fall, 2016

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 220 Writing for Interactive Media (3-0-3)
Explores writing and editing for visual, audio, and interactive media. Workshops focus on choosing appropriate format and delivery mechanisms for news, Web sites, gaming, etc. Topics include accessibility, copyright law, information ethics, linear and non-linear media, including game writing.
Prerequisite: WRI 122 with a grade of C or better

Justification for new course offering:

Option for students in the Professional Writing major and open to interested students in any major.

List majors requiring this course:

BS in Professional Writing

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall 25 Winter ___ Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

PWR 220 Writing for Interactive Media

(3-0-3)

This course explores writing and editing for visual, audio, and interactive media. Class time focuses on choosing appropriate format and mechanisms for news, Websites, gaming, etc.

Topics include accessibility, copyright law, information ethics, linear and non-linear media, including game writing.

Students will learn the basics of writing/editing online content, thinking and designing interactively, and how users navigate interactive and online content, among other topics. Focus is on both informational interactive media (e-training, educational CDs, interactive kiosks) and narrative interactive media (computer/video games, simulations) in online and disk-based formats.

Course Objectives:

- Demonstrate necessarily skills for career development, maintenance of employability, and successful completion of course outcomes;
- Use emerging technologies to exchange and gather information and resources;
- Comply with standard practices and behaviors that meet legal and ethical responsibilities;
- Analyze and design layout principles
- Design and create digital graphics
- Demonstrate appropriate use of digital graphics
- Demonstrate appropriate use of digital media principles, animation, and audio
- Demonstrate appropriate project management in the creation of digital media projects
- Deploy digital media into print, web-based, and video products.

Possible course texts include the following:

Samsel, J.& Wimberley, D. Writing for Interactive Media

Klaus, F., & Bernd, O. (2011). HTML5 Guidelines for Web Developers
Kosmaczewski, A. (2012). Mobile JavaScript Application Development.
Deitel & Deitel. (2009). JavaScript for Programmers: Deitel Developer Series.

Week One	Introduction to HTML5; Comp	Assignment One
Week Two	jQuery, Intro	Assignment Two
Week Three	More jQuery	Assignment Three
Week Four	Canvas Assignment, Project 1	Assignment Four (project)
Week Five	Project, Animate, Sound	Assignment Five
Week Six	Game Story	Presentations

Week Seven	Rules and Forms for games	
Week Eight	Structure, interaction, and decision-making	
Week Nine	Aesthetics	
Week Ten	Showcase, final projects (project 2)	Final Projects, presentations

Project 1	15%
Project 2	15%
Participation	15%
Assignments and Quizzes	15%
First Exam	20%
Second Exam	20%
Total	100%

*Regardless of the above percentages, any student who completes less than 80% of the assignments will fail the course.

Lecture and Demonstration
Lectures will concern the body of knowledge surrounding hypermedia production. The demonstrations will cover specific operations and techniques. You are expected to be at both of these. If you have to miss a lecture or a demonstration, permission for an excused absence must be granted by the professor before the lecture or demo. It is your responsibility to secure all materials and information presented in lecture or demo, even with an excused absence. Lectures and demonstrations will not be repeated. Lectures or demonstrations may be tape recorded with the professor's permission.

Participate in the course discussions via Blackboard. It is expected that you will fully participate in the online discussions. This means posting your own thoughts about the topics, commenting on others' ideas, and responding to questions about your own postings. Class participation points will be based more on quality than quantity. While it is relatively easy to post numerous, non-substantive comments, it takes more thought and effort to post intelligent, meaningful comments that move the discussion forward. For example, meaningful posts tend to:

- Provide concrete examples, perhaps from your own experience
- Identify consequences or implications
- Challenge something that has been posted, perhaps by playing devil's advocate
- Pose a related question or issue
- Suggest a different perspective or interpretation
- Pull in related information from other sources, books, articles, websites, courses, etc.

Consider your time commitment to our online discussions to be critical to your success as a

learner, as well as to the success of the course. Participation scores will be based on, but not limited to, the following three criteria:

- Frequency and timeliness of postings
- Content of postings (thoughtfulness and reflection that goes into your responses and extent to which they address the topic for the week, including the assigned readings)
- Adherence to online protocol (see rubric in the course website)

Oregon TECH

New Course Request Form

Department Communication Program Professional Writing

Submitter's Name Kari Lundgren Phone 541-851-5361 Email kari.lundgren@oit.edu

Date submitted 10/26/15

Approved course number from Registrar PWR 306

Title Writing for the Health Professions

Proposed start date (term and year)

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 306 Writing for the Health Professions (3-0-3)
Emphasizes professional writing needs of health professionals. Focuses on analyzing particular rhetorical situations and using appropriate rhetorical strategies to produce multiple issue-focused documents in various genres. Culminates in simulated outreach project requiring translation of expert medical content for non-expert audiences.
Prerequisite(s): WRI 227

Justification for new course offering:

New major. In the new major program, emphasis electives include a focus on health professions. This is one of a series of courses that will be recommended for students in this track or emphasis. These professional writing students will be interested in writing specifically for the health-related fields.

List majors requiring this course:

Professional Writing

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall ___ Winter ___ Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

Course Title, Prerequisites, Description:

PWR 306, Writing for the Health Professions (3-0-3)

Prerequisite(s): COM 216, WRI 227

Emphasizes professional writing needs of health professionals. Focuses on analyzing particular rhetorical situations and using appropriate rhetorical strategies to produce multiple issue-focused documents in various genres. Culminates in simulated outreach project requiring translation of expert medical content for non-expert audiences.

Course Objectives:

1. Analyze needs of audience, situation, and stakeholders, as unique to the health professions.
2. Analyze a variety texts for rhetorical strategies and effectiveness, as determined by audience, purpose, context, and genre.
3. Produce texts from multiple genres in response to a single issue in the health professions, according to needs of audience, situation, and stakeholders.
4. Demonstrate understanding of how rhetorical context influences writing style.

Course Outline:

Weeks 1-3: Issue and Audience—Identify and analyze issue in the health professions and/or specialized audience affected by a given issue, for needs, opportunities, obstacles, stakeholders, and potential purposes of writing

Assignments: Memo, Bibliography

Weeks 3-6: Writing in Context—Identify needs of specific audience or stakeholder and meet those needs through targeted writing and revision

Assignments: Find and revise brochure from health field, with accompanying cover letter explaining revisions; Draft own brochure, either focusing on different issue and same audience or same issue with different audience

Weeks 7-9: Informing for Audience Needs—Identify and produce necessary informative content for website intended to accompany brochure

Assignment: Website content (chunked written content only, no web design)

Week 10: Beyond Writing—Translate information for other contexts or media

Assignment: Poster for health fair, school presentation, or conference; In-class poster session

Kari J. Lundgren, Communication Department
Oregon Institute of Technology
Oct. 2015

CPC 2015-024 (68)

New Course Request Form

Department Communication Program Professional Writing

Submitter's Name Kari Lundgren Phone 541-851-5361 Email kari.lundgren@oit.edu

Date submitted 10/26/15

Approved course number from Registrar PWR 310

Title Professional Writing for International Audiences

Proposed start date (term and year)

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 310 Professional Writing for International Audiences (3-0-3)
Emphasizes professional writing needs of international audiences. Focuses on analyzing and understanding particular international contexts, revising documents according to rhetorical needs, and implementing strategies for creating original documents to address international audiences. Culminates in case study portfolio of professional documents.
Pre or co-requisites: COM 216, WRI 338

Justification for new course offering:

New major; professional writers will create documents for international audiences.

List majors requiring this course:

Professional Writing

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall ___ Winter 20 Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

Course Title, Prerequisites, Description:

PWR 310, Professional Writing for International Audiences (3-0-3)

Pre- or co-requisite: COM 216, WRI 338

Emphasizes professional writing needs of international audiences. Focuses on analyzing and understanding particular international contexts, revising documents according to rhetorical needs, and implementing strategies for creating original documents to address international audiences.

Culminates in case study portfolio of professional documents.

Course Objectives:

1. Analyze needs of audience, situation, and stakeholders, as unique to the international context.
2. Analyze a variety of texts for rhetorical strategies and effectiveness, as determined by audience, purpose, context, and genre.
3. Implement a variety of techniques to produce texts that adapt writing style according to the particular needs of international audiences.
4. Demonstrate understanding of how rhetorical context influences writing style.

Course Outline:

Weeks 1-3: Understanding and Analyzing Cultural Difference in Language and Practice

Assignment: Lead discussion on a particular research article (in small groups)

Weeks 3-6: Analyzing International Contexts for their Particular Rhetorical Needs

Assignment: Case Study Analysis. Analyze rhetorical situation, purpose, audience of case provided by instructor. Analyze and revise given documents according to needs of that particular international context and audience.

Weeks 7-10: Implementing Strategies for Writing to International Audiences

Assignment: Case Study Portfolio. Develop portfolio for student-selected and researched case study, including description of simulated scenario, analysis of chosen international context, and professional writing samples that fit the needs of that context.

Kari J. Lundgren, Communication Department
Oregon Institute of Technology
Oct. 2015

CPC 2015-024 (70)

New Course Request Form

Department Communication Program Professional Writing

Submitter's Name Franny Howes Phone 541-885-0339 Email franny.howes@oit.edu

Date submitted 11/13/2015

Approved course number from Registrar PWR 315

Title Advanced Web Authoring

Proposed start date (term and year) Fall 2016

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

PWR 315, Advanced Web Authoring (2-1-3)
Advanced use of HTML and CSS. Introduction to database-driven content development including JavaScript, PHP, and MySQL. Choosing and implementing content management systems, content models, and deploying site architecture. Usability testing a website and performing user analytics.
Prerequisites: PWR 102, COM 237

Justification for new course offering:

No rhetorically-based advanced courses on writing, designing, and coding content for the web exist at OIT. All of the Professional Writing major's tracks benefit from a course that would prepare them to be a webmaster or to build and run a website for an organization.

List majors requiring this course:

This course will be a major elective available to all tracks of the Professional Writing (PWR) major.

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: 15 Fall 0 Winter 0 Spring 0 Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

PWR 315: Advanced Web Authoring

Advanced use of HTML and CSS. Introduction to database-driven content development including JavaScript, PHP, and MySQL. Choosing and implementing content management systems, content models, and deploying site architecture. Usability testing a website and performing user analytics.

Learning objectives:

Through this course, students will:

- Do advanced, standards-compliant HTML5 and CSS3 design work
- Using wireframing and prototyping to develop a working design
- Understand the role of JavaScript and the DOM in web design and write their own JavaScript
- Compare and contrast content management systems and implement one on their own site
- Design a database using PHP and MySQL
- Plan and implement information architecture and content models on a complex website
- Run user analytics and usability tests specifically on a website

Texts and requirements:

Designing for the Digital Age: How to Create Human-Centered Products and Services by Kim Goodwin

The Elements of User Experience by Jesse James Garrett

HTML5 & CSS3 For The Real World, 2nd Edition by Alexis Goldstein, Louis Lazaris, Estelle Weyl

Students must purchase a domain name and web hosting services on their own. (They should still have these from the prerequisite, PWR 102.)

Assignments:

Wireframe for complex website

Implementation of design on their personal website

Coding/scripting midterm

Sample form and database

Usability report and recommendations

Final exam (more reflection than actual coding/scripting)

Tentative Schedule

Week One	Introductions, syllabus review, PWR 102 content review.
Week Two	Advanced theories of digital rhetoric and writing dynamic web content. Information architecture.
Week Three	Introduction to the Document Object Model and JavaScript. Wireframing and design.
Week Four	Return to Twine and advanced JavaScript implementation in a Twine game.
Week Five	JavaScript midterm.
Week Six	Intro to PHP and MySQL
Week Seven	Applied PHP and MySQL for dynamic website delivery.
Week Eight	Content management systems in the context of database-driven web design
Week Nine	Implementing a CMS on a personal site.
Week Ten	Revised personal portfolio site presentations.
Final Exam Week	Final exam on database

Oregon TECH

CPC 2015-0

New Course

Department Communication

Submitter's Name Franny Howes Phon

Date submitted 11/13/2015

Approved course number from Registrar PWR 320

Title Structured Authoring

Proposed start date (term and year) Fall 2016

Course outline and objectives attached? ☒ Yes

Full catalog description – Include number, title, lecture/lab/cre
prerequisite(s) and corequisite(s). Limit description to 40 wor

PWR 320 Structured Authoring (3-0-3)
Advanced practice in documentation writing, informatio
learn industry-standard writing practices such as Markd
proficiency in content management and writing for re-us
Prerequisite: WRI 227

Justification for new course offering:

Structured authoring is standard practice in industry tec
programs (Virginia Tech and Embry-Riddle being excep
advised us that he has jobs for people who can do this t
graduates.

List majors requiring this course:

This course will be required for one track of the Profess
to students in certain specialties of the Communication
Communication minors.

Will additional resources be required for this offering?

(attach explanation and plan)

Estimate enrollment per term: 0 Fall 0

Approv

Date: _____ Approved by _____

Date: _____ Approved by _____

Date: _____ Approved by _____

PWR 320: Structured Authoring

Advanced practice in documentation writing, information architecture and modular writing. Students will learn industry-standard writing practices such as Markdown, XML, and DITA. Students will also gain proficiency in content management and writing for re-use.

Learning objectives:

Through this course, students will:

- Understand the role of structured authoring in the contemporary technical communication profession
- Articulate strategies for writing for re-use
- Use markup languages fluently, including XML, Markdown, and DITA
- Use these techniques to write user and task documentation
- Use Git to manage version control in collaborative technical writing
- Learn new technologies more quickly and be flexible workplace writers

Suggested Texts:

Technical Writing 101: A Real-World Guide to Planning and Writing Technical Content by Alan Pringle and Sarah O'Keefe.

DITA Best Practices: A Roadmap for Writing, Editing, and Architecting in DITA by Laura Bellamy, Michelle Carey, and Jenifer Schlotfeldt.

Instant Markdown by Arturo Herrero

Assignments:

Markdown memo: students will use Markdown to compose informal reports on the nature of using Markdown and its uses in contemporary web writing

XML Cookbook: students write in a pre-determined structure that will be accessed by users from the web

DITA topics: students will write task-based documentation in valid DITA

Writing DITA for re-use: students will create concept, task, and reference topics using DITA and create multiple DITA maps that re-use elements strategically for different final formats

Collaborative project: students will work in groups using version control applications to design an original final piece of documentation

Tentative Schedule

Week One	Intro to career technical writing practices. Theories of writing for re-use.
Week Two	Markdown as intro to XML. XML and the web.
Week Three	Intro to structured authoring.
Week Four	Applied writing structures: cookbook due.
Week Five	Intro to Topics in DITA
Week Six	Applied DITA topics: first DITA assignment due.
Week Seven	Re-use in practice: begin content maps.
Week Eight	Final content maps due.
Week Nine	Version control with Git. Collaborating in a structured authoring environment.
Week Ten	Collaboration continued.
Final Exam Week	Group project due.

CPC 2015-024 (76)

New Course Request Form

Department Communication Program Communication Studies

Submitter's Name Dan Peterson Phone 5-1531 Email dan.peterson@oit.edu

Date submitted 11/16/2105

Approved course number from Registrar WRI 216

Title Public Relations Writing

Proposed start date (term and year) Fall, 2017

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

WRI 216 Public Relations Writing (3-0-3)
Students will be introduced to the basics of writing and designing public relations communication, including press releases, newsletters, brochures, and other written public relations communication tactics.
Prerequsite: WRI 122

Justification for new course offering:

The primary use of this course is as part of a public relations sequence being developed for students in the Communication Studies program. The sequence is three courses that first introduces the field of public relations, teaches students the concepts public relations writing, and then educates students in public relations campaign management. The second use for the PWR 205 course is as part of the new Professional Writing major being proposed. This course will enable interested students to learn aspects of public relations writing that are valuable for writing in and about organizations. The course will also enable students to use the principles of persuasion and argument learned prerequisite courses

List majors requiring this course:

No majors require this course. It is an elective course for both the Communication Studies degree and the Professional Writing degree.

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall 20 Winter ___ Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

WRI 216: Public Relations Writing

This course focuses on moving beyond understanding the role of a public relations practitioner to learning how to do the writing required in the public relations profession. The course helps students practice writing in a number of formats and for a number of audiences. After a review of the writing process (prewriting, preparation, and editing), students practice writing public relations documents for differentmedia. At the end of the course, students will have produced elements for a professional portfolio.

This course is fast-based and writing intensive. Expect to dedicate hours outside of class to creating specific documents written for specific purposes. Deadlines cannot be missed.

Text: *Strategic Writing: Media Writing for Public Relations, Advertising, Sales and Marketing, and Business Communication* by Charles Marsh, David W. Guth and Bonnie Poovey Short, which is still on the recommended reading list for additional books you may want to add to your library.

Learning & Performance Outcomes: Students who successfully complete this course will acquire the following knowledge, skills, and attitudes

Knowledge: they will

- recognize the importance of crafting and delivering a PR "message"
- appreciate the need for pre-writing, writing, and re-writing, in writing assignments
- understand the significance of the different audiences to which PR writing is addressed
- become familiar with a range of PR writing tools, sufficient to take part in PR planning at the entry level
- become familiar with a range of PR writing tools, sufficient to take part in PR planning at the entry level

Skills: they will

- improve critical thinking skills as they achieve the above knowledge outcomes
- be able to create a Message Planner to organize their writing
- be able to write an effective press release on short notice
- be able to write a PSA (public service announcement)
- be able to write a pitch letter, and know how to pitch a story

Attitudes: they will

- understand the ethical obligations of a professional PR writer
- appreciate the ethical dilemmas sometimes faced by PR writers
- discern between the relative priorities of client, editor, and ultimate audiences
- take pride in the role of PR writers in today's information economy

Class Requirements: Over the course of the term students will write 10-15 releases, PSAs, and other short PR writings, plus one (optional) longer piece, which with their final revisions will comprise a final project -- a portfolio due at the end of the term. The only required readng is to read at least one Chicago newspaper daily, and other readings as assigned.

Schedule:

Week One: Overview of writing process

Week Two: 500-word essay on chosen organization (for public relations work)

Week Three: Planning sheet due

Week Four: Memo with newsworthy ideas, activities for organization

Week Five: Rewritten newsletter story and traditional press release

Week Six: Broadcast news release

Week Seven: Social media news release (plan for longer campaign via social media)

Week Eight: Organizational feature story

Week Nine: Blog and Brochure

Week Ten: Oral presentations on public relations campaign

Sample Lessons:

Lesson One: Press Release Basics

The basics of journalistic writing - the 5 W's, inverted pyramid ... the importance of story in PR writing… analyzing the elements of a news story...

Lesson Two: Writing for Editors

The news angle... the role of the editor... what do editors look for in a story? the press release and media alert format... the use of direct quotes... .

Lesson Three: Pre-writing and Planning your Message

The importance of the writing process… outlining, clustering and other ways of organizing information… crafting the message… the importance of revisions and redrafts. ...

Lesson Four: Features

Discovering feature material, placement of ideas… Other uses of PR writing for feature stories. Also, press releases for arts events and similar activities... the relationship of the press release to the press kit, and the press conference.

Lesson Five: Pitching Stories and Interviews

Memos, pitch letters and confirmation letters... "scripting" the interview... how to meet the media.

Lesson Six: Press Release Enhancements

Different ways to diversify your style and make your copy more compelling.... different types of press release lead. Review previous reading assignments.

Lesson Seven: Broadcast Release & PSA

Four principal vehicles for broadcast publicity... differences in writing for the ear vs. the eye... basic principles of writing for the ear, and formats for the broadcast release & PSA.

Lesson Eight: Video News Releases and Radio Actualities

VNRs, filmscripts, presentations, visual treatments... how do news outlets use your PR submissions.. new technologies in PR.

Lesson Nine: PR Writing and the Web

How public relations professionals are using the Internet... Web-based challenges and opportunities. Writing for Web sites.

Lesson Ten: Research and Fact-Finding

Fact-finding, newsgathering, organizing your information... essentials for interviews... research tools.

Lesson Eleven: Newsletters, Backgrounders and Position Papers

Public relations writing for internal audiences. Writing backgrounders, position papers and other longer pieces for different publics. Also, discussion of advertising for the PR professional... developing a concept and a visual... stages of creativity.

Lesson Twelve: Public Relations Campaign Design

Developing the outline of a PR campaign and communicating your ideas to different publics... different types of media kit.

CPC 2015-024 (80)

New Course Request Form

Department Communication Program BS in Professional Writing

Submitter's Name Professor Linda S. Young Phone 5-1404 Email linda.young@oit.edu

Date submitted 11/12/15

Approved course number from Registrar WRI 225

Title Writing Nonfiction

Proposed start date (term and year) Winter, 2017

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

WRI 225 Writing Nonfiction (3-0-3)
Study of strategies for nonfiction composition. Both creation of text and analysis of existing texts to apply the principles of effective nonfiction prose. Practical steps, techniques, and best practices geared toward analyzing, creating, organizing, revising effective nonfiction prose for publication. Significant amount of time spent writing and editing.
Prerequisite: WRI 122, with grade of C or better

Justification for new course offering:

Much professional writing fits into the genre of nonfiction prose. This includes articles, press releases, marketing analyses, and documents prepared for online publication. Knowledge of and practice in the forms of effective nonfiction prose will train students to write clearly and precisely for a variety of audiences.

List majors requiring this course:

BS in Professional Writing

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall 20 Winter ___ Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

WRI 225: Writing Nonfiction (3-0-3)

Pre-requisite, co-requisite, WRI 122 (or equivalent, grade of C or better)

This course provides an intensive study of the principles of nonfictional composition through analysis of examples from classic and modern writings and practice in the application of those principles. Emphasis is placed on rhetorical organization and the techniques of expository writing. Students devote a significant amount of time to writing and editing their own work. Prerequisites: WRI 122, minimum grade C.

Student Learning Outcomes:

1. Students will demonstrate that they can create effective nonfiction works for a variety of audiences and purposes.

2. Students will demonstrate they can edit their texts for surface level features and stylistic infelicities.

3. Students will demonstrate they can revise texts by deleting irrelevant text, moving text, and creating new text.

4. Students will demonstrate they can change texts in response to peer and instructor critiques.

5. Students will demonstrate mastery of an effective writing process from draft through revision and processes for improving their writing for diverse audiences, with regard to diverse content.

Essential Learning outcomes:

Inquiry/Analysis: Students will be able to recognize their own subject position, follow the arguments of others, and interpret data.

Communication Skills: Student communication will be clear, purposeful, and make appropriate use of evidence, data, and technology as applicable.

Teamwork: Students will consider different points of view, work effectively with others despite differences, and understand the juncture between leadership and cooperation.

Diverse Perspectives: Students will understand and practice an awareness of own perspectives and angles on subjects and demonstrate consistent appreciation for others' perspectives, including in class and in relation to the nonfiction work being created.

Students will also demonstrate academic integrity. This will be assessed by an evaluation of at least one essay or researched presentation from each student.

Materials – Textbooks, Readings, Supplementary Readings:

Gerard, P. (2004). *Creative nonfiction*. Longrove, ILL: Waveland Press.

And other assigned readings, including anthologies of non-fiction prose as available

Course outline:

1. Gathering material
2. The Personal Essay
3. Writing about family
4. Writing about place — home and away
5. Writing about nature and the environment
6. Literary journalism and publication
7. Research
8. Continuing your life as a writer, including tips on publishing
9. Final portfolio preparation
10. Presentations, readings

Grading:

All assignments are due on their respective due dates by 11:59pm in the dropbox that has been assigned to them. All assignments must be turned in as .doc or .docx files, unless otherwise stated. Late work is not accepted in this course unless you have contacted the instructor and worked out other arrangements.

How Course Grade is Determined:

Writing Assignments 60 % Discussions

25%

Research & Final Portfolio (15 %): Your final portfolio is the culmination of a semester's hard work. You'll collect all of your assignments, online work, and your final paper and display these things in a readable online portfolio. Work should be created so that it can be published.

Oregon TECH

New Course Request Form

Department Communication Program BS in Professional Writing

Submitter's Name Professor Linda S. Young Phone 5-1404 Email linda.young@oit.edu

Date submitted 11/12/15

Approved course number from Registrar WRI 338

Title Style

Proposed start date (term and year) Fall 2017

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

WRI 338 Style (3-0-3)
Focuses on developing strategies for diagnosing, analyzing, and revising clarity using the technical vocabulary of style. Approaches style as a rhetorical concern dependent on audience and other aspects of the situation. Applicable to both research and professional/technical writing.
Pre or Co-requisite: WRI 227

Justification for new course offering:

Knowledge of stylistic issues required for all professional writing and editors in any setting or situation.

List majors requiring this course:

BS in Professional Writing

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall 25 Winter ___ Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

Course Title, Prerequisites, Description:

WRI338, Style (3-0-3)

Pre- or co-requisite(s): WRI 327

Focuses on developing strategies for diagnosing, analyzing, and revising for clarity using the technical vocabulary of style. Approaches style as a rhetorical concern dependent on audience and other aspects of the situation. Applicable to both research and technical/professional writing.

Course Objectives:

1. Analyze texts for stylistic features using the technical vocabulary of style
2. Revise extracts from professional writing using these principles and skills and explain revisions to a lay audience
3. Construct and explain a topical progression analysis of texts
4. Diagnose their own writing for issues of clarity using the technical vocabulary of style
5. Apply these principles and skills in their own writing
6. Explain why style is a rhetorical concern

Course Outline:

Week 1-4: Moving Beyond Correctness: Style as rhetorical concern; characters and actions; cohesion and coherence

Assignment: Quiz; Revision 1. Revision Assignments require students to analyze the stylistic problems in a text using the technical vocabulary of style and to revise the text in order to improve it. The texts they will analyze and revise are real world policy statements, articles, documentation, or other sorts of published professional writing.

Week 5-7: Implementing Rhetorical Strategies of Style: Emphasis; concision; shape; elegance

Assignment: Midterm exam, Revision 2

Weeks 8-10: Ethics of Style: Motivating and global coherence; theories of and issues in style

Assignment: Revision 3 (of student's own professional writing) and/or Issue Paper. In Issue paper, students will apply theoretical understandings of style by analyzing texts of their own choosing. In so doing, they will explain how style is a rhetorical concern, how the issue they have chosen poses a dilemma for professional writers, and apply the principles of style in their own writing.

Kari J. Lundgren, Communication Department
Oregon Institute of Technology
Oct. 2015

CPC 2015-024 (85)

New Course Request Form

Department Communication Program Professional Writing / General Education

Submitter's Name Matt Search Phone _____ Email matt.search@oit.edu

Date submitted _____

Approved course number from Registrar WRI 345

Title Science Writing

Proposed start date (term and year) Fall, 2016

Course outline and objectives attached? ☒ Yes ☐ No (attach explanation)

Full catalog description – Include number, title, lecture/lab/credit units, description, prerequisite(s) and corequisite(s). Limit description to 40 words.

WRI 345 Science Writing (3-0-3)
Processes and strategies involved in communicating scientific information to professional and lay audiences, including: topic, hypothesis, and experimental method description; literature review strategies; writing and project management strategies; visual display of quantitative data.
Prerequisite: WRI 123 or WRI 227.

Justification for new course offering:
Professionals working the scientific disciplines must not only employ excellent communication skills to present their work to the scientific community, but must also be able to present their work in an accessible manner for non-scientists.

List majors requiring this course:

This course will be part of the core for the Professional Writing (PWR) major; it will also be offered as a Communication General Education course, and would be useful to students in the Applied Mathematics, Applied Psychology, Biology-Health Sciences, Clinical Laboratory Science, Environmental Sciences, and Population Health Management degree programs (as well as students in other programs who intend to

Will additional resources be required for this offering? ☐ Yes ☒ No

(attach explanation and plan)

Estimate enrollment per term: ___ Fall ___ Winter ___ Spring ___ Summer

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

WRI 345 Science Writing

Learning objectives:

By the end of this course, students will be able to:

- Use organized writing/composing processes (generate ideas, evaluate rhetorical situations, draft, revise, edit, proofread)
- Employ effective information literacy strategies
- Employ effective visual design techniques
- Elicit, provide, and use constructive feedback in a productive manner
- Examine the influence of ethical issues in scientific communication
- Employ good time management skills
- Present information in a professional manner, verbally and in writing

Grading

10% - Project prospectus

15% - Literature review

10% - Experimental method

25% - Data and discussion

- Formal written format
- Visual display (poster presentation)

20% - Adaptation and revision for a Lay Audience

10% - Formal Presentation

10% - in-class workshops and quizzes

Topics	Week	Assignments
Formal scientific communication – style, voice, and tone	1	
Description and Definition	2	Prospectus / Project Description
Literature Review: Information literacy and the research process	3	
Literature Review: Source analysis and integration	4	Literature Review
Composition: Methods and Materials	5	
Composition: Data and Results	6	Methods / Materials
Visual Displays of Information	7	
Formal and informal oral presentations	8	Data / Discussion (written)
Presenting scientific information for lay audiences	9	Data / Discussion (poster presentation)
	10	Adaptation / Revision Assignment Formal Presentations (extend into Finals Week)

CPC 2015-024 (88)

Course Change Form

Department: Communication | Program: Comm. Studies; Professional Writing

Submitter's Name: L. S. Young | Phone: 5-1404 | Email: linda.young@oit.edu

Date submitted: 11/19/15

Course number and title: COM 415 Developing Multimedia

Requested for catalog year: Fall 2016

Check all features requested for change:

- [x] Title
- [x] Description
- [x] Prerequisite(s)
- [ ] Corequisite(s)
- [ ] Lecture hours
- [ ] Lab hours
- [ ] Credit hours
- [ ] Delete from curriculum
- [ ] Delete from catalog
- [ ] Term offered
- [ ] Number obtain approved number from Registrar
- [ ] Add to curriculum
- [ ] Other

Change from (provide *full* description from the current catalog including number, title, lecture/lab/credit units, description, prerequisites and corequisites):

COM 415 Developing Multimedia Presentations (3-0-3)
Interdisciplinary course introducing students to the tools and skills associated with designing, developing, presenting, and disseminating state-of-the-art multimedia presentations. Hands-on experience with graphics, digital/audio video, animation, and text.

Change to (provide *full* proposed description including number, title, lecture/lab/credit units, description, prerequisites and corequisites. Limit the description to 40 words).

COM 415 Developing Multimedia (3-0-3)
Course introducing students to the tools and skills associated with designing, developing, presenting, and disseminating state-of-the-art multimedia. Hands-on experience with graphics, digital/audio video, animation, and text.
Pre or Co-requisites: CST 102 or equivalent, or instructor permission; PWR 220

Reason for change:

Interdisciplinary opportunities not always available, so course will reside in the COM department. CST course number change. Emphasis now on multimedia in a broad sense instead of just presentations (the focus of the original course description).

How will the changes affect course equivalency for grade repeat calculation and graduation purposes?

It will not affect course equivalence.

Approval

Date: _____ Approved by _____, Department Chair

Date: _____ Approved by _____, Dean

Date: _____ Approved by _____, CPC

COM 415: Developing Multimedia

This course introduces students to the tools and skills associated with designing, developing, presenting and disseminating state-of-the-art multimedia. Hands-on experience with graphics, digital/audio, video, animation and text.

The course will explore the development of publications for both print and on-line applications. Students will be producing traditional 'desktop published' documents and expand their skills by the development of on-line document delivery techniques. As students will be generating documents for both print and on-line applications, they will be introduced to the production requirements and professional practices required for both media.

Course objectives

Students will

- Gain skills in the development of print and on-line publications;

- Gain skills in the editing of publications;
- Demonstrate understanding and ability to apply conceptual and technical aspects of design for cross-media delivery of publications;
- Demonstrate ability to analyze their own and others work.

This course builds on skills students have developed in other courses. It is designed to advance students in the professional writing major who plan to work with digital media. Both computer video editing applications and video camera operation will be covered in the course. The focus of the course is to familiarize students with the interfaces, tools, menus and features of the editing application.

In the video camera component of the course, students are also introduced to shooting and capturing footage with a digital video camera. Throughout the course, students participate in the creation and manipulation of original digital video material. Students cover how to shoot, edit and output their assignments. Students will be encouraged to constantly back up all work onto external hard drives and data backup disks, and apply industry standards to all tasks and activities.

Week One
Project Planning

Week Two
Technology review and introduction to new technologies in multimedia

Week Three
Computers

Week Four
Camera work

Week Five
Progress shoot and report on the large project due at term's end

Week Six
Color, design

Week Seven
Close-ups

Week Eight
Editing workshops

Week Nine
Conferences and Previews

Week Ten
Final Project presentations (open to public)

Section 2

4. Program Narrative (as it shall appear in the OIT Course Catalog)

The Professional Writing (PWR) professions serve content areas and technical fields. Housed in the Department of Communication, the PWR B.S. degree program includes core courses in theory and practice of writing and style, in addition to electives in digital text creation, interactive fiction, management, mathematics, communication, and health sciences. Students may choose one of three emphases: Scientific and Technical Writing, Digital Media, or Writing in Organizations.

The PWR program begins with a foundation of writing and style, along with communication theories and application. Graduates will gain competence in the domains of visual and text creation, audience analysis, rhetorical theory, research methods, statistics, and group and team communication. The applied content includes large project creation and management, portfolio work, digital media production, and broad applications of communication skills. The program is designed to integrate written skills with technical knowledge, and courses in technical specialties are required. This program is interdisciplinary and expects students to create a curriculum that matches a specific career path.

Section 2

5. Summary of General Education Requirements

Current General Education Requirements

18 credits in Communication are clearly met with the major degree requirements in this program.

12 credits social sciences are met with the electives. See Winter, first year; Fall, junior year; Winter, junior year; and Spring, junior year.

9 credits humanities are met with the electives and required courses. See HUM elective in Winter, first year; ART 207, in Spring, first year; and HUM elective, Winter, sophomore year.

4 credits in MATH are met with MATH 111 and/or MATH 243 requirement.

12 credits in Science are met with Natural Science requirements and emphasis electives. See Lab Science, Spring sophomore year; Science or Math elective, Fall junior year; and Science elective in Senior year.

Upper Division 60 credits are also met with the required and elective courses in the major program.

With the emphasis electives (mostly science), the 36/45 distribution requirement will be met, though it is likely that this requirement will disappear after the 2015-2016 academic year.

Section 2

6. Consultation with other OIT departments

Please see the attached emails from the chairs of HSS, Natural Sciences, EERE, and Management.

APPENDICES

A. Faculty Curriculum Vitae

Marilyn A. Dyrud
2025 Leroy Street
Klamath Falls, Oregon 97601
541.883.2365
marilyn.dyrud@oit.edu

Teaching Experience

1976- Oregon Institute of Technology Klamath Falls, OR
Professor, Communication Department

Courses Taught:

- Technical Report Writing
- Advanced Technical Writing
- Document Design
- Rhetoric
- Technical Editing
- Professional Ethics
- Civil Engineering Senior Project
- Business Correspondence
- Public Speaking
- Journalism
- Composition
- Electronic Communication & Society
- Communication Ethics
- Essentials of Grammar & Punctuation
- Engineering, Business, and the Holocaust

1972-76 Purdue University W. Lafayette, IN

Teaching assistant in freshman composition, mass media. Taught composition and research paper. 1975-6 promoted to co-director of program.

Academic Training

1972-80 English Department, Purdue University, W. Lafayette, IN

1980—Ph.D., English. Dissertation: "Rending the Veil: Dreams in Five Novels by Virginia Woolf"
Prelim areas: nineteenth-century British literature, twentieth-century literature, the novel

1974—M.A., English

1968-72 Callison College, University of the Pacific, Stockton, CA

1972—B.A. Major: Humanities. Minor: Southeast Asian Studies

Honors and Awards

2012 Sprit of ABC Award. Association for Business Communication
2011 Merit Award, American Society for Engineering Education
2010 James H. McGraw Award, American Society for Engineering Education
2009 Best Speaker, ETD, 2009 CIEC
Best Session, ETD, 2009 CIEC
2008 Fellow, American Society for Engineering Education
2007 Outstanding Zone Campus Representative, American Society for Engineering Education
Outstanding Section Campus Representative, American Society for Engineering Education
Outstanding Campus Representative, American Society for Engineering Education
2006 Distinguished Member, Association for Business Communication
Outstanding Campus Representative, American Society for Engineering Education
2002 Outstanding Campus Representative, American Society for Engineering Education
2001 Outstanding Campus Representative, American Society for Engineering Education
Outstanding Section Representative, American Society for Engineering Education
Outstanding Zone Campus Representative, American Society for Engineering Education
2000 Outstanding Campus Representative, American Society for Engineering Education
1999 Outstanding Campus Representative, American Society for Engineering Education
1998 Outstanding Campus Representative, American Society for Engineering Education
Faculty Achievement Award, Oregon Tech Foundation
1997 Service Award, Oregon Institute of Technology
Outstanding Campus Representative, American Society for Engineering Education
1996 Outstanding Campus Representative, American Society for Engineering Education
Outstanding Section Representative, American Society for Engineering Education
1995 Outstanding Campus Representative, American Society for Engineering Education
1994 Ethics Across the Curriculum Workshop, Illinois Institute of Technology, NSF
1993 Centennial Certificate, American Society for Engineering Education
1990 Faculty Excellence Award, Oregon Institute of Technology
1981 Bloomsbury Seminar, Stanford University, Mellon Foundation

Professional Memberships (current)

American Association of University Professors
American Society for Engineering Education
- Engineering Technology Council Publications Committee, member (1988-2004)
- OIT campus representative (1990-2007)
- Ben Dasher Awards Committee, Frontiers in Education (1994; 2003)
- Berger Award Committee, member (2002-6)
- Engineering Technology Division section representative (1994-2009)
- McGraw Award Committee (2010-present)
- Nominating Committee (2011-present)
- Pacific Northwest Governing Board member (1990-2006)
- Pacific Northwest Section chair (2005-6)
- Pacific Northwest Section Awards Committee chair (2006-7)
- Pacific Northwest newsletter editor (1995-2005)
- Pacific Northwest section conference chair (1997; 2006)
- *International Journal of Engineering Education*, reviewer
- *International Journal of Modern Engineering*, reviewer

Journal of Engineering Technology, reviewer
Journal of Engineering Education, reviewer
Journal of Engineering Education editor search committee (2010)
Technology Interface International Journal, reviewer
Ad hoc committee ASEE ethics code (2009-2011)
Ad hoc committee ASEE plagiarism policy (2009-2012)
Proceedings reviewer (ASEE, FIE, SCI)
Engineering Ethics Division Executive Committee, member (2007–present; 2011-12, program chair; 2012-13, chair)
Engineering Technology Division Executive Committee, member (2008-present)
Journal of Engineering Technology editorial board; communications editor (2010-present)
Zone IV chair (2010-12)
Zone IV Conference, planning committee; proceedings editor (2009-10)

Association for Business Communication
Teaching Committee, *chair* (2004-present; 1990-present, member)
Business Communication Quarterly editorial board; co-editor "Focus on Teaching" section
Journal of Business Communication editorial board
Board of Directors, member at-large (1997-2000)
Proceedings reviewer
Vice-president, Western Region (2010-present)

Association for Practical and Professional Ethics
Ethics Bowl moderator (2001-present)
Proceedings editor (2012)

Center for Business Ethics
Modern Language Association
National Council of Teachers of English
Oregon Council of Teachers of English
Southern Poverty Law Center
Titanic Historical Society
US Holocaust Memorial Museum
Virginia Woolf Society

Presentations

"American Business Involvement in the Holocaust." Holocaust Remembrance Day. Klamath Falls, OR. 15 April 2007.

"Ancient Structural Failures and Modern Incarnations: Stadium Collapses & Engineering Ethics." Accepted for presentation at American Society for Engineering Education Annual Conference. Atlanta, GA. 23-26 June 2013.

"Architecture as Memory: The U.S. Holocaust Memorial Museum." Presentation for HIST 207. Oregon Institute of Technology. Klamath Falls, OR. 4 June 1996.

"Assessing Portfolios." Engineering Technology Leadership Institute. Orlando, FL. 27-29 October 1996.

"Assessment Challenges for Faculty Portfolios." American Society for Engineering Education Annual Conference. Seattle, WA. 28 June-1 July 1998.

"Attitudinal Aspects of Assessing Student Writing." American Society for Engineering Education Annual Conference. Milwaukee, WI. 15-18 June 1997.

"Avoiding Death by PowerPoint." Conference for Industry and Education Collaboration. 2-4 February 2011. San Antonio, TX. (Workshop and individual presentation)

"The Best Teaching Tip *Ever*!" Association for Business Communication International Convention. Portsmouth, VA. 4-7 November 2009. (Session organizer and moderator)

"The Bowmer Beam: A Case Study in Successful Crisis Communication." Association for Business Communication International Convention Honolulu, HI. 24-28 October 2012.

"Building Communications Skills in Technical Classes." Symposium on Technology Education. Klamath Falls, OR. 17-19 April 1986. (Workshop with Elaine M. Deutschman, OIT)

"Building Communications Skills in Technical Courses." American Society for Engineering Education Annual Conference. Cincinnati, OH. 21-26 June 1986. (Workshop)

"Business and the Holocaust." Association for Business Communication International Convention. Albuquerque, NM. 23-25 October 2003. (Panel member)

"Business and Rhetoric: A Perfect Partnership." Association for Business Communication International Convention. Montréal, Québec, Canada. 19-21 October 2011.

"The Butterfly Effect: Unintended Consequences and the Eastland Disaster." Association for Practical and Professional Ethics Annual Meeting. Cincinnati, OH. 1-3 March 2012.

"Cases for Teaching Engineering Ethics." Frontiers in Education Conference. Savannah, GA. 20-23 October 2004.

"The Challenger Disaster as Case Study." Association for Business Communication West Regional Conference. San Francisco, CA. 25-27 March 1993.

"Communication and Civil Engineering: An Integrated Approach to Senior Projects." American Society for Engineering Education Annual Conference. Montréal, Québec, Canada. 17-20 June 2002.

"Communication across the Curriculum." OIT Showcase on Teaching. Klamath Falls, OR. 17 September 2008. (With Kevin Brown, Dan Peterson, and John Puckett, OIT)

"Communication Skills for ET Graduates." American Society for Engineering Education Annual Conference. Milwaukee, WI. 15-18 June 1997. (Panel member)

"Computers, Obsolescence, and Engineering Ethics." Association for Practical and Professional Ethics Annual Meeting. Cincinnati, Ohio. 4-7 March 2010.

"Critical Inquiry and the Internet: The Urban Legends Assignment." Association for Business Communication International Convention. Cambridge, Massachusetts. 27-30 October 2004.

"Design Guidelines for Written Assignments." Frontiers in Education Annual Conference. Atlanta, GA. 1-4 November 1995.

"Designing Presentation Graphics." Association for Business Communication West Regional Conference. Boise, ID. 11-13 April 1996.

"A Desktop Publishing Primer." President's Tour Presentation. Oregon Institute of Technology. Klamath Falls, OR. 22 January 1997. (With Valerie Vance, OIT)

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"Developing Faculty Ethics Seminars." Association for Business Communication West Regional Conference. Costa Mesa, CA. 3-5 April 1997.

"Di(e)ing on the Net: The Global Village Revisited." Association for Business Communication West Regional Conference. Portland, OR. 16-18 April 1998.

"Dino Writers: Some Suggestions for Writing Clear Instructions and Procedures." Association for Business Communication West Regional Conference. Denver, CO. 5-7 April 1990.

"Distance Education: Do We Know What We're Doing?" Association for Business Communication West Regional Conference. Vancouver, British Columbia, Canada. 19-21 April 2001.

"E-Waste: A Looming Issue." Association for Practical and Professional Ethics Annual Meeting. Cincinnati, OH. 3-6 March 2011.

"Engineering Ethics and the Challenger Disaster: The Case of Roger Boisjoly." Society for Literature and Science National Conference. Atlanta, GA. 8-11 October 1992.

"Engineering Ethics: Micro and Macro Cases for Developing Ethical Awareness." Conference for Industry and Education Collaboration. San Antonio, Texas. 31 January-3 February 2006. (Ethics "showcase" session)

"Engineering Ethics: What Should Students Know?" American Society for Engineering Education Pacific Northwest Section Conference. Boise, ID. 24-26 April 2003.

"The Engineering Technology Education Bibliography: A Retrospective Glance." American Society for Engineering Education Annual Conference. Salt Lake City, Utah. 20-23 June 2004.

"Energizing the End." Association for Business Communication International Convention. Montréal, Québec, Canada. 19-21 October 2011. (Session organizer and moderator)

"Establishing Rapport with Your Students." American Society for Engineering Education Annual Conference. Lincoln, NE. 25-29 June 1989.

"Ethical Exotica." American Society for Engineering Education Annual Conference. Austin, TX 14-17 June 2009.

"An Ethical Paradox: The Case of Absolut Vodka." Association for Business Communication International Convention. San Antonio, TX. 11-14 November 1998.

"Ethics 101." American Society for Engineering Education Annual Conference. Portland, Oregon. 12-15 June 2005.

"Ethics Across the Business Curriculum." Association for Business Communication West Regional Conference. Palm Springs, CA. 20-22 April 1995.

"Ethics Across the Curriculum: A Panel Perspective." Symposium on Technology Education. Klamath Falls, OR. 30 April-2 May 1998. (Session organizer and panel member)

"Ethics and Editorial Responsibilities: The Case of Tule Lake." Association for Practical and Professional Ethics Annual Meeting. San Antonio, TX. 24-27 February 2005.

"Ethics and Internet Information: Assessing Accuracy and Reliability." Association for Practical and Professional Ethics Annual Meeting. Cincinnati, OH. 26-29 February 2004.

"Ethics Education for the Third Millennium." American Society for Engineering Education Annual Conference. Seattle, WA. 28 June-1 July 1998.

"Ethics in Action: A Visit from Roger Boisjoly." Association for Business Communication West Regional Conference. Vancouver, British Columbia, Canada. 11-13 April 1991.

"Ethics on the Side." Conference for Industry and Education Collaboration. Orlando, Florida. 4-6 February 2009.

"Ethics Orphan: Unintended Consequences." American Society for Engineering Education Annual Conference. Louisville, KY. 20-23 June 2010.

"An Ethics Package for Classroom Use." Association for Business Communication International Convention. New Orleans, LA. 4-7 November 1992.

"Examining Urban Legends about Technology: A Creative Approach to Addressing Social Implications." Conference for Industry and Education Collaboration. 1-3 February 2012. Orlando, FL.

"An Exploration of Gender Bias in Computer Clip Art." Association for Business Communication International Convention. Chicago, IL. 6-9 November 1996.

"Facelifts for Visual Aids." Frontiers in Education Annual Conference. Salt Lake City, UT. 6-9 November 1996.

"Familiarizing the Unknown: Three Unusual Engineering Cases." American Society for Engineering Education Annual Conference. 27-30 June 2011. Vancouver, B.C., Canada.

"Fine-Tuning Your Reviewing Techniques." American Society for Engineering Education Annual Conference. New Orleans, LA. 16-19 June 1992.

"Fire! Three Case Studies in Ethics." Frontiers in Education Conference. San Diego, California. 28-31 October 2006.

"Flaming and Thrashing: An Examination of Tone in Electronic Mail." Frontiers in Education Annual Conference. Kansas City, KS. 18-21 October 2000.

"Flaming II: More Raspberries." Association for Business Communication International Convention. Orlando, FL. 1-4 November 1995.

"The Flip Side of Audience: Who Is the Writer?" Association for Business Communication International Convention. Honolulu, HI. 27-30 November 1991.

"Four Reasons for Including an Ethics Component in Engineering Classes." American Society for Engineering Education Annual Conference. Nashville, TN. 22-25 June 2003.

"From Humor to Gizmos: Teaching Tips to Energize Your Classes." Association for Business Communication International Convention. Chicago, IL. 27-30 October 2010. (Session organizer and moderator)

"Fun and Games with Dilbert and Ethics." Association for Business Communication West Regional Conference. Tucson, AZ. 22-24 April 1999.

"The Gentle Art of Phishing." Association for Business Communication International Convention. San Antonio, Texas. 26-28 October 2006.

"Getting a Grip on Groups." American Society for Engineering Education Annual Conference. Charlotte, NC. 20-23 June 1999.

"Grading as Process." Oregon Council Teachers of English Regional Conference. Klamath Falls, OR. 12 October 1984. (With Edward Silling)

"Grading as Process." National Council Teachers of English Northwest Regional Conference. Portland, OR. 27-29 April 1986. (With Edward Silling)

"Grading Writing: Strategies for Technical Instructors." American Society for Engineering Education Annual Conference. Toronto, Ontario, Canada. 24-28 June 1990.

"Handling the Paper Load: Grading Shortcuts You Can Live With." Association for Business Communication International Convention. Las Vegas, NV. 5-8 November 1989.

"Have You Tried This?" Association for Business Communication International Convention. Atlanta, GA. October 18-21, 2000. (Session organizer and moderator)

"Have You Tried This (Yet)?" Association for Business Communication International Convention. La Jolla, CA. 7-10 November 2001. (Session organizer and moderator)

"Hitler's Legacy: Visual Propaganda." Association for Practical and Professional Ethics Annual Meeting. Cincinnati, OH. 5-8 March 2009.

"Holistic Grading: An Alternative Approach." Frontiers in Education Annual Conference. San Jose, CA. 1-4 November 1994.

"'I Brought You A Good News': An Analysis of Nigerian 419 Letters." Association for Business Communication International Convention. Irvine, CA. 19-22 October 2005.

"Icebreakers." Association for Business Communication International Convention. Irvine, CA. 19-22 October 2005. (Session organizer and moderator)

"Icebreakers: Thawing Out Cold Classes." Association for Business Communication West Regional Conference. San Diego, CA. 2-4 April 1992.

"Industrial Ethics Training: A Look at Ethics Games." American Society for Engineering Education Annual Conference. Chicago, Illinois. 12-15 June 2006.

"An Innovative Approach to an Advanced Technical Writing Seminar." American Society for Engineering Education Annual Conference. Champaign, IL. 20-24 June 1993.

"Integrating Ethics into Technical Classes: A Workshop." Pacific Northwest Section Annual Meeting, American Society for Engineering Education. 29-30 March 2005. Butte, MT.

"Integrating Design and Communications: OIT's Civil Engineering Senior Project." Pacific Northwest Section Annual Meeting, American Society for Engineering Education. Cheney, WA. 10-12 April 2008. (With Sean St.Clair)

"Integrating Teamwork: Outstanding Teachers Share Their Views." Association for Business Communication International Convention. San Antonio, TX. 26-28 October 2006. (Session organizer and moderator)

"International Considerations in Technical Writing." American Society for Engineering Education Annual Conference. Albuquerque, NM. 24-27 June 2001.

"Is Google Enough?" Association for Practical and Professional Ethics Annual Meeting. Cincinnati, Ohio. 4-7 March 2010. (Panel member)

"*Jeopardy* for Engineering Ethics: Integrating Games." Association for Practical and Professional Ethics Annual Meeting. Cincinnati, OH. 3-6 March 2011.

"Junk Mail: A Gold Mine for Your Classroom." Association for Business Communication West Regional Conference. Ashland, OR. 30 March-1 April 1989.

"Lawrence Kohlberg and Bill Murray: Using Groundhog Day to Discuss Moral Development." Association for Practical and Professional Ethics Annual Meeting. Charlotte, NC. 27 February-2 March 2003.

"Lessons Learned from an Integrated Senior Project." Frontiers in Education Annual Conference. Boulder, CO. 5-8 November 2003.

"Life without Google." Association for Business Communication International Convention. Montréal, Québec, Canada. 19-21 October 2011.

"The Limits of Professional Autonomy: William Mulholland and the St. Francis Dam." Conference for Industry and Education Collaboration. Mesa, AZ. 1-3 February 2013.

"Looking Backward: German Technical Writers in the 1930s." Frontiers in Education Annual Conference. Reno, NV. 10-13 October 2001.

"Management Ethics and the Triangle Shirtwaist Fire." Association for Business Communication International Convention. Washington, D.C. 10-12 October 2007.

"Managing the Paper Load: Strategies for Evaluating Writing Assignments." American Society for Engineering Education Annual Conference. 18-21 June 2006. Chicago, IL. (Workshop with Julie Sharp, Vanderbilt University, and Barbara Olds, Colorado School of Mines)

"Marrying Communication and Civil Engineering: An Integrated Senior Project." Association for Business Communication International Convention. Cincinnati, OH. 23-26 October 2002.

"Motivating Our Students: Outstanding Teachers Share Their Secrets." Association for Business Communication International Convention. Lake Tahoe, NV. October 30-November 1, 2008. (Session organizer and moderator)

"Multimedia Technology: Its Impact on What and How We Teach." Association for Business Communication International Convention. Washington, D.C. 12-15 November 1997. (Panel member)

"Narrative Ethics." Association for Business Communication International Convention. Washington, D.C. 12-15 November 1997.

"Nigerian 419 Letters: Ethics and the Internet." Association for Practical and Professional Ethics Annual Meeting. Cincinnati, OH. 22-25 February 2007.

"A Nontraditional Grading System: Process Packages in Business Correspondence Courses." Association for Business Communication International Convention. Los Angeles, CA. 12-15 November 1986.

"Not in Our Backyard: Computer Waste and Engineering Ethics." American Society for Engineering Education Annual Conference. Honolulu, HI. 24-27 June 2007.

"On Performance Instructions and Paper Airplanes." Association for Business Communication West Regional Conference. Orange, CA. 21-23 April 1988.

"One Teacher's Trash Is Another's Treasure—or—How to Use Junk Mail in the Classroom." Association for Business Communication International Convention. Indianapolis, IN. 26-29 October 1988.

"Packaging Documentation: An Experiment in Desktop Publishing." Association for Business Communication International Convention. Montréal, Québec, Canada. 27-30 October 1993.

"The Paper Clip." Association for Business Communication International Convention. Lake Tahoe, NV. 30 October -1 November 1, 2008.

"Peer Evaluation and Group Projects: Circumventing Dysfunctionality." Association for Business Communication West Regional Conference. Fullerton, CA. 11-13 May 2000.

"Perspectives on Peer Review." Frontiers in Education Annual Conference. Boston, MA. 6-9 November 2002. (Workshop with Barbara Olds, Colorado School of Mines, and Julie Sharp, Vanderbilt University)

"Persuasion, Ethics, and Communications: Confessions of an EAC Graduate." Association for Practical and Professional Ethics Annual Meeting. Washington, D.C. 2-4 March 1995.

"Plagiarism." Convocation. Oregon Institute of Technology. Klamath Falls, OR. 19 September 2012.

"Plagiarism in Academic Journals: What's an Editor to Do?" Association for Practical and Professional Ethics Annual Meeting. Cincinnati, OH. 3-6 March 2011. (Panel organizer and moderator, with Michael C. Loui, University of Illinois)

"'Plop, Plop. Fizz, Fizz': Using Advertising to Teach Exposition." Oregon Council Teachers of English Regional Conference. Grants Pass, OR. 14 October 1983.

"Plumbers and Professionalism." " American Society for Engineering Education Annual Conference. San Antonio, TX. 10-13 June 2012.

"Portfolio Assessment for Promotion and Tenure." Frontiers in Education Annual Conference. Pittsburgh, PA. 5-8 November 1997.

"Preparing Professional Presentations." American Society for Engineering Education Annual Conference. Anaheim, CA. 25-28 June 1995. (Workshop with Phyllis Katz, University of Hartford; session moderator)

"Problem Solving in Engineering and Ethics: Points of Intersection." Conference for Industry and Education Collaboration. 3-5 February 2010. Palm Springs, California.

"Process: What Is It? How Do I Use It?" Association for Business Communication West Regional Conference. Monterey, CA. 19-21 March 1987.

"Putting More Punch in PowerPoint." Frontiers in Education Annual Conference. San Antonio, Texas. 19-22 October 2009. (Workshop with Julie Sharp, Vanderbilt University)

"The Radium Girls and Other Early Adventures in Radium Poisoning." Accepted for presentation at Association for Practical and Professional Ethics Annual Meeting. San Antonio, Texas. 28 February-3 March 2013.

"Rage Pages and Internet Ethics: Pedagogical Implications." Association for Practical and Professional Ethics Annual Meeting. Washington, D.C. 6-8 March 1997.

"Remembering the Past to Inform the Future: Engineering and the Holocaust." American Society for Engineering Education Zone IV Conference. Reno, NV. 25-27 March 2010.

"Right Professional Behavior: A Classroom Exercise Using Professional Codes." Frontiers in Education Annual Conference. Kansas City, KS. 18-21 October 2000.

"The Role of E-Mail in Organizational Crisis: A Case Study." Association for Business Communication International Convention. San Antonio, TX. 7-11 November 1990.

"The Scavenger Hunt: A Team Building Exercise." American Society for Engineering Education Annual Conference. Pittsburgh, PA. 22-25 June 2008.

"Sending Electronic Raspberries: Some Theories Regarding E-Mail Flaming." Association for Business Communication International Convention. San Diego, CA. 1-4 November 1994.

"Senior Projects: An Outsider's Point of View." American Society for Engineering Education Annual Conference. Toledo, OH. 21-25 June 1992.

"Sorry for the Incontinence: What Student Bloopers Reveal. Association for Business Communication International Convention. Chicago, IL. 27-30 October 2010.

"The Suggestion Box." Association for Business Communication West Regional Conference. Seattle, WA. 18-20 April 2002.

"Teaching Engineering Ethics to Non-Engineering Students." Association for Practical and Professional Ethics Annual Meeting. Cincinnati, OH. 1-4 March 2001.

"Teaching Ethics." American Society for Engineering Education Annual Conference. 20-25 June 1994. Edmonton, Alberta, Canada.

"Teaching Logic." Oregon Council Teachers of English Regional Conference. Bend, OR. 6-7 April 1984.

"Teaching Technology." Association for Business Communication International Convention. Albuquerque, NM. 23-25 October 2003. (Session organizer and moderator)

"Technical Documentation and Nazi Writers." Association for Business Communication International Convention. La Jolla, CA. 7-10 November 2001.

"Technical Writing in the Third Reich." Association for Practical and Professional Ethics Annual Meeting. San Antonio, TX. February 24-28, 2008.

"Technology & Pedagogy." Association for Business Communication International Convention. Honolulu, HI. 24-27 October 2012. (Session organizer and moderator)

"Tell Me a Story: Using Narratives to Increase Students' Ethical IQ." Association for Practical and Professional Ethics Annual Meeting. St. Louis, MO. 29 February-2 March 1996.

"Tips for Promoting Business Communication: Outstanding Teachers Share Their Views." Association for Business Communication International Convention. Cambridge, MA. 27-30 October 2004. (Session organizer and moderator)

"Training Faculty for Ethics Across the Curriculum." American Society for Engineering Education Annual Conference. St. Louis, MO. 18-22 June 2000.

"3Rs for Engineering Scholars: Responsibilities, Repercussions, & Remedies Associated with Professional Plagiarism." American Society for Engineering Education Annual Conference. San Antonio, TX. 10-13 June 2012. (With Susan Sarapin, Purdue University)

"Tussling with Technology: A Course in Desktop Publishing." Academy of Business Administration National Conference. Las Vegas, NV. 22-27 February 1994.

"Two Perspectives on Peer Review." American Society for Engineering Education Annual Conference. Austin, TX. 14-17 June 2009. (With Julie Sharp, Vanderbilt University)

"Using and Abusing Language in Technical Writing." Association for Practical and Professional Ethics Annual Meeting. Dallas, TX. 26-28 February 1998.

"Using Ethics Cases in Engineering Classes." Accepted for presentation at American Society for Engineering Education Annual Conference. 20-23 June 2010. (Workshop with Julie Sharp)

"Using Paper Airplanes to Teach Performance Instructions." American Society for Engineering Education Annual Conference. Washington, D.C. 23-26 June 1996.

"Using PowerPoint Online." OIT Distance Education. Klamath Falls, OR January 2007. (Workshop with JoMae Cox, OIT)

"Using *Titanic* for Ethical Issue Identification." Association for Practical and Professional Ethics Annual Meeting. Cincinnati, OH. 28 February-3 March 2002.

"Web-Based Research: Pleasures and Pitfalls." Association for Business Communication Southwest Regional Conference. Dallas, TX. 3-5 March 1998.

"What About Ethics?" Frontiers in Education Annual Conference. Tempe, AZ. 4-7 November 1998.

"What Our Students Teach Us." Association for Business Communication International Convention. 23-26 October 2002. Cincinnati, OH. (Session organizer and moderator)

"Where Is This Bus Going?" Association for Business Communication International Convention. Portsmouth, Virginia. 4-7 November 2009

"Whine, Whine, Whine: An Analysis of Student Appeals Letters." Association for Business Communication International Convention. Los Angeles, CA. 3-6 November 1999.

"Writing for Professional Publications." Conference for Industry and Education Collaboration. 1-3 February 2013. Mesa, AZ. (Moderator; *Journal of Engineering Technology* panel)

"The Writing Program at OIT." American Society for Engineering Education Annual Conference. Reno, NV. 21-26 June 1987.

"Writing Across the Curriculum." Symposium on Technology Education. Klamath Falls, OR. 11-13 October 1985. (Panel member)

"Writing for ASEE Journals and Conferences." American Society for Engineering Education Annual Conference. Toledo, OH. 21-25 June 1992. (Workshop with Elliot Eisenberg)

"Writing for Professional Publications." Symposium on Technology Education. Klamath Falls, OR. 30 April-1 May 1993. (With Lawrence J. Wolf)

"Writing for Publication." American Society for Engineering Education Annual Conference. Nashville, TN. 22-25 June 2003.

"Writing Tips for Getting Published." American Society for Engineering Education Annual Conference. Charlotte, NC. 20-23 June 1999.

"Writing to Learn in the Technical Classroom." Frontiers in Education Annual Conference. Washington, D.C. 2-5 November 1993.

Publications

"Ancient Structural Failures and Modern Incarnations: Stadium Collapses & Engineering Ethics." Under review for *American Society for Engineering Education Conference Proceedings* (June 2013).

Assisted with the editing of *The New Languages: A Rhetorical Approach to the Mass Media and Popular Culture*. Ed. Thomas H. Ohlgren and Lynn Berk. Englewood Cliffs: Prentice Hall, 1977.

"Attitudinal Aspects of Assessing Student Writing." *American Society for Engineering Education Annual Conference Proceedings* (June 1997). CD.

"Blogs." (column introduction). *Business Communication Quarterly*, 68, no. 1 (March 2005): 66-7. ("Focus on Teaching" column co-editor)

"Business and the Holocaust." *Association for Business Communication Conference Proceedings* (October 2003). Available at http://www.businesscommunication.org/conventions/Proceedings/2003/PDF/02ABC03.pdf.

"Cases for Teaching Engineering Ethics." *Frontiers in Education Conference Proceedings* (October 2004). CD.

"Communication and Civil Engineering: An Integrated Approach to Senior Projects." *American Society for Engineering Education Annual Conference Proceedings* (June 2002). CD.

"Critical Inquiry and the Internet: The Urban Legends Assignment." *Association for Business Communication Conference Proceedings* (October 2004). Available at http://www.businesscommunication.org/conventions/Proceedings/2004/PDFs/04ABC04.PDF.

"Critical Thinking" (column introduction). *Business Communication Quarterly* 61, no. 3 (September 1998): 62-3. ("Focus on Teaching" column co-editor)

"Cross-Disciplinary Approaches, Part 1" (column introduction). *Business Communication Quarterly* 71, no. 2 (June 2008): 195-8. ("Focus on Teaching" column co-editor)

"Cross-Disciplinary Approaches, Part 2 " (column introduction). *Business Communication Quarterly* 71, no. 3 (September 2008): 338-9. ("Focus on Teaching" column co-editor)

"Design Guidelines for Written Assignments." *Frontiers in Education Conference Proceedings* (1995): 4b5.6-9.

"Di(e)ing on the Net." *Association for Business Communication West Regional Conference Online Proceedings*. (April 1998). Available from the author (website reorganization).

"Distance Education: Part Two" (column introduction). *Business Communication Quarterly* 64, no. 2 (June 2001): 86. ("Focus on Teaching" column co-editor)

"Distance Education: Part Three" (column introduction). *Business Communication Quarterly* 64, no. 3 (September 2001): 80-1. ("Focus on Teaching" column co-editor)

"Document Design: The Sequel" (column introduction). *Business Communication Quarterly* 59, no. 4 (December 1996): 129-30. ("Focus on Teaching" column co-editor)

"Engineering Ethics: Looking Back, Looking Forward." *Science and Engineering Ethics* 18 (2010). doi:10.1007/s11948-012-9374-7

"Engineering Ethics: Micro and Macro Cases for Developing Ethical Awareness." *Conference for Industry and Education Collaboration Conference Proceedings* (February 2006). CD.

Engineering Technology: An ASEE History. New York: McGraw-Hill, 1995. (Manuscript editor)

"The Engineering Technology Education Bibliography: A Retrospective Glance." *American Society for Engineering Education Annual Conference Proceedings* (June 2004). CD.

"Establishing Rapport with Your Students." *American Society for Engineering Education Annual Conference Proceedings*, Vol. 3 (June 1989): 1076-8.

"Ethical Exotica." *American Society for Engineering Education Annual Conference Proceedings* (June 2009). CD.

"Ethics 101." *American Society for Engineering Education Annual Conference Proceedings* (June 2005). CD.

"Ethics à la Dilbert." *Business Communication Quarterly* 61, no. 4 (December 1998): 113-8.

"Ethics Education for the Third Millennium." *American Society for Engineering Education Annual Conference Proceedings*. (June 1998). CD. (Nominated for Best Paper Award)

"Ethics, Gaming, and Industrial Training." *Technology and Society 26*, no. 4 (Winter 2007): 36-44.

"Ethics on the Side." *Conference for Industry and Education Collaboration Proceedings*. (February 2009). CD.

"Ethics Orphan: Unintended Consequences." *American Society for Engineering Education Annual Conference Proceedings* (June 2010). CD.

"Examining Urban Legends about Technology: A Creative Approach to Addressing Social Implications.". *Conference for Industry and Education Collaboration Proceedings*. (February 2012). CD

"An Exploration of Gender Bias in Computer Clip Art." *Business Communication Quarterly* 60, no. 4 (December 1997): 30-51. (Nominated for Distinguished Paper Award)

"Facelifts for Visual Aids." *Frontiers in Education Conference Proceedings* (November 1996): 998-1000.

Faculty Handbook. Klamath Falls, OR: Oregon Institute of Technology, 1996. (Writer, editor, design, and page layout)

"Familiarizing the Unknown: Three Unusual Engineering Cases." *American Society for Engineering Education Annual Conference Proceedings* (June 2011). CD.

50th Anniversary Symposium Proceedings: High Tech Education for the Third Millennium. Klamath Falls, OR: Oregon Institute of Technology, 1997. (Editor, design, and page layout; with Janet Wolverton)

"Fire! Three Case Studies in Ethics." *Frontiers in Education Conference Proceedings* (October 2006). CD.

"Flaming and Thrashing: An Examination of Tone in Electronic Mail." *Frontiers in Education Conference Proceedings* (October 2000). CD.

"Four Effective Writing Strategies for Engineering Classes." *Journal of Engineering Education* 88, no. 1 (January 1999): 53-7. (With Julie Sharp, Vanderbilt University; Barbara Olds, Colorado School of Mines; and Ron Miller, Colorado School of Mines)

"The Gentle Art of Phishing." *Association for Business Communication Conference Proceedings* (October 2006). Available at http://businesscommunication.org/conventions/Proceedings/2006/18ABC06.pdf.

"Grading Writing: Strategies for Technical Instructors." *American Society for Engineering Education Annual Conference Proceedings*, Vol. 2 (June 1990): 1549-52.

"Group Projects and Peer Review." *Business Communication Quarterly* 64, no. 4 (December 2001): 106-12.

"Helping Engineers Write: The Program at OIT." *American Society for Engineering Education Annual Conference Proceedings*, Vol. 3 (June 1987): 1399-1403.

"Holistic Grading: An Alternative Approach." *Frontiers in Education Conference Proceedings* (November 1994): 721-3.

"'I Brought You A Good News': An Analysis of Nigerian 419 Letters." *Association for Business Communication Conference Proceedings* (October 2005). Available at http://www.businesscommunication.org/conventions/Proceedings/2005/PDFs/07ABC05.pdf.

"An Impressionistic Response to Randy Barker's Call for Research." *Journal of Business Communication* 42, no. 3 (July 2005): 297-8.

"Industrial Ethics Training: A Look at Ethics Games." *American Society for Engineering Education Annual Conference Proceedings* (June 2006). CD.

"Integrating Writing into Technical Curricula." *American Society for Engineering Education Annual Conference Proceedings*, Vol. 3 (June 1986): 1648-51. (With Elaine M. Deutschman, OIT)

"Learning Styles" (column introduction). *Business Communication Quarterly* 60, no. 2 (June 1997): 124-5. ("Focus on Teaching" column co-editor)

"Lessons Learned from an Integrated Senior Project." *Frontiers in Education Conference Proceedings*. (November 2003). CD.

"Life After the Ethics Seminar." *Ethical and Policy Issues: Perspectives on the Professions* 17, no. 2 (Spring 1998): 7-9.

"The Limits of Professional Autonomy: William Mulholland and the St. Francis Dam." *Conference for Industry and Education Collaboration Proceedings*. (February 2013).

"Looking Backward: German Technical Writers in the 1930s." *Frontiers in Education Conference Proceedings* (October 2001). CD.

"Management Consulting and Teaching: Lesson Learned." (Column introduction). *Business Communication Quarterly* 72, no. 3 (2009): 328-9. ("Focus on Teaching" column co-editor)

"Management Ethics and the Triangle Shirtwaist Fire." *Association for Business Communication Conference Proceedings* (December 2007). Available at http://www.businesscommunication.org/conventions/Proceedings/2007/Washington/09ABC07.pdf.

"Mapping: A Collaborative Activity for Fun and Profit." *The Bulletin of the Association for Business Communication* 57, no. 2 (June 1994): 57-8.

"Motivating Students" (column introduction). *Business Communication Quarterly* 66, no. 4 (December 2003): 87-8. ("Focus on Teaching" column co-editor)

"Multimedia" (column introduction). *Business Communication Quarterly* 60, no. 6 (September 1997): 107-8. ("Focus on Teaching" column co-editor)

"1986 Bibliography of Information on Engineering Technology Education." *Engineering Education* 77, nos. 7-8 (April/May 1987): 740-5. (Contributor)

"1987 Engineering Technology Education Bibliography." *Engineering Education* 79, no. 1 (January/February 1989): 45-50. (Coordinator)

"1988 Engineering Technology Education Bibliography." *Engineering Education* 79, no. 6 (September/October 1989): 625-31. (Coordinator)

"1989 Engineering Technology Education Bibliography." *Engineering Education* 80, no. 4 (May/June 1990): 484-91. (Coordinator)

"1990 Engineering Technology Education Bibliography." *Engineering Education* 82, no. 4 (May/June 1991): 443-53. (Coordinator)

"1991 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 9, no. 2 (Fall 1992): 9-20. (Coordinator)

"1992 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 10, no. 2 (Fall 1993): 16-24. (Coordinator)

"1993 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 11, no. 2 (Fall 1994): 20-33. (Coordinator)

"1994 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 12, no. 2 (Fall 1995): 18-31. (Coordinator)

"1995 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 13, no. 2 (Fall 1996): 24-37. (Coordinator)

"1996 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 14, no. 2 (Fall 1997): 18-33. (Coordinator)

"1997 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 15, no. 2 (Fall 1998): 18-37. (Coordinator)

"1998 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 16, no. 2 (Fall 1999): 22-41. (Coordinator)
"1999 Engineering Technology Education Bibliography." *Journal of Engineering Technology*, 17, no. 2 (Fall 2000): 38-51. (Coordinator)

"Not in Our Backyard: Computer Waste and Engineering Ethics." *American Society for Engineering Education Annual Conference Proceedings* (June 2007). CD.

"One Teacher's Trash Is Another's Treasure." *The Bulletin of the Association for Business Communication* 53, no. 4 (December 1990): 30-3. (Nominated for Best Paper Award)

"The Paper Airplane Assignment Revisited." *Issues in Writing* 2, no. 2 (Spring/Summer 1990): 161-75. (With Marshall Kremers)

"Plagiarism and Its Discontents." (Section introduction). *Business Communication Quarterly*, 74, no. 2 (June 2011): 138-140. (Themed section co-editor)

"Plumbers and Professionalism." *American Society for Engineering Education Annual Conference Proceedings* (June 2012). CD.

"Portfolio Assessment for Tenure and Promotion: Three Assessment Challenges." *Frontiers in Education Conference Proceedings* (November 1997). CD.

"Posting, Tweeting, and Rejuvenating the Classroom." (section introduction). *Business Communication Quarterly* 75, no. 1 (March 2012): 61-3. (Themed section co-editor)

"Preserving Sanity by Simplifying Grading." *Business Communication Quarterly* 66, no. 1 (March 2003): 78-85.

"Problem Solving in Engineering and Ethics: Points of Intersection." *Conference for Industry and Education Collaboration Proceedings*. (February 2010). CD.

"Remembering the Past to Inform the Future: Engineering and the Holocaust." *American Society for Engineering Education Zone IV Conference Proceedings*. CD.

Review, *Communicating in Business*, by Joseph Buschini and Richard S. Reynolds. *Teaching English in the Two-Year College* 15, no. 2 (May 1988):. 138-9.

Review of *Global Contexts: Case Studies in International Technical Communication*, by Deborah S. Bosley. *Business Communication Quarterly* 65, no. 4 (December 2002): 127-30.

Review, *Writing with Confidence*, by James W. Kirkland et al and *Writing: Processes and Intentions*, by Richard C. Gebhardt and Dawn Rodrigues. *Teaching English in the Two-Year College* 18, no. 1 (February 1991): 69-70.

"Right Professional Behavior: A Classroom Exercise Using Professional Codes." *Frontiers in Education Conference Proceedings* (October 2000). CD.

"The Role of E-Mail in Organizational Crisis: A Case Study." *Association for Business Communication 1990 Convention Proceedings* (1991): 72-92.

"The Scavenger Hunt: A Team Building Exercise." *American Society for Engineering Education Annual Conference Proceedings* (June 2008). CD.

"The Scavenger H u nt : A Team Build ing Exercise." *A111erica11 Society /or Engineering Education Annual Conference Proceedings* (June 2008). CD.

"Senior Projects: An Outsider's Point of View." *American Society for Engineering Education Annual Conference Proceedings*, Vol. 1 (June 1992): 84-7.

"Should We Teach Computer Software in Business Communication Courses?" *The Bulletin of the Association for Business Communication* 56, no. 3 (September 1993): 35-6.

"Social Networking and Business Communication Pedagogy: Plugging into the Facebook Generation." (Section introduction). *Business Communication Quarterly* 74, no. 4 (December 2011): 475-8. (Themed section co-editor)

"Sorting Cyber-Chaff and Wheat: Some Perils of Electronic Research." *Texas Business Education Journal* 7, no. 1 (October 1999): 185-97.

Stories from a Heated Earth: Our Geothermal Heritage. Sacramento: Geothermal Resources Council and International Geothermal Association, 1999. (Manuscript editor)

A Style Manual for Report Writing. Klamath Falls, OR: OIT, 1985. Revised 1986. Adopted as monograph, ASEE Engineering Technology Council, 1987.

"Teaching Abroad" (column introduction). *Business Communication Quarterly* 70, no. 2 (June 2007): 186-8. ("Focus on Teaching" column co-editor)

"Teaching Abroad: The Sequel" (column introduction). *Business Communication Quarterly* 70, no. 3 (September 2007): 328-9. ("Focus on Teaching" column co-editor)

"Teaching by Example: Suggestions for Assignment Design." *Business Communication Quarterly* 59, no. 3 (September 1996): 67-70.

"Teaching Engineering Ethics to Non-Engineering Students." *Technology and Society* 20, no. 4 (December 2001): 28-33.

"Teaching Ethics." *American Society for Engineering Education Annual Conference Proceedings*, Vol. 1 (June 1994): 1119-25.

"Teaching Large Classes" (column introduction). *Business Communication Quarterly* 65, no. 1 (March 2002): 70-1. ("Focus on Teaching" column co-editor)

"Teaching Logic." ERIC ED 284 311. April 1984, 13 pp.

"Teaching MBAs, Part 1" (column introduction). *Business Communication Quarterly* 68, no. 4 (December 2005): 479-80. ("Focus on Teaching" column co-editor)

"Teaching MBAs, Part 2" (Column introduction). *Business Communication Quarterly* 69, no. 1 (March 2006): 69-70. ("Focus on Teaching" column co-editor)

"Teaching Software" (column introduction). *Business Communication Quarterly* 62, no. 2 (June 1999): 79-80. ("Focus on Teaching" column co-editor)

"Team Teaching, Part I." (Column introduction). *Business Communication Quarterly* 73, no. 1 (March 2010): 80-2. ("Focus on Teaching" column co-editor)

"Team Teaching, Part II." (Column introduction). *Business Communication Quarterly* 73, no. (June 2010): 190-1. ("Focus on Teaching" column co-editor)

"The Third Wave, A Position Paper." *Business Communication Quarterly* 63, no. 3 (September 2000): 81-93. (Nominated for best *BCQ* publication)

"Training Faculty for Ethics Across the Curriculum." *American Society for Engineering Education Annual Conference Proceedings* (June 2000). CD.

"3Rs for Engineering Scholars: Responsibilities, Repercussion, & Remedies Associated with Professional Plagiarism." *American Society for Engineering Education Annual Conference Proceedings* (June 2012). CD. (With Susan Sarapin and Marvin Sarapin, Purdue University)

"Tussling with Technology: A Course in Desktop Publishing." *Academy of Business Administration Conference Proceedings*, Vol. 1 (February 1994): 191-5.

"2000 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 18, no. 2 (Fall 2001): 18-33. (Coordinator)

"2001 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 19, no. 2 (Fall 2002): 18-33. (Coordinator)

"2002 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 20, no. 2 (Fall 2003): 20-35. (Coordinator)

"2003 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 21, no. 2 (Fall 2004): 26-40. (Coordinator)

"2004 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 22, no. 2 (Fall 2005): 10-28. (Coordinator)

"2005 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 23, no. 2 (Fall 2006): 24-40. (Coordinator)

"2006 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 24, no. 2 (Fall 2007): 36-51. (Coordinator)

"2007 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 25, no. 2 (Fall 2008): 42-65. (Coordinator)

"2007 Meada Gibbs Outstanding Teacher Award." *Business Communication Quarterly*, 71, no. 1 (March 2008): 5-6. (Guest editorial)

"2008 Engineering Technology Education Bibliography." Available on the Engineering Technology website: http://www.engtech.org/docs/2008%20bib.pdf. (Coordinator)

"2009 Engineering Technology Education Bibliography." Available on the Engineering Technology website: http://www.engtech.org/docs/2009%20bib.pdf. (Coordinator)

"2010 Engineering Technology Education Bibliography." *Journal of Engineering Technology* 28, no. 2 (Fall 2011): 30-53; also available on the Engineering Technology website: http://www.engtech.org/docs/2010%20bib.pdf. (Coordinator)

"Two Perspectives on Peer Review." *American Society for Engineering Education Annual Conference Proceedings* (June 2009). CD. (With Julie Sharp)

"Urban Legends: A Different Style of Terrorism." *Oregon Tech*, 30, no. 3 (Winter 2005): 31.

"Using Cases" (column introduction). *Business Communication Quarterly* 62, no. 4 (December 1999): 75-6. ("Focus on Teaching" column co-editor)

"The Visual Aspect." *American Society for Engineering Education Annual Conference Proceedings*, Vol. 1 (1995): 47-52.

"Visual Communication." (column introduction). *Business Communication Quarterly* 69, no. 4 (December 2006): 397-9. ("Focus on Teaching" column co-editor)

"What About Ethics?" *Frontiers in Education Conference Proceedings* (November 1998). CD.

"Writing Across the Curriculum: Program Implementation." *International Journal of Applied Engineering Education* 6, no. 3 (1990): 325-6.

"Writing to Learn in the Technical Classroom." *Frontiers in Education Conference Proceedings* (November 1993): 618-19.

Continuing Professional Education

Ongoing active participation in professional societies and conferences
1998 Ethics in the Professions and Practice (Narrative Ethics), University of Montana
1997 Ethics in the Professions and Practice (Ethics in the Academy), University of Montana
1996 Ethics in the Professions and Practice (Engineering Ethics), University of Montana
1994 Ethics Across the Curriculum Workshop, Illinois Institute of Technology, Center for the Study of Ethics in the Professions
1983 Bloomsbury Seminar, Stanford University
1981 Bloomsbury Seminar, Stanford University

Institutional Committees and Service

Academic Computing Committee (1993-4)
Academic Progress and Petitions Committee (1991-4; 1996-present)
Academic Standards Committee (1995-9; 2009-2011)
Advising Coordinators Commission (2009-2010)
Advising Task Force (2005-9)
Affirmative Action Committee (2004-7)

Applied Research Strategic Planning Action Team (1993)
ASEE Symposium Steering Committee (1986-2001; *chair* 1989-98)
Blue Ribbon Task Force on Information Technology (1999)
Civil Engineering Department Promotion Committees (2000)
Civil Engineering Department Indefinite Tenure Committee (2007)

Communication Department Promotion Committees, *chair* (1999, 2008; 2002, member)
Communication Department Post-Tenure Review Committees, *chair* (1996; 2004)
Communication Department Search Committees (1983-4; 1989-90; 2004; 2007)

Communication Department Annual Tenure Review Committees (1991-4)
Communication Department Indefinite Tenure Review Committee (1993; 2003)
Communication Studies Advisory Committee (2000-present)
Computing Needs Strategic Planning Action Team (1993)
Ethics Committee, *chair* (2000-4)
Faculty Appeals Committee (2006-8)
Faculty Handbook Committee (1992-6)
Graduate Council (2003-8)

Grievance Committee (2006-7)
Humanities and Social Sciences Department Promotion Committee (2000)
International Club, *co-advisor* (1976-87)
International Exchange Committee (1989-91)
International Student Program Committee (1985)
Internationalization Task Force (1990)
ITS Computer Use Policy Committee (2006-7)
Management Department Promotion Committee (2000)
Manufacturing Program Director Selection Committee (1992)
Manufacturing/Mechanical Engineering and Technology Department Search and Promotion Committees (2007-8)

OSSHE Exchange Program Hungary Executive Committee (1992-6)
Promotion Advisory Committee (1992-5; *chair* 1993-5; 2008-11)
Program Reduction and Elimination Committee (1997)
Provost's Special Committee (1996-7)
Rank Promotion, and Tenure Committee (1999-2011; 2012-present)

Secretary to Faculty (1985-present)
Selection Procedures Committee, *secretary* (1985-6)
Society for Creative Anachronism, *advisor* (1979-81)
Student Hearings Commission (2002-5; 2006-present; 2010-2011, *chair*)

Student Media Advisory Commission, *chair* (1984-9; 1999-02, member)
Student Newspaper, *advisor* (1984-7)
Technical Communications Minor Committee (1992-present)
Technology Education Delivery Systems Task Force (1991-2)

January 2015

Franny Howes

Virginia Tech | Department of English
239 Shanks Hall (MC 0112)
181 Turner St. NW
Blacksburg, Virginia 24061
fhowes@vt.edu | osiigs.com | (517) 281-3137 | @tesseractive

Education:

Ph.D., Rhetoric and Writing
Cunningham Graduate Fellow
Virginia Tech, expected Spring 2014
Dissertation: *From Inclusion to Transformation: Decolonial Feminist Comics Methodology (With Handy Illustrations)*

M.A., Digital Rhetoric and Professional Writing
Michigan State University, 2010
Thesis: *Nonsense Comix Presents: The Cultural Rhetoric of Comics*

B.A. with High Honor, Social Relations
Michigan State University, 2006

Publications:

"The Image-World: A Found Comic-Poem." *Harlot: A Revealing Look at the Arts of Persuasion* 10 (Fall 2013). 15 October 2013. http://harlotofthearts.org/index.php/harlot/article/view/137/134

Yergeau, Melanie, Elizabeth Brewer, Stephanie Kerschbaum, Sushil K. Oswal, Margaret Price, Cynthia L. Selfe, Michael J. Salvo, and Franny Howes. "Multimodality in Motion: Disability in Kairotic Spaces." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 18.1 (2013). 15 August 2013. http://www.technorhetoric.net/18.1/coverweb/yergeau-et-al/index.html

"Why We Oppose Comics for Women," "Super Jell," "How Women Comix Creators Undermine Themselves," and "DC's New 52 Statistics by Ladydrawers 2011." *Hand Job: A Labor of Love, A Ladydrawers Comics Anthology*. Pressing Concern: Chicago, 2012.

"Out of Athens: The New Ancient Greeks, by Page duBois." Review. *Rhetoric Society Quarterly* 41.5 (2011). 88-89.

"Imagining a Multiplicity of Visual Rhetorical Traditions: Comics Lessons from Rhetoric Histories." *ImageTexT: Interdisciplinary Comics Studies*. 5.3 (2010). Dept of English, University of Florida. 6 October 2010. http://www.english.ufl.edu/imagetext/archives/v5_3/howes/

Manuscripts in Progress and Under Review:

"Reiteration, Concatenation, Comics, and Dykes." Received "revise and resubmit" from *Present Tense: A Journal of Rhetoric in Society.*

"Comic Books Unbound: How I Learned How To Art." Under review for "Comics as Scholarship" special issue of *Digital Humanities Quarterly.*

"Comics as Nest Hole." Abstract accepted for *Echoes of Home: Bringing Home to Work,* eds. Marilee Brooks-Gillies, Sue Webb, and Elena Garcia.

"Would Helen Keller Be a Marvel Zombie? Comics and the Social Practice of Access." Abstract under review for *Cripping the Computer: A Critical Moment in Composition Studies,* eds. Elizabeth Brewer and Melanie Yergeau.

Conference Presentations:

"Uncollectible: Comic Books as Performance." Gender, Bodies, and Technology.
Blacksburg, Virginia, May 2014 (accepted).

"Oh Shit, I'm in Grad School Presents: Stop Including Yourself, Stop Including Yourself!" Conference on College Composition and Communication. Indianapolis, Indiana, March 2014 (accepted) .

"Would Helen Keller Be a Marvel Zombie? Image Description, Comics, and the Social Practice of Access." Computers and Writing. Frostburg, Maryland, June 2013.

"Drawing Comics in the Writing Classroom: A Decolonial-Disability Studies Approach." International Comic Arts Forum. Portland, Oregon, May 2013.

"Break Yr Pencil: A Comix Workshop for Queer Bodies." Queering Spaces/Queering Borders: The 2013 UNC Asheville Queer Studies Conference. April 2013.

"A Techne of Comics: Object-Oriented Ontology and Rhetorical Making." Conference on College Composition and Communication. Las Vegas, Nevada, March 2013.

"Comic Books Unbound: How I Learned How To Art." National Women's Studies Association. Oakland, CA, November 2012.

"From Panels to Pixels: Digital Comics in the Wild." Computers and Writing. NC State, May 2012.

"Framing Memory: A Feminist Workshop on Making Comix." Gender, Bodies, and Technology. Roanoke, Virginia, April 2012.

"Reiteration, Concatenation, Comics, and Dykes." Conference on College Composition and Communication. St. Louis, Missouri, March 2012.

"Learn How To Art: Lynda Barry and the Feminist Ludology of Autobiography." Women and Gender Studies Mini-Conference. Virginia Tech, March 2012.

"Pulling Panels: Contesting the Boundaries of Rhetoric through Comix." Conference on College Composition and Communication. Atlanta, Georgia, April2011.

"Dioramas and Digital Dramas: Content Management Practices for Teachers." Association of Teachers of Technical Writing. Atlanta, Georgia, April 2011.

"The Comic Book as Literacy Technology: Revising and Rethinking Multimodality and Visual Rhetoric." Conference on College Composition and Communication. Louisville, Kentucky, March 2010.

"Wimmen's Rhetorix: Memory and Materiality in Feminist Underground and Alternative Comix." Feminisms and Rhetorics. East Lansing, Michigan, October2009.

"The Edge of the Panel, the Edge of the Page." Panel with Katie Livingston, Casey Miles, and Donnie Sackey. EDGES. East Lansing, Michigan, March 2009.

"Imagining a Global Visual Rhetorical Tradition." University of Florida Conference on Comics and Graphic Novels. Gainesville, Florida, March 2009.

"Anarchy and Disability in Revolution." Queerfest. Lansing, Michigan, July2007

"Decolonizing Comics: Codex Legacies and Detribalized Native Rhetorics in Two Comic Books." Popular Culture Assoc iations of the South. Savannah, Georgia, October 2006.

Installations and Poster Presentations:

"Toward a New Model of Humanities Research: Interdisciplinarity in the Center for the Study of Rhetoric in Society." Co-presented with Libby Anthony, Rachel Dinkins, Heidi Lawrence, Michelle Seref, and Karen Spears. 1st A nnual Virginia Tech Interdisciplinary Research Symposium. Blacksburg, Virginia, November 2011 .

"Oh Shit, I'm In Grad School: The Webcomic." Digital installation at Computers and Writing, Ann Arbor, Michigan, May 2011 ..http://osiigs.com.

Group Gallery Shows:

SEX. MONEY. RACE. *GENDER. The Lodydrawers (of Chicago Ill.).* Averill and Bernard Leviton A&D Gallery. Columbia College, Chicago. June 27-July 27, 2013.

Super Heroes Super Villains. Creativity Explored. San Francisco, California. October 4-November 7, 2007.

Academic Service:

Committee on the Status of Graduate Students, Conference on College CompositionandCommunication,2012-present.

Student Representative to the PhD Committee, Virginia Tech Department of English,2012-2013.

Wilson Committee Member, Phi Beta Kappa, Mu chapter (201 1 -2013).

MA Student Representative, Rhetoric and Writing Graduate Advisory Committee, Michigan State University,2009-2010.

Organizing committee member, 2009 Feminisms and Rhetorics Conference, Michigan State University. Graduate Student Chair of "Community Involvement" committee.

Teaching Experience:

Technical Writing:

Virginia Tech, 2012-present

In this upper-level writing course, engineering and science majors learn to be reflexive practitioners of technical writing. We use a combination of role-playing scenarios, multimodal assignments, and inquiry-based projects drawing from students' majors to gain a broad and flexible rhetorical skillset.

DEVO Lab Graduate Writing Group:

Michigan State University,2009-2010

This writing group supported PhD students writing their dissertations on digital evolution research: using digital methods (including the Avida artificial life software) to study the evolution of complexity in organisms. Iled the group in discussions of rhetorical concepts, professional genres, productivity strategies, and disciplinary issues in the field of Evolutionary Biology.

Women in America:

Michigan State University, 2010

This first-year writing course focuses on diverse experiences of gender and sexuality, and how they can be explored through writing. We use an inquiry- based approach to write "gender autobiographies", make maps visualizing our experiences of gender, and conduct research on cultural artifacts that have a strong gendered component (including lipstick, the brassiere, and beards).

Writing: Science and Technology:

Michigan State University, 2009

This course challenged first-year writing students to see writing as a broadly defined set of rhetorical and technological practices; with a special focus on video games. We worked in a diverse and multimodal range of digital genres, including traditional essays, biogs, webcomics, and video. Students had the opportunity to design the course's final assignment, and complete eachother'sassignmentdesigns.

Preparation for College Writing

Michigan State University, 2008-2009

This basic writing course borrowed from my professional experience with the theory of "asset-based community development" to discuss students' own literacies as assets. This course was my first experiences of challenging students to draw comics in the classroom, and was met with great success.

Community Organizing and NonprofitExperience:

Steward, Michigan State University Graduate Employees Union, 2008-2009

Michigan State University

I was a voting member of the Stewards' Council for the GEU and helped bring problems and concerns of teaching assistants in the Department of Writing, Rhetoric, and American Culture to the attention of ourrepresentatives.

*ArneriCorps*VIST A Volunteer, 2006-2008*

Allen Neighborhood Center, Lansing, Ml

As communications specialist, I was responsible for our website and all production aspects of our monthly newsletter, the Eastside Neighbor, from content development to printing.

Internal Vice *Chair, Alliance of Lesbian, Bisex ual, Gay, and Transgender Students, 2004-2005*

Michigan State University

I was a liason from my organization to other LGBT groups on campus and in the greater community. I sponsored educational programs about the intersex community, Two Spirit sexualities and indigenous Americans, and planned large-scale events for Pride Week and National Coming Out Day.

Editor-in-Chief, Q*News,2002-2004

Michigan State University

Ire-launched Michigan State's LBGTQ student magazine, Q*News, after a hiatus of many years. As editor-in-chief, I managed submissions, developed original content, led our production team, and promoted the magazine on campus and at national conferences. In 2003 we were recognized as "Best New Student Organization" by the university.

Awards and Honors:

Diversity Scholar, Virginia Tech, 201 1-2012.
Cunningham Doctoral Fellowship, Virginia Tech, 2010.
University Distinguished Scholarship, Michigan State University, 2002.
First runner up, *Jeopardy!* Airdate October 6, 2011.

Professional Memberships:

Ladydrawers Comics Collective
National Council of Teachers of English
Conference on College Composition and
Communication National Women' s Studies Association
Modern Language Association

Skills and Qualifications:

Fluent inSpanish.
Skilled in Microsoft Office Suite, Microsoft Publisher, Adobe Photoshop, and Dreamweaver.
Proficient in standards-compliant XHTML, CSS, PHP, and MySQL programming and design.
Beginner proficiency in Pythonprogramming.

References :

Katrina M. Powell
Associate Professor of Rhetoric and
Writing Virginia Tech
Department of English (MC 01 12) , 181 Turner St. NW, Blacksburg, VA 24060 (540) 231-5932 | kmpowell@vt.edu

Paul Heilker
Presidential Global Scholars Program
Associate Professor of Rhetoric and
Writing VirginiaTech
Department of English (MC 01 1 2), 181 Turner St. NW, Blacksburg, VA 24060 (540) 239-8145 | pheilker@vt.edu;

Malea Powell
Associate Chair, Director of Graduate Studies
Department of Rhetoric, Writing, and American Culture
Michigan StateUniversity
235 Bessey Hall, East Lansing, Ml
48824 (517) 432-2583 | powell@vt/edu

James M. Dubinsky
Director of Undergraduate Studies
VirginiaTech
Department of English (MC 01 12), 181 Turner St. NW, Blacksburg, VA 24060
(540) 231-1939 | dubinsky@vt.edu

Matthew Search

515-664-3413
matt.search@oit.edu

Education

Doctorate of Philosophy in Rhetoric and Professional Communication, 2010
Iowa State University, Ames, IA

Major Professor: Dr. Donna Kienzler

Dissertation: "The Disembodied Classroom: Adapting a Multimodal Business Communication Course for Distance Education"

Master of Arts in Education, 1999

University of Central Florida, Orlando, FL
Specialization in Instructional Systems Design
Major Professor: Dr. Richard Cornell

Thesis: "Computer-Based Instruction for Older Adult Learners: An Interface Model"

Graduate Research Project: "Reality and Choice Therapies for Pre-Adolescent Substance Abusers"

Bachelor of Arts in English, 1992

University of Central Florida, Orlando, FL
Specialization in Technical Writing

Academic Experience

Oregon Institute of Technology , Klamath Falls & Wilsonville, OR (20IO-present)
Associate Professor, Communication Department

Teaching

As instructor of record for all courses: select, develop, and present all content, readings, assignments and syllabi; evaluate student work; conference with students in classroom, small group, and one-on-one sessions.

- Advanced Technical Writing (WRI 327 - 20 sections)
- Technical Report Writing (WRI227 - 22 sections)
- Documentation Development (WRI350 - 5 sections)
- English Composition (WRI 121 - 5 sections; WRI 122 - 14 sections)
- Technical Editing (WRi415 - independent study)
- Special Topic: Sociolinguistics (COM 407 - I section)

University Service

As a faculty member, participate in the institution's shared governance through service at the department, college, and university level. Activities include

Communication Department Service

- Technical Communication Curriculum Committee (Coordinator 2013-present)
- Communication General Education Assessment (Coordinator 2011-2015)
- Member: Composition Curriculum Committee, CSAC
- Student advisor (2011-present)

Institutional Service

- Member: Rank, Promotion, and Tenure Committee (2010-14, 2015-present)
- Member: General Education Advisory Council (2011-14)
- Member: University Bookstore Advisory Committee (2012-present)
- Faculty Senator from the College of Health, Arts, and Sciences (2012-14)
- Member: General Education Review Task Force (2013-2015)
- Member: Retention Committee (2014-present)
- Oregon Tech representative on the Willamette Promise program (2014-present)

Iowa State University, Ames, IA (2004-2010)

Department of English (PhD Candidate and Teaching Assistant)

As instructor of record for all courses: select, develop, and present all content, readings, assignments and syllabi; evaluate student work; conference with students in classroom, small group, and one-on-one sessions.

- Business Communication (5 traditional sections, 3 distance education)
- Technical Communication (11 sections)
- Computers in the Study of English, (4 sections)

ISUComm Program Consultant

Industrial Engineering Professional Interactions (2 sections). As an ISUComm Program Consultant, assist faculty from the Department of Industrial and Manufacturing Systems Engineering to develop, deliver, and assess an experimental professional communications course.

Undergraduate Research Experience, Department of Chemical and Biological Engineering (Summer 2009). As a workshop facilitator, select, develop and present a rhetorically-based approach to basic scientific and technical communication to an audience of undergraduate scientific researchers.

Office of State & Local Government Programs (Iowa State University Extensions)

Iowa Municipal Professionals Institute (3 sessions: Summer 2007 - 2009). As a workshop facilitator, select, develop and present a rhetorically-based approach to basic business communication to an audience of municipal and county clerks, administrators, and officers.

Related Professional Experience

Researcher/Writer, McGraw-Hill/Irwin, Burr Ridge, IL (2007-2010)

- Assist author, Donna Kienzler, with topics for *Business and Administrative Communication,* 8th and 9th editions
- Research current practices of business communication
- Write selected textbook materials, particularly those involving persuasive communication, sales messages, working in teams, and oral presentations

Independent Contractor, various organizations, (1999 – 2004)

Primary contracts included:

Project Documentation Specialist / Technical Communicator, Walt Disney Company - WOW Parks and Resorts, Orlando, FL (2002-2004)

- Coordinate project development documentation, progress reporting, time accounting, and design audits for three software development projects (comprising approximately 350 employees)
- Create and maintain project documentation databases (XML, Rational Rose)
- Compose and edit procedural documentation
- Train new employees in design and progress reporting techniques (basic business communication)

Instructional Designer, Anteon Corporation, Orlando, FL (2001)

- Compose additional content and interaction for a legacy computer-based training application in use by the US Veterans Benefits Administration
- Develop accompanying training materials, exercises, and classroom activities
- Interview subject matter experts
- Create multimedia scripts/storyboards for use by graphic designers, animators, and content programmers

Technical Writer, GoCo-Op, Inc., Maitland, FL (2000 - 2001)

- Compose and edit user documentation, training materials, and online help text for an Internet-based e-commerce solution.
- Conduct content and process training sessions (software workshops, basic business communication)
- Research and compile workflow efficiency analysis documentation
- Coordinate product localization/translation processes

Process Writer, Walt Disney World Company - Disney Cruise Line, Orlando, FL (2000)

- Document the operating procedures of the Disney Cruise Line Accounts Payable and Risk Management groups
- Interview subject matter experts
- Establish evaluation criteria, assess procedures for efficiency, propose process improvements
- Compile workflow efficiency analysis documentation
- Produce presentation materials, classroom activities, and exercises for a General Ledger Accounting class

Independent Contractor, con't.

Communications Specialist, Tupperware U.S., Distributor Support, Orlando, FL (1999 - 2000)

- Compose and edit business support materials, technical instructions, and training materials for Tupperware Distributors (franchise owners)
- Contribute to the development of Tupperware's internet-based ordering enterprise
- Provide internet-based distributor support (technical and business communication)
- Produce a weekly Distributor newsletter

Technical Writing Specialist, EDS, MISER2 Division, Orlando, FL (1996 - 1999)

- Compose and edit banking software user documentation (contributing author to a set of approximately 35,000 pages in 50+ volumes)
- Compose and edit online help text and training materials to accompany software documentation
- Train new employees (proprietary software, desktop publishing software, basic business communication)
- Code the installation software and online interface for a documentation CD-ROM
- Provide telephone-based customer support for electronic documentation
- Coordinate printing, packaging, and distribution of software documentation releases

Technical Writer, Fiserv, Inc., CBS Division, Orlando, FL (1992 - 1996)

Technical Writer, internship Fiserv, Inc., CBS Division, Orlando, FL (1991)

- Compose and edit banking software user documentation (contributing author to a set of approximately 15,000 pages in 20+ volumes) and accompanying training materials
- Supervise a staff of two writers and three contract employees
- Coordinate printing, packaging, and distribution of international software documentation releases
- Coordinate with product localization/translation staff to produce user documentation in 17 languages
- Assist in the software design beta-test processes

Research Interests

Technical and Professional Communication Pedagogy - communication as a part of professional identity development; communication in workplace contexts; rhetorical construction of 'professions' and 'professional practice'

Ethical Implications of Politeness Strategies - theory, application, and ethical ramifications of politeness, goodwill, and face-making/saving strategies in technical, scientific, and business communication

Composition Pedagogy – multimodal, evidence-based practices; critical literacy/ethical literacy; composition pedagogies for non-traditional students

Distance Education / Technology and Pedagogy - application of distance education methods and technologies in professional communication contexts

Presentations and Publications

Search, M. (20 12, October). *Zombies made me miss class: Building ethical excuse-making into your professional communication classroom.* Paper presented at the meeting of the Association for Business Communi cation, Honolulu, HI.

Search, M. (201 1, October). *"My pet parrot flew off with it!·· Teaching ethical explanations versus deceptive excuses in the business communication classroom.* Paper presented at the meeting of the Association for Business Communication, Montreal, Canada.

Search, M. (201 1, October). *Videoconferencing in the online business communication class: Promises, benefits, and (grainy) realities.* Paper presented at the meeting of the Association for Business Communication, Montreal, Canada.

McCaffery, R., Search, M. (20 I 0, October). *"This is the corniest thing that anyone has everforced me to do"': Wikipedia authorship as classroom exercise in the professional communication classroom.* Pa per presented at the meeting of the Association for Business Communication, Chicago, IL.

Search, M. (2009, November). *The online business communication course: Keeping them writing, talking, and learning.* Paper presented at the meeti ng of the Association for Business Communication, Portsmouth, VA.

Payne, D., Blakely, B., Search, M. (2008, July). *Reshaping the curriculum around multimodal pedagogy.* Panel presentation with Professors Don Payne and Barbara Blakely at the meeting of the Council of Writing Program Administrators, Denver, CO.

Potter, L., Jackman, J. Min, K., Search, M. (2008). *A new engineering communications course based on a profess ional communications process .* Proceed ings of the 2008 ASEE Annual Conference & Exposition .

K iezler, D., Greer, R., Search, M., Toth, C. (2007, October). *BAC to basics: How does a great textbook get better?* Panel presentation with Professor Donna Kienzler, and participants Rachel le Greer and Christopher Toth at the meeting of the Association for Business Communication, Washi ngton, DC.

Search, M. (2007, July). *'You 'regoing tof eel some pressur e': Rumor, agency, and the ownership of knowledge among healthcare workers.* Paper presented at the meeting of the Canadian Association of Teachers of Technical Writi ng, Saskatoon, Saskatchewan , Canada.

Search, M. (2006, October). *Disagreement, dishonesty, and dirt in 'the real world': Client proje ctsfor the instructor.* Paper presented at the meeting of the Association for Business Communi cation, San Antonio, TX.

Search, M . (2006, March). *' Why would you want todo* that?'*Ethos,* Orange, *and the middle ground.* Paper presented at the Conference on College Composition and Communication, Chicago, IL

Search, M. (2000, March). *Behavior modification theory and practic e: Reality and choice therapiesfor pre-adolescents.* Panel presentation at the meeting of the Southeastern Psychological Association, New Orleans, LA

Professional Affiliations

Association for Business Communication
American Society for Engineering Education

KARI }.LUNDGREN

Oregon Institu te of Tech nology, Communication Department
3201 Campus Drive, K lamath Falls, Oregon 97601
541-622-3155 (mobile) • Kat:i.Lundgren@oit.edu

EDUCATION

Ph.D. –Rhetoric, Department of English, Carnegie Mellon University • May 2013
Dissertation: *Rhetorically Constituting and Contesting Identity Norms for American Catholic Sisters in Public Discoursre*
Committee: Anclreea Deciu Rjtivoi and Barbara Johnstone (co-chairs), David Kaufcr (reader)

In m y dissertation, l combine rhetorical theory with a methodology d rawn from sociolinguistics and discourse analysis to conduct a feminist study of rhetorical strategies used in texts authored by women responding to a controversial Vatican investigation of American sisters, the Apostolic Visitation. l examine how two identity norms for being a legiti mate Catholic sister-"obedience" and "personal conscicnce"-shape arguments for and against the Apostolic Visitation. By showing how such identity norms arc rhetorically constituted through argument themes and linguistic constructions, 1argue that such norms can be contested. Though the case inhabits a religious con text, it is fundamentally political, and my analysis reveals the interplay of language, gender, and power extending beyond the particula r context of the case.

M.A. – Rhetoric, Department of English, Carnegie Mellon University • May 2006

B.A. – Philosophy, *magna cum laude,* Franciscan University of Steubenville • Dec. 2004
Senior Thesis: "The Ties that Blind: Religion and Ideology in the 2004 Presidential Election"

FACULTY POSITIONS

Assistant Professor, Communication Department
Oregon Institute of Technology, Klamath Falls, Oregon
Sept. 2014 - present

Special Instructor, Departmen t of English
Carnegie tvkllon University, Pittsburgh, Pennsylvania
Aug. 2013 – May 2014

ACADEMIC PUBLICATIONS

Lundgren, K. "Rhetorically Legi timating Religious Diversity: Analyzing Identity Norms in Discourse about Catholic Sisters." Under review at *Women'.r Studies in Communication* (September 2015).

Lundgren, K. "Identity Norms in the Grammar of Clauses: Language, Gender, and Power in the Apostolic Visitation of American Catholic Sisters." U nder review at *Journal of Language and Politics* (August 2015).

TEACHING EXPERIENCE & COURSE DEVELOPMENT

Oregon Institute of Technology, Communication Department • Sept. 2014–present

General Education Courses

English Composition (WRI *121, first year writing)*
"Constructing Our Selves" • Fall 2015 *(including one section for high-achieving local high school students)*
"Mediated: The Human Experience" • FaU 2014, Spring 2015

Argumentative Writing (WRI *122, first year writing)*
"Our Gendered Selves" • Fall 2015
"Humans and the Environment" • Fall 2014, Winter 2015, Spring 2015

Public Speaking (SPE 111) • Winter 2015, Spring 2015, Fall 2015

Professional Writing Major Courses • developed and proposed for rollout of new major

Style (WRI 328, *required for major and minor* • Aug. 2015
Professional Writing for International Audiences *(300-level)* • Oct. 2015
Writing for the Health Professions *(200-level)* • Oct. 2015
Writing in the Public Interest *(200-level)* • Oct. 2015

Carnegie Mellon University, Department of English • Fall 2006 – Spring 2014

Interpretation & Argument (ENGL *101, first year writing))*
"The Devout and the Fallen" • Spring 2014
"Religion, Identity, Power" • Fall 2012 – Spring 2013
"Religion & Power" • Fall 2009 - Spring 2012
"Violence & Power" • FaU 2007 – Spring 2009, including Summer II 2008
"Free Speech on the College Campus" • core syllabus, Fall 2006 – Spring 2007

Reading & Writing in an Academic Context (ENGL 100, *ESL first year writing)*
"You Are What You Buy" • core syllabus, Fall 2013

Style (ENGL 390, *course for professional and technical writing majors*) • Fall 2013

Writing for the Professions (ENGL 270, *course for non-writing majors)* • Spring 2010

CURRICULUM DEVELOPMENT & ASSESSMENT

Departmental, Oregon Institute of Technology, Communication Department
Assessment Coordinator, Communication General Education Program • Fall 2015 - present
Technical Communication Curriculum Committee • Fall 2015 - present
Composition Curriculum Committee • Fall 2014 – present
Speech Curriculum Committee • FaU 2014 – present
Communication Studies Advisory Committee • FaLI 2014 – present

Institutional, Oregon I nstitute of Technology

Co-Facilitator, Quantitative Literacy Teaching Community • Fall 2015
Standing Committee for Quantitative Literacy Essential Student Learning Outcome (ESLO) • Fall 2015
Quantitative Literacy Norming Session Leader, Pre-Convocation Workshop • Sept. 14-15, 2015
Organizing Commi ttee, Faculty Development Pre-Convocation Workshop • Aug. – Sept. 2015
Assessment Commission • \Vinter 2015 – present
Subcommittee for Quantitative Literacy ESLO • General Education Review Task Force • 2014 – 2015

National, Association of American Colleges and Universities (AAC&U)

Quantitative Literacy Scorer, VALUE Rubric National Scoring Project • Feb. – May 2015
AAC&U VALUE R ubric Scorers' Training, Kansas City, Missouri • Feb 18-19, 2015

OUTREACH TO SPECIAL STUDENT POPULATIONS

TOP: Technical Opportunities Program (Oregon Tech TRiO)
This federally funded program serves students who are first generation, low income, and/ or have learning disabilities.

Writing Faculty, Summer Bridge for first-generation college students • Sept. 2015
Search Committee, Assistant Academic Specialist (to advise TOP students) • May – June 2015
Search Committee, Academic Specialist (to advise TOP students) • Jan. – Feb. 2015
Writing Tutor, TOP knOWLedge Sessions • Oct. – Nov. 2014

Instructor, Odyssey Program (Carnegie Mellon fellowships & Scholarships Office) • Jan. 2008, 2009, 2010 *This writing intensive leadership progam equips faculty-nomincated promising sophmores to apply for competitive national fellowships and scholarships.*

PRESENTATIONS & PANELS AT NATIONAL CONFERENCES

"Backstabbin g Prophets: The Rhetorical Construction and Contestation of Gender, Religious Legitimacy, and Catholic Identity in the Apostolic Visi tation of Institutes of Women Religious in the U ni ted States"
Rhetoric Society of America Conference, Philadelphia, PA • May 25, 2012

Chair and organizer of panel *Interigations of Life, Death, and the Concord and Controversy within U.S. Abortion Rhetoric*
Rhetoric Society of America Conference, Minneapolis, MN • May 29, 2010

"Catholic identity and Abortion as a Political Legitimation Strategy in the 2009 Notre Dame Commencemen t Controversy"
Rhetoric Society of America Con ference, Minneapolis, MN • May 29, 2010

"Abortion Criminalization as a Master Narrative in U.S. Catholic Political Rhetoric"
National Communication Association Conven tion, Chicago, IL • Nov. 14, 2009

"Catholic Social Teaching and the Abortion Reduction Counterstory in the 2008 U .S. Presidential Election"
r a tional Com munication Association Conven tion, Chicago, IL • Nov. 12, 2009

"Certain ty, Identity and Authority in Evangelical Discourse on Global Warming"
National Communication Association Convention, San Diego, CA • Nov. 22, 2008

Chair and organizer of panel *Interrigation and Applications of Boudieu in Contemporary Rhetorical Theory*
Rhetoric Society of America Conference, Seattle, WA • May 23, 2008

"Discursive Blurring in Evangelical Environmental Rhetoric"
Rhetoric Society of America Conference, Seattle, WA • May 23, 2008

PRESENTATIONS AT REGIONAL CONFERENCES

"Reading & Writing Requirements in 'The Management Game' Course in an Intercul tural Setting" Communicati on Symposium at Carnegie Mellon University, Pittsburgh, PA • June 13, 2007

ACADEMIC HONORS & AWARDS

Bridging the Gap Award, Technical Opportuni ties Program (TOP), Oregon Tech • June 2015

Honoree, Sigma Chi Alpha Reception for Impact on Education, Carnegie Mellon • March 2, 2012

Graduate Teaching Award Recipient, Department of English, Carnegie Mellon • 2010-2011

Graduate Teaching Award Nominee, College of Human ities & Social Sciences, Carnegie Mellon • 2010-20 11

Leader of Tomorrow, Member of Knowledge Pool, 41st St. Gallen Symposi um: "Just Power," St. Gallen, Switzerland • May 10-13, 2011

M .A. Rhetoric Commencement Speaker, Department of English, Carnegie Mellon • May 20, 2006

OTHER PROFESSIONAL & ADMINISTRATIVE SERVICE

Reviewer, *Scientific Study of Literature,* Editor David 1. Hanauer • Oct. -Nov. 2014

Faculty Mentor, Dietrich Undergraduate Research Colloquium
Dietrich College of Humanities & Social Sciences, Carnegie Mellon • Oct. – Nov. 2013

Graduate Representative to the Rhetoric Faculty
Department of English, Carnegie Mellon • Aug. 2010 -Apr. 2011

Religious Communication Subject Matter Experts Database
National Communication Association • Aug. 2009 – present

Fellowships Advisor (Interim), Fellowships & Scholarships Office, Carnegie Mellon • Sept. 2008 – May 2009

Research Assistant, Professional Writing Program, Department of English, Carnegie Mellon • Summer 2006

Research Assistant, Department of English (Prof. Jane Bernstein), Carnegie Mellon • Sept. 2005 – May 2006

Updated 10/27/15

LINDA S. YOUNG, Professor
linda.young@oit.edu

EDUCATION

DOCTOR OF PHILOSOPHY, Rhetoric and Composition
University of Washington — Seattle, Washington
Dissertation: *House of Mirrors: Reflection and Composition*
Degree Date: 1997

MASTER OF ARTS, English
University of Virginia — Charlottesville, Virginia
Degree Date: 1978

BACHELOR of SCIENCE, Secondary Education and English
Millersville State University — Millersville, Pennsylvania
Degree Date: 1974 — *Cum Laude*

PROFESSIONAL EXPERIENCE

1983 - Present — **PROFESSOR, Communication Department**
Oregon Institute of Technology — Klamath Falls, Oregon

Courses taught in Communication Department include the following:
Writing 115, 121, 122, 123, 227, 327, 305, 410
COM 104, 105: Introduction to Communication Theory
COM 215: Creativity in Communication
COM 301: Theories of Communication
COM 407: Communication and the Arts
COM 407: Communication and Culture: Japan and Popular Culture

Courses taught in HSS Department in summer or as sabbatical replacement include the following:
HUM 147, HUM 148, HUM 149: Introduction to the Humanities
ENG 373: British Culture and Literature of the Nineteenth Century

Courses taught Online/Distance include the following:
WRI 227, WRI 327, WRI 410, ENG 373

2003 – 2006 — **Faculty Development Coordinator, Center for Learning and Teaching**
Oregon Institute of Technology — Klamath Falls, Oregon
Provided faculty development opportunities including Academic Advisor Training (each winter), effective teaching seminars (twice a year), September Institute (each year), Convocation presentations.

Served as instructor and instructional developer in academic success courses, including freshman ACAD 101: *Student Success Seminars* and ACAD 105: *Achieving Academic Success*

Participated in registration, orientation, and activities for new students. Coordinated planning and delivery of annual registration events with CFLAT staff. Academic advising specialist to at-risk students.

2001 – 2003 **Interim Director, Center for Learning and Teaching**
Oregon Institute of Technology Klamath Falls, Oregon

1978 – 1981 **Instructor, 3 years at SOU**
Southern Oregon University Ashland, OR
Taught courses in English Department including the following: ENG 104: Introduction to Fiction, WRI 115, WRI 121, WRI 122, WRI 123

UNIVERSITY SERVICE, Oregon Institute of Technology

Department Chair, 2007 - 2010
Chair, General Education Advisory Council (2007 – 2010)
Advising Task Force and author, OIT Academic Advising Handbook
General Education Advisory Council, Chair, member
Academic Advisor
OIT Mission Statement Committee
Commission on College Teaching
Promotion Advisory Committee
OUS Inter-institutional Retention Work Group
Assessment Coordinator, OIT
Assessment Commission
Leader, Assessment Training for campus in Critical Thinking
Executive Committee of Assessment Commission
Curriculum Planning Commission
Communication Studies Advisory Committee (CSAC)
Various search committees
Various post-tenure review/tenure committees
Curriculum Coordinator for Composition
Communication Department Self Study, co-author with Marye Hefty
Advance Credit Advisory Committee (campus)
Assessment Coordinator, Communication Department
Organizer, Convocation Keynote Speaker, Gloria Rogers, Christine Cress, Craig Johnson
Convocation, Showcase on Teaching, Presenter
Convocation Presenter on Advising, Assessment
OIT Graduation, name reader

PROFESSIONAL ACTIVITIES and Memberships

AAC&U , member, Conference attendance, American Association of Colleges and U ni versities (AAC&U, 2009, 20 I 0), rubric work and conference attendance

0IT Academic Advising Handbook, author

Reviewer, panel leader, session chair, Northwest Communication Association Conference, (2006, 2007, 2008)

Member, Oregon Writing and English Advisory Committee (1994 -Present)

Faculty Development Seminars, OIT, led and participated (2004 – 2009)

Oregon Women in Higher Education Conference (2006, 2007, 2008)

Workshop leader, Preparing Future Faculty in Engineering, Math, and Science-federal grant received by OIT (2005, 2006)

National Council of Teachers of English (1985 –20I I)

Modern Language Association (2005 –2008)

National Communication Association (2006 -20 11)

"Faculty Development: A Plan for Workshops," Annual Oregon Conference on R hetoric and Composition (2005)

"Advance Credit program s and Higher Education: An overview" Annual Oregon Conference on Rhetoric and Composition, (2006)

Attended Annual Oregon Conference on Rhetoric and Composition, (2007, 2008)

M usashi I nstitute of Technology, Formal presentat ion to selected faculty related to exchange agreements, J uly, 2004, and May, 2008

Articles completed or in process:

"Tak i ng turns: Gendered di scourse in h igher education setti ngs"(Paper prepared for Oxford Round Table, Wi nter, 2009)

"Commu n ication majors and creative scores" (Paper to be subm itted to *Communication Education)*

"Japanese technica l writi ng style" (Paper prepared for presentation at Society for Tech nical Communication conference)

"Dramatic interludes: U sing role-play and scene development to teach com mun icat ion theory" (in progress; Paper to be submitted to *Communication Education)*

COMMUNITY

Curriculum Advisor, Language Arts, Triad High School (2002 –2007)
Creative Writing teacher (four hours/week) Triad High School (2004 –2007)

Volunteer, Spring Fling, Triad School (2002 – 2007)
Senior Class Concessions, Fund Raiser, Triad School (2004 – 2007)
Grants Committee, Triad School (2002 – 2007)
Counterpoint, Vocal Ensemble
Klamath Chorale

Dan W. Peterson

Semon Hall I 16 dan.peterson @oit.edu (541) 885-1531

EDUCATION

Ph.D. Interpersonal Communication, Ohio University 2002
Emphases: Organizational Communication and Research Methods
Dissertation Title: Organizational culture as a convergent process: Culture in a small business incubator

M.A. Communications, Brigham Young University 1999
Emphases: Mass Communication and Organizations
Thesis Title: Organizational identity and commitment at NewsNet converged newsroom

B.A. Commw1ication s, Brigham Young University 1996
Emphases: Public Relations and Business Management

INSTRUCTION

Professor
Oregon Insti tute of Technology, Klamath Falls, Oregon
Department of Communication 2007-present

Courses Taught

ACAD 207: Student Leadership
COM 205: Intercultural Communication
COM 205: Intercultural Communication (Distance Education)
COM 225: Interpersonal Communication
COM 226: Nonverbal Communication
COM 256: Public Relations
COM 345: Organizational Communication I
COM 437: Training and Development
COM 445: Organizational Communication II
COM 446: Communication and Leadership
SPE 1 11: Fundamentals of Speech
SPE 32 1: Small Group and Team Communication
SPE 321: Small Group and Team Communication (Distance Education)

Assistant Professor
Missouri State University, Springfield, Missouri
Department of Communication 2002-2007

Undergraduate Courses Taught:

COM 336: Communication in Organizations
COM 436: Communication and Leadership
COM 315: Public Speaking II
COM 397: Instructional Training and Development
COM 210: Communication Research Methods
COM 209: Communication Theory

Graduate Courses Taught:
COM 636: Concepts and Analysis of Communication in Organizations
COM 597: Instructional Training and Development in Communication

Graduate Associate
Ohio University, Athens, Ohio
School of Interpersonal Communication 1999-2002

Courses Taught:
INCO 421: Instructional Organizational Training and Development
INCO 245: Introduction to Organizational Communication
INCO 205: Techniques of Small Group Discussion
INCO 115: Fundamentals of Public Speaking
INCO 115: Fundamentals of Public Speaking, Ohio Program of Intensive English

Instructor
Hong Kong Baptist University, Hong Kong
Ohio University Degree Program in Hong Kong 2000

Courses Taught:
INCO 421: Organizational Training and Development
INCO 405: Meeting and Conference Planning

Graduate Teaching Assistant
Ohio University, Athens, Ohio
School of Interpersonal Communication, Ohio University Learning Network 2000

Courses Assisted:
Communication in Your Workplace: Strategies for Teachers and Administrators
Effective Listening and Small Group Communication for Teachers and Trainers

Teaching Associate
Brigham Young University, Provo, Utah
Department of Communications 1997-1999

Courses Taught:
COMMS 235: Introduction to Public Relations
COMMS 311: Introduction to Mass Media Writing

Graduate Research Assistant

Brigham Young University, Provo, Utah
Department of Communications 1997-1999

PROFESSIONAL DEVELOPMENT

Conference and Training Participation

Participant, Northwest Communication Association Conference, Coeur d'Alene, ID, 2008- 2014.

Participant, Higher Education Convening sponsored by Oregon Education Investment Board, Lane Community College, Eugene, Oregon, 2012.

Participant, Degree Qualifications Workshop, Lane Community College, Eugene, OR, 2012.

Participant, Teaching Talks (Today's Academics Linking Knowledge and Skills) Conference, Portland, OR, 2010.

Participant, *New Advisor Training,* Oregon Institute of Technology, 2008.

Participant, *0/T Faculty Showcase on Teaching,* Oregon Institute of Technology, 2007-2008.

Participant, *WebCT Training,* Oregon Institute of Technology, 2007.

Participant, *New Faculty Development Seminar,* Oregon Institute of Technology, 2007.

Participant, *Blackboard 6.1 Action Workshop,* Faculty Development in Instructional Technology, Missouri State University, 2005.

Participant, *Leadership MSU,* College of Arts and Letters, Missouri State University, 2003-2004.

Participant, *Master Advisor Update Course,* Missouri State University, 2004

Participant, *Master Advisor Workshop,* Academic Advising Center, Missouri State University, 2003.

Participant, *Blackboard 5.5 Level 1,* Faculty Development in Instructional Technology, Missouri State University, 2002.

Participant, *Blackboard 5.5 Level 2,* Faculty Development in Instructional Technology, Missouri State University, 2002.

Participant, *Blackboard 6.IAction Workshop,* Faculty Development in Instructional Technology, Missouri State University, 2005.

Participant, *Advising Basics Workshop,* Academic Advising Center, Missouri State University, 2002.

Participant, Faculty Network: Colleague Circles for New Faculty. Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). Missouri State University, 2002-2003.

Participant, *Showcase on Teaching,* Academic Development Center. Missouri State University, 2002-2005.

Panel Presentations

Peterson, D.W (2014). Great ideas for teaching speech (G.I.F.T.S.), The outside speech: Putting in practice the skills of the basic public speaking course. Panel presented at the conference of the *Northwest Communication Association Conference.*

Peterson, D.W. (2013). G.I.F.T.S., Reorganizing perceptions of speaking on campus: Implementation of a public speaking showcase. Panel presented at the conference of the *Northwest Communication Association Conference.*

Peterson, D.W. (2010) G.I.F.T.S., Teaming up on public speaking: Using group speeches in the basic public speaking course. Panel presented at the conference of the *Northwest Communication Association Conference.*

Peterson, D.W. (2000). Adaptation of western communication consulting practices: Integration of East-West values in a consulting arena. Panel presented at the convention of the *National Communication Association,* Seattle, WA.

Presentations

Brown, K.J., Spurlock, J., Peterson, D.W., & Torres, T. (2014, April). Remote control: Understanding the motivations of remote workers. Paper presented at the conference of the *Northwest Communication Association Conference.*

Peterson, D.W. (2011, September). Institutional oral communication assessment outcomes. Information presented at convocation of the *Oregon Institute of Technology.*

Peterson, D.W. (2010, November). Integrated approach for the assessment of teamwork. Information presented at the *Teaching TALKS Conference.*

Brown, K.J. & Peterson, D.W. (2010, April). Sustaining relationships: Using social capital and optimal distinctiveness to understand alumni relations. Paper presented at the conference of the *Northwest Communication Association.*

Peterson, D.W. (2010, September). Institutional team and group work assessment outcomes. Information presented at convocation of the *Oregon Institute of Technology.*

Peterson, D.W. (2008) Faculty showcase on teaching. Information presented at the *Oregon Institute of Technology.*

Peterson , D.W. (2005, November). Organizational culture as a convergent process: Culture in a small business incubator. Paper presented at the convention of the *National Communication Association,* Boston, MA.

Peterson , D.W. (2004, November). The anatomy of a suppo1t organization: A communication perspective. Paper presented at the convention of the *National Communication Association,* Chicago, IL.

Peterson, D.W. (2003, November) Entrepreneurship's not what it seems: Paradoxical cultural values among entrepreneurs in a small business incubator. Paper presented at the convention of the *National Communication Associat ion,* Miami, FL.

Peterson , D.W. (2001, October). Small business incubators and start-up companies: An organizational culture study. Paper presented at the *14th Annual Organizational Communication Mini-Conference,* University of Illinois Urbana-Champaign , IL.

Peterson , D.W. & Hammond , S.A. (1999, March). Converged media: Identity and commitment within a newsroom. Paper presented at the convention of the *American Association of Behavioral and Social Sciences Conference,* Las Vegas, NV.

Competitiv ely Selected Publications

Hammond , S.A. & Peterson, D.W. (2005). Organizational communication. In D. Stout (Ed.),
Encyclopedia of Religion, Communication, and Media. New York: Routledge.

Peterson , D.W. (2004). The ethics of preparation for the standardized testing situation. *Journal 0(the Speech and Theatre Association of Missouri, 34,* 1-23.

Hammond, S.A., Peterson, D.W.,& Thomsen, S.R. (2000). Print, broadcast , and online convergence in the newsroom. *Journalism and Mass Communication Educator, 55,* 16-26.

Peterson, D. W. & Hammond, S.A. (1999). Converged media: Identity and commitment within a newsroom. *American Association of Behavioral and Social Sciences Journal, 2,* 83-93.

Books

Bauman, l.& Peterson, D. (2005). *Exploring communication theory and research: A reader.* Dubuque, IA: Kendall/Hunt Publishing Co.

Poster Sessions

Peterson, D.W . (2001) Organizational cultural integration: Applying symbolic convergence theory to a complex organizational problem. Poster session presented at the convention of the *National Communication Association,* Atlanta, GA.

Carusi, D.L. & Peterson, D.W. (2000). Piecing together participant perception : Using visual mi as a research tool. Poster session presented at the convention of the *National Communication Association Convention,* Seattle, WA.

Conference Chair and Respondent

Session Chair, *Organizational Communication as an Agent of Change,* Northwest Communication Association Conference, 2014

Respondent, *Ideology Exposed,* Northwest Communication Association Conference, 2012

Respondent, *Student and University Life : What do Students Really Want?* Northwest Communication Association Conference, 2011

Session Chair and Respondent, *Searchingf or an American Dream,* Northwest Communication Association, 2010

Session Chair, *Family Relationships,* Northwest Communicati on Association, 2010

Session Chair and Respondent, *Sustainability and Organizational Communication Embedded in Environment,* Northwest Communication Association, 2010

Session Chair, *Reaffir ming CulLure and Establishing Common Ground with Language and Values,* Northwest Communication Association Conference, 2009

Session Chair, *Common Ground and Persuasion in 21s[l] Century Media,* Northwest Communication Association, 2009

Session Chair, Northwest Communication Association Conference, 2008

Respondent, Northwest Communication Association Conference, 2008

Manuscript and Paper Reviewer

Journal Manuscript Peer Reviewer, Journal of the Northwest Communication Association, 2012

Paper Reviewer, *Organizational and Instructional Division ,* Northwest Communication Association Conference, 2012

Journal Manuscript Peer Reviewer, Journal of the Northwest Communication Association , 2011

Paper Reviewer, *Organizational and Instructional Division*, Northwest Communication Association Conference, 2011

Paper Reviewer, *Interpersonal Communication Division*, Northwest Communication Association Conference, 2010

Paper Reviewer, *Media and Cultural Studies Division*, Northwest Communication Association Conference, 2010

Paper Reviewer, Northwest Communication Association Conference, 2008-2009

Journal Manuscript Peer Reviewer, Journal of the Northwest Communication Association , 2008

Work Submitted But Not Accepted

Pace, R.W., McKay, S., & Peterson, D.W. (2013). *Communication and work systems: Functional approach to organizational communication.*

Brown, K.J ., Spurlock, J ., & Peterson, D. (2010). Remote control: Understanding the motivations of remote workers. Paper intended for inclusion at the *National Communication Association.*

Consulting and Training Work

Trainer, Public Speaking Workshop on behalf of City of Klamath Falls, Klamath Falls, OR, 2014.

Trainer, Communicating Meaning Change on behalf of Sky Lakes Medical Center, Klamath Falls, OR, 2012.

Trainer, Real Work Workshop on behalf of Integrated , Singapore, 2012.

Developer, Change-friendly Leadership Workshop on behalf of Duncan Worldwide, Independence, MO, 2012.

Facilitator, Integrated Water Resource Strategy Open House, 2010.

Consultant, ASOIT Communication Skill Development, 2009.

Consultant and Developer, Real Work Workshop Participant Guide on behalf of The Work Itself Group, Salt Lake City, UT, 2008.

Consultant and Workshop Developer, Real Work Workshop on behalf of The Work Itself Group, Salt Lake City, UT, 2008.

Consultant, Avon Corporation, New District Manager Training, 2008.

Consultant, Avon Corporation, Assessment of Corporate Communication Training, 2007

Trainer, O'Reilley Automotive Parts. Public Speaking and Presentation Training, May 2004.

Trainer, Jefferson 's Children: The Story of One American Family Project. Diversity Facilitation Training. March 2004.

Trainer, Ohio University College of Osteopathic Medicine. Multidisciplinary Case Conference: Multicultural Communication Training, April 2000.

Training Facilitator, Ohio Bankers Association. Team Building Consultation and Training, October 1999.

Current Projects

Peterson, D.W. (2015). Great ideas for teaching speech (G.I.F.T.S.), Dealing with speech anxiety through a convergence of communication treatment methods. Paper to be presented at the conference of the *Northwest Communication Association.*

Brown, K.B., Peterson, D.W, & Torres, T. (2015, April) Text me: An examination of media choice in an organizational environment. Paper to be presented at the conference of the *Northwest Communication Association.*

Professional Association

Northwest Communication Association

HONORS/AWARDS

Student Affairs Most Valuable Player Award. Oregon Institute of Technology, 2009.

College Teaching Award. Missouri State University, College of Arts and Letters. Awarded August, 2005.

Outstanding Graduate Student Teaching Faculty Nominee. Ohio University, School of Interpersonal Communication. 2000.

Wendell Ashton Research Grant Award. Brigham Young University, Department of Communications. Awarded, February 1999.

SERVICE

Oregon Institute of Technology

Department Service

Member, Technical Writing and Composition Search Committee, 2014
Chair, Human Communication Curriculum Group, 2013-present
Director, Communication Studies Program, 2010-2013
Coordinator, Communication Department Scheduling, 2009-2012
Coordinator, Communication Department Speech Challenges, 2010-2012
Chair, Communication Studies Advisor Committee, 20l0-2012
Chair, Depaiiment Tenure and Promotion Committee, 2010
Chair, Technical Communication Faculty Search, 2009
Chair, Communication Studies Faculty Search, 201 1
Developer , Oregon Tech Public Speaking Showcase, 2011
Marshall, Communication Studies Graduation Commencement Marshall, Spring 2009
Alternate Faculty Senate Participant, 2009
Student Academic Advisor, 2008-present
Assessment Coordinator, Communication Studies Major, 2007-2012
Member, Communication Studies Advisory Committee (CSAC), 2007-present
Advisor, Lambda Pi Eta (Communication student honors organization), 2007-2013
Assistant Advisor, KTEC radio station2007-20 IO

Campus-Wide Service

Member, Oregon Tech Board of Trustees, 2014-present
President, Oregon Tech Faculty Senate, 2012-2014
Member, Oregon Tech Faculty Senate 2010-Present
Member, Ad hoc Committee on Constitution, Charter, and Bylaws, 2014-present
Member, Senate Executive Committee, 2012-present
Member, Oregon Tech Director of Distance Education Search Committee, 2014
Member, Oregon Tech Board of Trustees Secretary, 2014
Member, Group and Team Work Subcommittee of the General Education Review Committee
Member, Academic Leadership and Structure, Ad hoc Committee, 2013
Member, Management Faculty Member Tenure and Promotion Committee, 2012
Presenter, *Small Group and Team Training,* Oregon Tech Honors Program, 2012-2014
Presenter, *Shared Governance,* Oregon Tech September Institute, 2012-2013
Member, Oregon Tech Online Education Advisory Committee, 2012-present
Member, Oregon Tech Critical Thinking Assessment and Degree Qualification Profile Group, 2012
Member, Oregon Tech Assessment Commission Executive Committee, 2011-2013
Chair, OIT Graduate Council, 2009-2011
Chair, Faculty Senate Welfare Committee, 2011-2012
Reader, Oregon Tech Foundation Scholarships, 2010-14
Member, OIT Mission Statement Committee, 2009

Co-developed new course, ACAD 207-Student Leadership Course, 2009
Developer , Campus-wide Public Speaking Rubric, 2009
Co-developer , Campus-wide Small Group Communication Rubric, 2009
Member , Faculty Welfare Committee (Faculty Senate Subcommittee), 2008-2010
Member, OIT Financial Aid Committee, 2008-20 l0
Member, OIT Graduate Council, 2008-2011
Member, Elections Committee (Faculty Senate Subcommittee), 2008-2010
Member, MSREE Advisory and Approval Subcommittee (OIT Graduate Council Subcommittee), 2008
Faculty Member, OIT Resident Advisor Search Committee, 2008

Community Service

Secretary/Treasurer, Northwest Communication Association, 2011-present
Participant, *It's a Wonderful L(fe,* Ross Ragland Theatre, Klamath Falls, OR, 2013
Volunteer, Fairview Elementary SMART Reader, 2011-2012
Volunteer, Fairview Elementary School Computer Lab Assistant , 2010
Consultant, Klamath Falls Men Against Violence, 2009
Presenter, Public Speaking Workshop, Fairview Elementary School, 2009
Reading and Writing Volunteer, Fairview Elementary School, 2008-2009
Nanator , Klamath Chorale Christmas Concert, 2008
Participant, Klamath Community Band, 2008
Teacher Assistant, Roosevelt Elementary School Kindergarten class, 2007-2008
Presenter, Oregon State Peer Court Conference, 2007

Missouri State University

Advisor , Student Seminar Papers, 2005
Interviewer, Presidential Scholarship, 2005
Member, University Faculty Concerns Committee, 2004-present
Member, College Awards Committee, 2004-present
Member, Universi ty Joseph N. Boyce/Wall Street Journal Public Affairs Award Selection Committee, 2004
Pai1icipant, Public Affairs Week Boyce Scholarship Table, 2004
Presenter, Department of Communication Colloquia, 2004
Advisor , Undergraduate Academic Advising, 2003-Present
Member (Probationary), Graduate Faculty, 2003-Present
Advisor, Lambda Pi Eta Student Organization, 2003-Present
Invited Interviewer, University Ambassador Selection Process, 2003, 2005
Chair, Department Scholarship Committee, 2002-2003
Member, College Scholarship Committee, 2002-2003
Mem ber, Department Assessment Portfolio Committee, 2002-2003
Departmental Representative, Springfield Area College Fair, 2002-2004
Guest Speaker, Introduction to the Major Course: Organizational Communication , 2002-2004
Panelist, The Odysey Project: Democracy and the Workplace: Culture, Politics and the Ways we Work, October 2002
Judge, Public Speaking Showcase, December 2002

Ohio University

Graduate Student Organizational Advisor, Cassese Corporate Communication Leaders, 2000-2001.

Guest Speaker, "Searching for a Job", sponsored by NCASC, March 2001.

Guest Speaker, Fundamentals of Human Communication: Mass Communication Lecture, October 2000.

B. Timeline for Accreditation

N/A.

C. Professional Writing job listings in the Northwest

In June, 2015, and August, 2015, the planning team (Dr. Matt Schnackenberg, Dr. Franny Howes, Dr. Linda Young, Dr. Matt Search, and Lita Colligan, Associate Vice President of Strategic Partnerships and Government Relations) met with selected leaders in the professional writing field and professionals who would be interested in hiring graduates of an OT B. S. program in Professional Writing. In this section, we provide a brief overview of 20 job listings, out of the over 50 reviewed between February and June, 2015, in the Northwest (Portland/Seattle).

First, please find a review of the types of jobs and tasks that professional writers can do. Many Northwest companies are seeking people with these specific skills. The BS in PWR has been designed to prepare students for these (and other) jobs. Next, you will find 20 job openings. These and others were reviewed to make sure the skills being taught "match" the kinds of work that graduates will be asked to do.

Editors, project managers, and writers are asked to do a range of tasks. These include manage content for multiple clients including blogs, articles, social media posts, and press releases; meet publishing deadlines; troubleshoot missing links and articles, perform monthly audit of content; develop writing prompts; edit articles (proofreading, substantive edits and line edits); format articles with appropriate HTML tagging, meta tags, and hyperlinks; invoice and bill clients for monthly deliverables; and track content with in-house database and spreadsheets.

Editors and project managers may not spend the majority of the time writing, but strong language skills are essential as is knowledge of editing and advanced grammar. Candidates need to be able to proofread text, manage hyperlinks, and handle other quantitative data to ensure accuracy of client content. If the candidate has can-do, take-charge attitude, and is awesome at juggling multiple projects on short deadlines, these employers are interested.

Many of the job openings mention similar requirements. These include, professional project communication and editing experience; demonstrated planning skills and a proven ability to lead in a multi-project environment; excellent organizational skills (comfortable with Excel and Google Sheets, for example); strong computer skills, experience with WordPress or other Content Management Systems (CMS); working knowledge of Search Engine Optimization (SEO) best practices, or willingness to learn.

Technical writers do the following:

- Determine the needs of end users of technical documentation
- Study product samples and talk with product designers and developers
- Work with technical staff to make products easier to use and thus need fewer instructions
- Organize and write supporting documents for products
- Use photographs, drawings, diagrams, animation, and charts that increase users' understanding
- Select appropriate medium for message or audience, such as manuals or online videos
- Standardize content across platforms and media
- Gather usability feedback from customers, designers, and manufacturers
- Revise documents as new issues arise

Technical writers create operating instructions, how-to manuals, assembly instructions, and "frequently asked questions" pages to help technical support staff, consumers, and other users within a company or an industry. After a product is released, technical writers also may work with product liability specialists and customer service managers to improve the end-user experience through product design changes.

Applying their knowledge of the user of the product, technical writers may serve as part of a team conducting usability studies to help improve the design of a product that is in the prototype stage. Technical writers may conduct research on their topics through personal observation, library and Internet research, and discussions with technical specialists. Some technical writers help write grant proposals for research scientists and institutions.

Job Skills—NW Job openings and announcements related to Professional and Technical Writing and Management, 2014 – 2015

1. Technical Writer (junior/intern), Provide support to our Global Technical

Writing Team Tasks may include

Rebranding existing documentation
Creating and publishing release notes from our Confluence Wiki
Creating and updating graphics and screenshots
Writing or editing feature desscriptions
Updating boilerplate information
Assisting other technical writers

Required skills

Strong writing and editing skills
Experience with Adobe FrameMaker and Acrobat
Able to succeed in a dynamic work environment

Desired

Experience with wikis (Confluence is a bonus); Experience with RoboHelp or another help authoring tool

2. Technical Publications Writer and Project Lead

Join the team enabling customers to develop servers based on the Intel Xeon processor family as a Technical Publications Writer and Project Manager in the Data Center Group. Our four person technical publications team supports 250 engineers and publishes more than 100,000 pages a year. We write a blend of technical and customer-focused documentation that helps companies like Facebook, Dell, HP, IBM, Oracle, Apple, and Cisco design servers with Intel silicon.

Tasks may include

Review data sheets, specifications, white papers, technical product training, design guides, white papers, and application notes.

Provide legal, trademark, classification, disclaimer, and branding feedback.

Provide training and support for a 250 person team using Adobe*, FrameMaker, Microsoft*, PowerPoint, Microsoft Word, DITA.

Beyond writing, this position will also help:

Research how our documents are used and recommend improvements for how we write/deliver the customer- enabling technical information.

Improve our writing workflow, tools, training, and workload forecasts.

Participate in cross-Intel writing initiatives for: distributed/collaborative writing; public, confidential and secret document delivery tools; style guide consistency; and distributed review/feedback.

3. Job Responsibilities

Tasks may include

Write and edit copy for marketing collateral, including brochures, flyers, postcards, websites and email
Write and edit copy for editorial publications, including magazines, e-newsletters, websites
Write and edit copy for materials including brochures, annual reports, donor reports
Provide cop-editing and fact-checking assistance for print and digital materials prior to publication
Cultivate patient, physician and researcher sources to create timely and persuasive content
Work with program leaders to create engaging and persuasivemessaging Perform other duties as required

Education, Experience and Skill Requirements

Bachelor's degree in journalism, marketing, communications or other related field; 5 years writing and editing experience
Superior writing and editing skills
Attention to detail and accuracy
Ability to meet deadlines
Demonstrated ability to engage and persuade consumers through strategic messaging
Demonstrated ease at switching between editorial and strategic messaging
Demonstrated ability to write for a wide variety of audiences
Knowledge of editorial and publications processes, systems and procedures
Proficiency with AP Stylebook
Capability of identifying appropriate topics for publication
Ability to glean information from the Internet, public and medical libraries
Strong research, analytical and critical thinking skills
Ability to effectively communicate and collaborate with others
Consumer health writing and/or marketing writing experience preferred

4. Technical writer/copywriter—project manager

Develop creative copywriting and marketing communications for a variety of marketing collateral and communication deliverables, including channel marketing, customer marketing, and product marketing materials. Communication vehicles include emails, newsletters, banners, signage, flyers, presentations, and landing pages. Create content within allotted timeframe collaborating with subject matter experts, program managers, and creative services team.
Serve as project manager clearly communicating with client and designer from concept to completion to ensure project tis on schedule and meets deadline.

Required skills:

Ability to demonstrate excellent written and verbal communication skills.

Ability to demonstrate understanding of content marketing principles and ability to translate product and program specifications into compelling insights-led customer benefits.

Demonstrate ability to manage multiple projects from research through copy creation and final delivery with tight and often concurrent deadlines.

Demonstrate ability to be highly detail-oriented and organized.

Demonstrate ability to be willing to become product and program expert.

Demonstrate ability to work well in a collaborative environment with marketing client/ partners and graphic designers to deliver strategic, creative solutions.

Demonstrate ability to prioritize and compromise, plus demonstrate patience and diplomacy with changing deadline and project scopes.

Demonstrate ability to track projects independently, develop schedules, and raise issues as appropriate to ensure on-time delivery of assignments.

Demonstrate ability to leverage previous content to develop or revise content.

Demonstrate ability to leverage existing shared content whenever possible to create cohesive message campaigns.

Education: B. A. degree in Journalism, Communication, English or related field.
Minimum of 5 years' experience in writing for marketing communications.
Minimum of 5 years' experience in managing projects to completion.
Experience writing in a high-tech B to B (Business to Business) environment.

Experience working with defined brand guidelines, including tone of voice.

5. Job Description:
Superior Group is looking for a Senior Writer/Project Manager for our Client located in Wilsonville, OR

Develop creative copywriting & marketing communications for a variety of marketing collateral and

communications deliverables, including channel marketing, customer marketing & product marketing materials.

- Communication vehicles include emails, newsletters, banners, signage, flyers, presentations and landing pages.
- Create content within allotted timeframe collaborating with subject matter experts, program managers and creative services team.
- Serve as project manager clearly communicating with client and designer from concept to completion to ensure project is on schedule and meets deadline.
- Ability to demonstrate excellent written and verbal communication skills
- Ability to demonstrate understanding of content marketing principles and ability to translate product and program specifications into compelling insights-led customer benefits
- Demonstrate ability to manage multiple projects from research through copy creation and final delivery with tight and often concurrent deadlines
- Demonstrate ability to be highly detail-oriented and organized
- Demonstrate ability to be willing to become product & program expert
- Demonstrate ability to work well in a collaborative environment with marketing clients/partners and graphic designers to deliver strategic, creative solutions
- Demonstrate ability to prioritize and compromise
- Demonstrate patience and diplomacy with changing deadline and project scopes
- Demonstrate ability to track projects independently, develop schedules and raise issues as appropriate to ensure on-time delivery of assignments
- Demonstrate ability to leverage previous content to develop or revise content
- Demonstrate ability to leverage existing shared content whenever possible to create cohesive message campaigns

6. Technical Writer, Lake Oswego, OR, Content Development

Job Description

Succeed Management solutions is a Portland software company that offers a web-based risk management software as a Service (SaaS) solution. We are currently looking for a talented Technical Writer to join our content development team. Bring your writing expertise to an Inc. 5000 startup, one of the fastest growing companies in Oregon.

As a Technical Writer on the content development team, you will be expected to:
Work with internal teams to obtain a solid understanding of the topic and document requirements
Work with external contractors to coordinate and refine original content while maintain contextual integrity Write easy-to-use technical documents, policies, procedures, poster & sign copy, training materials, audio scripts, etc.

Successful candidates should be prepared to demonstrate the following:
Excellent English writing skills
Excellent proofreading and editing skills
Strong working knowledge of the Microsoft Office software suite
Strong attention to detail
2+ years of experience producing original, technical content in a corporate environment
Experience writing about environmental health & safety topics preferred

Four-year Bachelor's Degree in English, Writing, Technical Writing, or similar with a minimum cumulative GPA of 3.25.

We are an industry-leading Risk Management software and service provider. Our sales/distribution channels include, but are not limited to commercial insurance brokers, TPA's, Captives, Associations, and direct employers. We maintain an excellent reputation in the industry. Our platform is a SaaS model, so installation and implementation by the user is a simple and easy process. Our service is new to the market, with huge upside and minimal competition. Be involved with a highly competent team of professionals, and utilize your skills to assist in making the market launch even more exciting and rewarding.

7. **Providence is calling a full-time Senior Writer/Editor - Health Plan to Providence Health & Services in Portland, OR.**

Providence is calling Senior Writer/Editor – Health Plan to Providence Health & Services in location. This position establishes and maintains working relationships with employees at various levels within Providence (such as other writers, graphic designers, department leaders), including with external contractors and managers within Providence's Marketing and Communications organization.

In this position you will:

- Work with partners to write/edit/develop strategic communication materials that comply with Providence brand identity and voice.
- Specialize in writing for Providence Health Plan, but provide other content work, as needed.
- Research and incorporate input from a variety of content experts.
- Lead project teams as assigned.
- Thoughtfully and articulately present creative recommendations to senior leadership while working in partnership with other members of the creative team.
- Be a brand advocate by recommending creative solutions that resonate with the target audience and develop our brand position.

Required qualifications for this position include: A bachelor's degree in English, communications or marketing, or an equivalent combination of education and experience.

- Six or more years of experience in a related field.
- Experience with large or complex projects that have wide distribution and multiple stakeholders.
- Ability to strategize and deliver creative work through collaboration with senior leaders and clients.
- Proficiency in AP style.
- Experience creating health care content.

About the department you will serve.

Providence Strategic and Management Services provides a variety of functional and system support services for all eight regions of Providence Health & Services from Alaska to California. We are focused on supporting our Mission by delivering a robust foundation of services and sharing of specialized expertise.

8. Central Team Support Location
8000 NE Tillamook St, Portland 97213-6655

The primary purpose and function of the Specialist, Digital Content is to create, maintain and manage content for Banfield's intranet and other internal digital channels, coordinating the development and management of all internal multi-media assets for digital channels and to collaborate with IT to develop web usage reports and SEO strategy.

Responsibilities and Tasks

- Live and exemplify the Five Principles of Mars, Inc. within self and team.
- Collaborate with writers and stakeholders to manage tags and keywords ensuring that internal digital content is optimized for search engine results and reporting.
- Contribute to the design and structure of the Banfield intranet focusing on ways appropriate content can be administered to achieve practice goals.
- Manage the delivery of messages and information through all internal digital channels including email marketing tool.
- Perform regular reviews of Banfield's intranet to ensure content accuracy, timeliness and relevance. Archive and backup content as needed.
- Manage the storage and use of internal multi-media content (e.g. images, animations, music and video) for digital use.
- Edit and proofread copy received from content contributors for use in internal digital channels.
- Improve processes within the company to increase content management efficiency.
- Respond to stakeholder inquiries, comments and suggestions.
- Develop and maintain scheduled placement of content in Editorial Calendar accordance with plans and agreed-upon timelines.
- Other job duties as assigned.

Special Working Conditions

- Ability to work at a computer for long periods of time.
- Project timelines and work volume / deadlines may often require more than 40 hours per week to complete essential duties of this job.
- Must have mental processes for reasoning, remembering, mathematics and language ability (reading, writing, and speaking the English language) to perform the duties proficiently.
- Ability to carry out instructions furnished in written, oral, or diagram form and to solve problems involving several variables.Ability to stand, walk, stoop, kneel, crouch, and climb as well as manipulate (lift, carry, move) up to 50 pounds.
- Requires good hand-eye coordination, arm-hand-finger dexterity with the ability to grasp, and visual acuity to use a keyboard and operate necessary equipment.
- The noise level in the work environment is normally moderate.
- Environment where pets are present.

Education and Training

- Bachelor's degree required, or the equivalent combination of education, training and experience that provides the required knowledge, skills, and abilities.
- 4-5 years experience in digital communications required, with two years SharePoint experience.

- Experience with HTML and CSS required.
- Experience with web analytics tools and principles required.
- Adobe creative suite experience including InDesign and Photoshop preferred.
- Experience working with email marketing tool (Exact Target a bonus) preferred.
- Experience in human or pet healthcare industries is preferred.

Banfield Pet Hospital® is committed to a diverse work environment in which all individuals are treated with respect and dignity. It is our mission to provide equal employment opportunities to all candidates and to ensure that access to jobs is strictly based on job-related criteria.

9. Nintendo of America, Inc.

The worldwide pioneer in the creation of interactive entertainment, Nintendo Co., Ltd., of Kyoto, Japan, manufactures and markets hardware and software for its Wii U™ and Wii™ home consoles, and Nintendo 3DS™ and Nintendo DS™ families of portable systems. Since 1983, when it launched the Nintendo Entertainment System™, Nintendo has sold more than 4 billion video games and more than 637 million hardware units globally, including the current-generation Wii U, Nintendo 3DS and Nintendo 3DS XL, as well as the Game Boy™, Game Boy Advance, Nintendo DS, Nintendo DSi™ and Nintendo DSi XL™, Super NES™, Nintendo 64™, Nintendo GameCube™ and Wii systems. It has also created industry icons that have become well-known, household names such as Mario™, Donkey Kong™, Metroid™, Zelda™ and Pokémon™. A wholly owned subsidiary, Nintendo of America Inc., based in Redmond, Wash., serves as headquarters for Nintendo's operations in the Western Hemisphere. For more information about Nintendo, please visit the company's website at http://www.nintendo.com

Description of Duties:

- Translates and proofs to localize engineering technical documentation used in software development, and other documentation translated in Engineering Services.
- Ensures quality of translated materials (English to Japanese / Japanese to English)

Summary of Requirements:

- 3-5 years professional experience translating/proofing engineering technical documentation. Target audience software developers.
- Experience in general translation.
- Must have familiarity with programming language terminology.
- Native fluency in Japanese, excellent written fluency in English.

Must be able to translate quickly and accurately

10. Content Writer (Redmond)

Position Summary:
Our company is seeking a dynamic Content Writer for our fast-growing, people-first company based in Redmond. This key individual will have high visibility with the executive team and must have excellent and adaptable written communication skills. There is strong potential for growth and advancement for successful hires.

Job Responsibilities Include:
Work collaboratively and individually to write and edit concise, compelling and grammatically correct content
Utilize the best ways to present content to make the clearest, most engaging presentation of complex industry- specific topics -- structured content, visuals, multimedia, narrative, etc.
Create and implement engaging and creative content for social media activities, promotional copy, production scripts, event speeches, etc.
Inter-departmental communication to optimize effective company-wide communication
Drive projects from concept through completion
Produce high quality work in a fast-paced, demanding environment

Qualifications:
Excellent writing, editing, and proofreading skills
College degree in related field
Pick up new concepts quickly
Strong work ethic
Adaptability for creative direction and priority adjustments
Flexibility to contribute to other projects as required
Positive "Can Do" Attitude
Proficient in Microsoft Office

11. Ghostwriter needed to cover Business Expansion Strategies (Seattle)

Contract job, telecommuting okay

We have an opportunity for a talented researcher to create in-depth articles about specific expansion strategies used successfully by businesses, non-profits and municipalities. This includes branding strategies for individual products, services, events, people, places, websites, companies, cartoon characters, etc.

An example of a religiously-based municipal expansion strategy would be the decision by a town to install an "eruv." An eruv is a line around the perimeter of certain parts of the town. The eruv isn't noticeable by the average person but it enables observant Jews to live by the laws of their faith. Investing in a high-quality Yeshiva (full- time Jewish school) would accomplish the same branding goal for the same reason. Both of these things entice Jewish residents far more powerfully than merely building a nice temple and advertising with a picture of it in the Jewish media. Such a strategy can bring a town from dormancy to booming. If you wrote on this topic you would of course come up with an example of a town which did this successfully to discuss throughout the article.

A business expansion strategy based on immigrant demographics would be a decision by a furniture store to specialize in selling attractive furniture at the lowest possible prices in an area that has hundreds of thousands of immigrants coming in each year. Similarly would be a local media company starting a newspaper or radio station for those immigrants in their native language to help them get adjusted to American life while carrying over culture and traditions from the old country.

Pay is $30 for 750 to 1000 words, $60 if your post is double the length. To get started please send a

resume along with a cover letter addressing your ability to do a good, professional job at this and including a paragraph about a company/organization you would like to cover and what unique expansion strategy they utilized.

12. Senior Editor

Are you passionate about technology and communications? Do you love language and the big and little details that help a publication come together: e.g., audience, tone, positioning, and messaging; grammar, punctuation, and style? Do you have experience managing large, detailed content projects directly with clients? Do your friends consider you a likable, charming, and positive person? If this sounds like you, please read on!

Projectline Services, Inc. is looking for an enthusiastic Senior Editor to help our clients plan, develop, and distribute major communications and content projects.

Position Overview:
As a member of the Creative Services Group, this position will provide editorial support on projects for our global clients (leaders in the hardware and software industries). Job activities will range from providing all levels of editing (proof passes to developmental editing); upholding positioning and messaging direction of client content; ensuring consistent style and quality across deliverables. Content will vary but may include items such as sales tools, blog posts, email content, web content/landing pages, case studies, data sheets, eBooks, executive presentations, newsletters, white papers, and press releases.

Key Responsibilities:
Edit content such as case studies, white papers, eBooks and other longer format content.
Edit blog posts, one-page ads, infographics, Facebook posts, and layout elements for short copy and designed content.
Adhere to editing goals, milestones, schedules, and checklists for content projects.
Rely on style guides, editing guides, and writer guides for content projects.
Create and maintain project style sheets as needed.
Recognize editorial and content problems, systematically gather information, sort through complex issues, seek input from others, and make timely decisions.
Use a variety of software platforms to publish content for clients.
Use a methodical and patient approach to problem-solving.
Appropriately balance deadline requirements and high-quality standards.
Work closely with account and project managers, marketing consultants, designers, and writers to deliver high- quality technical and marketing content on schedule.
Work closely with editors to provide consistent writing and editing quality across large projects consisting of multiple deliverables. Help manage editorial assignments and collaborate with freelance resources.
Be an expert and resource for editorial processes and set standards for others in the company.
Assist with budgeting and scoping for projects as needed.

Qualifications and Requirements:
5+ years of professional editing experience and 5+ years of B2B marketing experience. Expert knowledge of grammar and spelling.
Comprehensive knowledge of industry editing standards and

processes. Experience working on technical and web content.
Command of editing tools and databases, software programs such as Microsoft Outlook, PowerPoint, Word, Excel, and SharePoint; ability to edit in InDesign and Adobe Creative Suite programs, Google Docs, and content management systems.
Ability to learn and troubleshoot new technical tools and software as processes change.
Ability to communicate clearly; collaborate with writers, editors, and project managers to establish departmental priorities and make suggestions based on project goals; provide constructive feedback to writers and designers in tactful, helpful, positive manner.
Detail-oriented with superb reading comprehension.
Ability to recognize issues with tone, language, vocabulary, audience, chronology, and to give feedback for efficient improvement.
Demonstrable sense of humor, humility, and confidence required.

Projectline Services is a global B2B marketing services firm that provides marketing program strategy, design, and management to enterprise and midmarket technology companies. Our exceptional team deftly manages successful marketing programs and business solutions, from strategy and planning to research and execution.

We hire experienced consultants who are enthusiastic, good-humored, and truly passionate about their work. Good people, it turns out, translate into good business. Since 2003, Projectline has grown from a team of three people to a company of more than 250. But, to be honest, we measure success by the well-being of our people and the happiness of our clients, not just our sales.

Learn more about Projectline, our work environment, and meet our employees here:

www.projectlineinc.com To apply, please submit:
Resume or Curriculum Vitae (CV).
Cover letter that includes: a) description of how your experience and interests fit with the position requirements above and b) your salary requirements.
Three editing samples of content types described above.

Resumes without cover letters and writing samples will not be considered!!!

13. Anchor QEA, an environmental science and engineering consulting company, is seeking a full-time Project Assistant/Technical Editor in its Seattle, WA office.

This position involves project and business development support, including deliverable editing and production, task coordination, records management, and overall project manager assistance.

Job Responsibilities
Technical editing of reports, proposals, letters, and other documents for style, clarity, and consistency, and review of edits with document authors
Must possess excellent time management skills, attention to detail, ability to prioritize multiple tasks with competing deadlines, ability to work independently and collaboratively as part of project teams and strong written, verbal, and interpersonal communications skills
Maintain production schedules and coordinate task completion with internal teams, subconsultants, and clients Maintain Anchor QEA brand adherence in work products

Desired Qualifications

At least 3 years of experience in the architectural/engineering consulting
industry Bachelor's degree
Excellent time management skills, attention to detail, and the ability to prioritize among multiple tasks with competing deadlines
Ability to work independently and to collaborate within a
team Strong written, verbal, and interpersonal
communication skills
Ability to multi-task in a fast-paced environment and handle stressful situations gracefully
Strong proficiency in Word, Excel, PowerPoint, and Adobe Acrobat (experience with InDesign, Photoshop, Illustrator, MS Project, and SharePoint is a plus)

Anchor QEA employs more than 350 highly motivated people in offices around the United States. Our people are our most valuable resource, and we are committed to fostering a work environment that is conducive to the personal and professional growth of each employee. This is accomplished through a company philosophy that combines teamwork, open communication, shared benefits, participation in the life of the company, shared opportunities, and job sculpting. We all strive to contribute to a friendly, supportive, and fun work environment.

14. Function: Zonar has an exciting opportunity for the right candidate interested in creating proposals in response to Requests for Information (RFIs) and Requests for Proposals (RFPs), and also for support of product sales opportunities. The RFP Response Writer must specialize in document content and layout, and be interested in advanced functions of InDesign. This position will serve as primary contributing writer to proposals, and will serve as the liaison to subject matter experts within the company for specialized written materials. This role will also be in charge of maintaining databases of SME knowledge. It's a great chance to learn more about technical writing, InDesign, and SaaS companies.

Essential Tasks and Duties:

Support all phases of the proposal development process, including addressing customer needs, creating pricing, selecting products and editing content.

Maintain records in CRM and SharePoint

Work with SMEs to maintain accurate, up-to-date content.

Review weekly customer reports; Perform remote troubleshooting on Zonar hardware/software

Communicate customer requests, ideas, and suggestions

Additional Responsibilities and Duties:

- Assist with the design on content management and document maintenance
- Provide sales reps with product information upon request
- Perform all other duties as required

Knowledge and Skills:

- Attention to detail is an absolute must
- Ability to work both with a team and independently
- Demonstrated ability to handle multiple projects while meeting deadlines
- Ability to handle sensitive and confidential information
- Excellent written and verbal communication skills
- Good people and presentation skills
- Ability to set goals and achieve scheduled deadlines
- Strong computer skills.
- Proficient in Microsoft Office, Internet Explorer, and Adobe products

Experience:

- 3+ years of relevant experience
- Experience with InDesign a must
- Experience with SharePoint and Microsoft Dynamics CRM a plus

15. Travel Copywriter (Bellevue) (compensation, $35.00/hour)

AltaSource group is seeking a Copywriter II for our Bellevue Travel Client. This is an exciting opportunity to work for an industry leader, revolutionizing travel through the power of technology.
Responsibilities
Write content for client activity products that inspires consumers to read and engage with in-destination activities products and move forward in the purchase process.

Collaborate with the global supply team to create new content for our activity product portfolio that adhere to established voice and guidelines. Must be able to work with minimal direction while meeting very aggressive deadlines.

Requirements
Bachelor's degree in Journalism, English, or a related area of study required.
Must exhibit top-notch writing skills.
Exceptional attention to detail, accuracy, and logical story construction.
Must be able to generate web copy that informs, engages, and compels readers. 3+ years of relevant experience.
3+ years experience in a corporate environment.

Proficient with Microsoft Office—specifically Excel, Word, and Outlook.
Knowledge of Salesforce a plus.
Ability to be flexible and responsive.
Evidence of meeting deadlines and delivering quality work.
Professional demeanor, excellent interpersonal skills, self-direction, and iniative. Must provide a writing portfolio.

This position is an onsite contract role with the potential to extend or convert to full-time. Our client is unable to consider candidates who require visa sponsorship for this role. Please no corp-to-corp.

AltaSource Group provides paid medical, dental, vision benefits for all of our consultants! We are one of the NW's unique TaaS (Talent as a Service) vendors that pride ourselves in individual, specialized attention not mass marketing.

16. Editorial Coordinator (contract job)

Seeking an Editorial Coordinator to support the planning, development, and editorial aspects of the clients business by managing the data, tools, and processes which support the business.

Main focus of this position is the candidate must pay close attention to detail. There must be a commitment to be a part of the team and contribute ideas. There is an opportunity to learn, grow and advance in skill set! If you have advanced Excel skills-this is a plus!

Job Responsibilities:
Track and make requested data changes and add new titles in the 18 Month plan, flowing them into other tools as needed, including Book Status, Title Manager and PubSched
Run query of 18 month plan and Title Manager data to ensure accuracy and correct discrepancies.
Communicate changes to distribution partner for integration into their tools
Create and maintain an editorial approval tracking sheet
Request internal order numbers for all titles approved in the month
Maintain contracts file ensuring that DocuSigned Agreements are correctly named, archived, and passed along to royalties
Maintain and update the author contact database
Coordinate the NDA application process for team members
Pull weekly survey responses and send to books team
Pull monthly title reports and send to books teamPull status
spreadsheet, send for Wednesday meetings and re-format to send
broadly for visibility to bookstat alias Proofread tipsheets and paste
final text into PubSched
Populate final back-of-book copy into PubSched, which feeds Learning Catalog
Finalize all entries in PubSched and Title Manager to ensure they appear in the Learning Catalog
Verify that final tipsheet and back-of-book copy for licensee and licensor titles are up-to-date in PubSched, and communicate discrepancies
Apply for PCN from the Library of Congress for announced titles Coordinate mailing of books to interested business group members

17. Exp. Business, Management, Online Media and Tech Writers (contract, part-time)

Seeking Experienced Business, Management, Online Media, and Technology Writers

Are you a published writer with experience writing books on business and technology? Callisto Media is a startup publishing company of best-selling non-fiction.

We have immediate projects for published writers with experience in the following areas:

Agile Project Management & Scrum
Social Media & Online Marketing
e-Commerce Sites like eBay & Etsy

The details:
We provided detailed outlines and project requirements.
A typical project takes 60-100 hours (30,000-40,000 words) to complete and pays $3,000-$4,000.
Writers who work successfully on our titles have the opportunity to complete multiple projects each year.

The requirements:
You must have experience writing about project management, social media, or e-Commerce.
You must have experience freelancing and/or ghost writing, and completing book-length projects quickly.
You must be an expert with some authority on the subject. Ideal candidates have credentials such as professional degrees or certifications, or they have personal live experience with the subject.
You deliver consistently on deadline.

Send your resume and a cover letter that
includes: o Relevant experience
o Topics you could start writing a book about tomorrow
o Where you saw our ad and why you're interested in working
with us o The text of or links to two relevant writing samples
o Your name and the code "MgmtTech1208" in the email's subject line
If you meet our requirements, we will follow up with you to set up a call. Candidates who do not complete or meet all submission requirements will not be considered.

18. Magazine Editor Position Available (Lynnwood)

The number one criteria is great writing skills including editing, grammar, spelling, proofing, and the ability to update a Wordpress website and email newsletters.

This person would have:
Two to five years experience a job requiring writing and editing.
Great organization skills
Good understanding of graphic design
The ability to interview people for articles
Some knowledge of printing
The ability to do updates on a Wordpress website

Responsibilities will include working with various writers across the country, supervising the layout of the magazine with our graphics staff, collection of our writer's articles, our advertisers display ads and banner ads, and updating the monthly page planner for the magazine.

A college degree and knowledge of the auto industry is a plus, but not essential.

19. Contract, Technical Writer (Redmond)

Description of Duties:

- Work with NOA departments in the creation of new technical documentation and editing of existing documentation.

- Work with the NOA Design group and with ES providing writing, edit and layout support for printed and electronic manuals.
- Flushes out content issues working with Legal, GM0P (Treehouse, NOE, NCL).
- Work with ES to edit other translated NCL documentation.

Summary of Requirements:

- Prior experience writing and editing technical documentation for a medium-to-large company.

20. Designer and Editor, Microsoft

Day to Day Job:
Basic Design Skills: Will help support the lead designer in producing a variety of digital materials including online assets (fluency with HTML, CSS3 and other web scripting languages), light video editing, 3D designing and animation. Support SharePoint 2013/Online for:
Manage SharePoint permissions
Create lists, forms and workflows
Customize SharePoint master page designs
Trouble-shoot errors and issues with helpdesk and SharePoint support

Must have experience:
Design experience -- animation, HTML, 3D rendering PPT skills
Familiarity with Microsoft's consumer products (Surface, Office, Xbox, Windows)
Excellent Office Suite skills including (Outlook, Lync, Excel, PowerPoint, OneNote, SharePoint, etc) 2+ years in the tech industry
Experience working with C-level executives

Bonus experience:
1. Proficient in designing for HTML5 / Flash
2. Experience in 3D design software, Photoshop, Illustrator, After Effects and other applicable software
3. Knowledge of IAB standards
4. Familiarity and experience with responsive design principles
5. Some light video editing and production experience would be a bonus

Strong PPT skills: Proficient in PPT design and development
1. Strong animation skills
2. Creative and strong art direction
3. Good story teller through visuals
4. Ability to manage multiple projects

Writing/publishing experience: General ability to write both long and short form to support newsletter, execution guidance, executive communications, messaging and copy development and partner/PR communications Previous working experience with MSFT
Professional experience with retail consumer products and technology Some PR or writing background/strong storyteller

Candidate Profile:
Strong written and verbal communication skills

Ability to juggle multiple projects at one time
Self-starter and go-getter, minimal coaching for completing projects
Strong story teller with a creative mind -- ability to provide the words to support PowerPoint designer and Digital elements. Tell stories through both words and images. Someone who can think beyond just words but can truly bring a story to life by making an emotional connection with their audience

About the Team & Culture
This team is part of the Retail Channel Marketing org -- the culture is laid back, creative, collaborative. Multiple projects are going on at once as the team is designing their internal studio.

Microsoft's Corporate Worldwide Retail Channel Marketing Organization is a critical division of the Consumer Channels Business and is responsible for delivering world leading retail experiences that span Windows Phone, Windows, Office, Xbox, Surface and an extensive hardware line up. It's at the heart of the business, sitting between the Corporate Business groups for those consumer products and the subsidiary based retail sales and marketing teams based around the world.

With a clear mission to build innovative retail experiences around the world that are the envy of our competition while delivering incremental sales impact for the business, this is the space to be in if you're looking to make a real difference in a company that has true global presence and the desire and passion to push boundaries and win.

21. **Nintendo**
Description of Duties:

- Translates in-game text, voice scripts, manuals, and supplementary development, promotional, and testing-related documents
- Identifies game content that may require revision to better suit the tastes of consumers (Japanese)
- Reviews translations for accuracy and consistency

Summary of Requirements:

- Ability to work with highly confidential information
- Ability to maintain a heavy workload on an ongoing basis
- Ability to produce high quality results under tight deadlines
- Excellent organizational skills
- Ability to work independently with minimal supervision
- Excellent game play skills
- Knowledge of industry trends and familiarity with Nintendo history and franchises helpful
- Excellent Japanese and English translation skills, including two to four years' specific translation experience
    - Japanese and English interpretation skills, including experience interpreting business meetings and/or conference callsFamiliarity with Japanese culture and customs
- Experience operating Microsoft Windows and Office software in Japanese
- Native level fluency in Japanese
- Undergraduate degree in Japanese or English or a related field, or equivalent

D. Letters of Support with review of research process

In June, 2015, and August, 2015, the planning team (Dr. Matt Schnackenberg, Dr. Franny Howes, Dr. Linda Young, Dr. Matt Search, and Lita Colligan, Associate Vice President of Strategic Partnerships and Government Relations) met with selected leaders in the professional writing field and professionals who would be interested in hiring graduates of an OT B. S. program in Professional Writing.

Phone interviews
Dan Weston
Michelle Schwartz
Sona Pai (clarification conversation)

Wilsonville meeting, August 5, 2015
Claudia Wood and Donna Neerhout, Autodesk
Kurt Melanson, Mentor Graphics
Sona Pai, AHA writers

Representatives from the Communication Department presented an initial curriculum plan and asked specific questions related to skills needs from students with such a degree and suggestions for the program as a whole. The guiding questions are attached (See Appendix_____).

The conclusion is that the skills and knowledge offered by OT would be good matches for employment in any of the fields represented, especially since the writing degree would be matched to technical knowledge or scientific or health-based content. Both groups included professionals in a variety of health care and technical fields and who have extensive experience with professional/technical writers.

The primary points of discussion included market demand for professional writing graduates, the relevancy of the proposed curriculum, and a review of job titles, positions, and tasks suited to graduates with a PWR degree. The response to the PWR curriculum was positive. The groups suggested a name change, and this was applied. Focus group members reported ongoing challenges with recruiting competent writers and editors, stating that entry level people often lacked advanced writing skills, project management skills, various skills and experiences with online and social media, and professional knowledge that helps them work effectively on their own and with others. The focus groups recommended streamlining the curriculum at the start and providing a shared base of courses, then allowing majors in the program to branch off into three possible areas of emphasis. This is represented in the program design and the three emphases of Scientific/Technical writing; Digital Media; and Writing for Corporations. Also, a portfolio of work, and clear externships will prepare students well. The goal is versatility and flexibility, and the ability to adapt to the constantly changing world of text creation and management. The focus group participants liked the underlying focus on a technical field, or a hybrid collection of technical courses, to underpin the professional writing focus. These people all agreed to support the program and provide ongoing insights into the changing needs of industry.

Letters/emails of support from industry partners

Michael Donarski, Jeld-Wen

Thank you!

Linda Young
Professor
Communication Department
Oregon Institute ofTechnology

From: Veronica Koehn
Sent: Friday, November 13, 2015 6:44 AM
To:Linda Young
Subject: Fw: Proposed Professional Writing Major at Oregon Tech--PleaseRespond

Hi Linda--

Here is an affirmative responses from JELD-WEN.

Veronica

Veron ica Koehn, Ph.D.
Ass istant Professor of
Communication Oregon Institute
of Technology Semon Hall 113
885-1677

From: Michael Donarski <MichaelDo@jeld-wen.com>
Sent: Monday, October 26, 2015 3:04 PM
To: Veronica Koehn; Kendra Santiago
Subject: RE: Proposed Professional Writing Major at Oregon Tech--Please Respond

Yes, we could utilize this type of skillset in our workforce here at JELD-WEN. Thanks Veronica.

Sincerely,

Michael Donarski | Director – Technical Services | JELD-WEN Research & Development

Klamath Falls, Oregon 1541-882-3451 x73671

From: Veronica Koehn [mailto:Veronica.Koehn@oit.edu]
Sent: Monday, October 26, 2015 11:15 AM
To: Michael Donarski; Kendra Santiago
Subject: Proposed Professional Writing Major at Oregon Tech--Please Respond

Hello Mr. Donarski and Ms. Santiago:

Jennifer Kass, with Oregon Tech's Career Services, suggested I contact you. My name is Veronica Koehn, and I am an Assistant Professor in the Communication Department at Oregon Tech. Our department is trying to develop a Professional Writing major.

This proposed program will focus on professional, technical, business, and scientific writing, with instruction in the areas of rhetoric and design, writing, digital literacy, document design, stylistics, multimedia composition, documentation development, usability testing, web writing, and publishing in print and electronic media.

We have focused on three areas of specialization: Scientific and Technical, Digital Media, and Writing in Organizations. Students would take core courses in writing and then specialized skill courses in the specialization area of their choice.

As a department, we would like to formally propose the major in the coming term so that it can go through the approval process to allow for implementation in Fall 2016. Part of the approval process involves showing the curriculum committee that students in the proposed major would enter with skills that employers need and want. This is why I am emailing you.

As the Director of Technical Services for R&D and as the Project Manager for Wood Windows Research and Development at Jeld-Wen, respectively, can one or both you affirm that you could see the benefit of a program like this? If you respond with a "yes," could I use your response in the curriculum proposal packet to show the committee that there is a need for PWR graduates in your field?

Thank you in advance for your assistance.

Veronica Koehn, Ph.D.

Assistant Professor

Communication Department

Oregon Institute of Technology

Veronica.Koehn@oit.edu

541-885-1677

Veronica Koehn, Ph.D.

Assistant Professor of
Communication Oregon Institute
of Technology Semon Hall 113

885-1677

Ken Sandusky, Public Affairs, Forest Serivce, RS Pacific Southwest Region, Modoc National Forest

From: Veronica Koehn
Sent: Thursday, November 12, 2015 8:52 AM
To: Linda Young
Subject: Fw: Proposed New Professional Writing Major at Oregon Tech--Please Respond

Hi Linda--

Regarding the usefulness of PWR graduates, here is my original email and Ken Sandusky's affirmative response.

Veronica

Veronica Koehn, Ph.D.
Assistant Professor of Communication
Oregon Institute of Technology
Semon Hall 113
885-1677

From: Sandusky, Ken L -FS <klsandusky@fs.fed.us>
Sent: Monday, November 9, 2015 2:06 PM
To: Veronica Koehn
Subject: RE: Proposed New Professional Writing Major at Oregon Tech--Please Respond

Yes. I do believe this possible major to be of value to the public service agencies of the United States government. I my line of work we write nearly daily, but so do most other disciplines in the Forest Service. I could see this major contributing writer/editors for the NEPA process, web editors, outreach designers, community engagement specialists, etc. Effective writing is a skill that gets more and more important as one moves up the chain of command.

Sincerely,

Ken Sandusky

Public Affairs Officer
Forest Service

R5 Pacific Southwest Region

Modoc National Forest
p: 530-233-8713
c:530-708-0931

klsandusky@fs.fed.us

225 W 8tl1 Street
Alturas , CA 96101
www.fs.usda.gov/modoc

Caring for the landand serving people

From: Veronica Koehn [mailto:Veronica.Koehn@oit.edu]
Sent: Friday, November 06, 2015 10:58AM
To: Sandusky, Ken L-FS
Subject: Proposed New Professional Writing Major at Oregon Tech--Please Respond

Hello Mr. Sandusky:

My name is Veronica Koehn, and I am an Assistant Professor in the Communication Department at Oregon Tech. Our department is trying to develop a Professional Writing major.

This proposed program will focus on professional,technical, business, and scientific writing, with instruction in the areas of rhetoric and design, writing,digital literacy, document design, stylistics, multimedia composition, documentation development, usability testing,web writing, and publishing in print and electronic media.

We have focused on three areas of specialization: Scientific and Technical,Digital Media, and Writing in Organizations. Students would take core courses in writing and then specialized skill courses in the specialization area of theirchoice.

As a department, we would like to formally propose the major in the coming term so that it can go through the approval process to allow for implementation in Fall 2016. Part of the approval process involves showing the curriculum committee that students in the proposed major would enter with skills that employers need and want. This is why I am emailing you.

As the Public Affairs Officer for the Forest Service/Modoc National Forest, could you affirm that you could see the benefit of a program like this? If you respond with a "yes," could I use your response in the curriculum proposal packet to show the committee that there is a need for PWR graduates in your field?

If you would like any further information before replying with a yes or no, please let me know.

Thank you in advance for your assistance.

Veronica Koehn, Ph.D.

Assistant Professor

Communication Department

Oregon Institute of

Technology

Veronica.Koehn@oit.edu

541-885-1677

Marsha McCabe, Chief, Interpretation and Cultural Resources
Crater Lake National Park

Hi Linda--

Regarding the usefulness of PWR graduates, here is my original email and Marsha McCabe's affirmative response.

Veronica

Veronica Koehn, Ph.D.
Assistant Professor of
Communication Oregon Institute
of Technology Semon Hall 113
885-1677

From: McCabe, Marsha <marsha_mccabe@nps.gov>
Sent: Wednesday, October 14, 2015 10:44 AM
To: Veronica Koehn
Subject: Re: Professional Writing Major at Oregon Tech: Please Respond

Hello Veronica -

Do you need anything more than a "yes?" I remember thinking that the major as we discussed it back in May sounded like a good idea and would be useful course of study for people interested in interpretation and public affairs. If you need me to provide specific comments, it would be helpful if you could send me some information to update me on your proposal.

My response is "yes." Let me know if you need me to provide a more detailed statement.

Marsha

Marsha McCabe
Chief, Interpretation and Cultural Resources
Crater Lake National Park
(541)594-3091

On Tue, Oct 13, 2015 at 11:06 AM, Veronica Koehn <Veronica.Koehn@oit.edu> wrote:
Hello Ms McCabe:

At the most recent Oregon Tech Communication Department Advisory Board meeting in May 2015, Dr. Franny Howes shared information about our proposed new major in Professional Writing (PWR).

Since our meeting in May, we have further focused on three areas of specialization: Scientific and Technical, Digital Media, and Writing in Organizations. Students would take core courses in writing and then specialized skill courses in the specialization area of their choice.

As a department, we would like to formally propose the major in the coming term so that it can go through the approval process to allow for implementation in Fall 2016. Part of the approval process involves showing the curriculum committee that students in the proposed major would enter with skills that employers need and want. This is why I am emailing you.

As the Chief of Interpretation and Cultural Resource Management and as the Public Information Officer for Crater Lake National Park, can you affirm that you could see the benefit of a program like this? If you respond with a "yes," could I use your response in the curriculum proposal packet to show the committee that there is a need for PWR graduates in your field?

Thank you in advance for your assistance.

Veronica Koehn, Ph.D.

Assistant Professor

Communication Department
Oregon Institute of
Technology
Veronica.Koehn@oit .edu

541-885-1677

Michelle Schwartz, Manager, Diversity and University Programs

Cambia Health (Portland)

Schwartz, Michelle <Michelle.Schwartz@carnbiahealth.com >
Tue 1 1/10/2015 8:09 AM
To:
Linda Young;
You replied on 11/10/2015 8:31 AM.

Hi Linda,

Thanks for following up. Sorry for the delay in my response; Iwanted to run the attached letter of support by our Strategic Communicat ions team. I am very excited about the program proposal. Iam especially impressed by the link between technical writing and digital/social media. Please let me know if there is anything else Ican do to support your efforts.

Best,
Michelle

Michelle Schwartz,, MPA

Manager, Diversity and University Programs

Cambia Military Community Resource Group
Member Cambia PRIDE Employee Resource Group
Member

Cambia African American Employee Resource Group
Member Cambia Women's Employee Resource Group
Member

Human Resources

ph. 503-273-4132

fax 503-412-7979

michelle.schwartz@ca mbiahealth.com
httpJ/www.cambiahealth.com/careers

CAMBIA
HEALTHSOLUTIONS

To: Communication Department, Oregon Institute of Technology

From: Michelle Schwartz, Manager of Diversity and University Programs

Subject: Support for the Proposed BS program in Professional Writing

In my role with Cambia Health Solutions, I coordinate our internship program, university outreach and recruitment and hiring of entry-level talent. I was asked to provide feedback for the development of the Professional Writing program based on my knowledge of the Portland job market and our organizational hiring needs.

I am writing in enthusiastic support of the BS program in Professional Writing at Oregon Tech's Klamath Falls and Wilsonville campuses. In addition to my current role, I have more than a decade of experience working in higher education in Oregon and Montana. I know that there is a great need for individuals who can write well, edit effectively, and manage online text intelligently in the workplace.

Cambia values well-trained writers and editors, and a bachelor's degree program in this area will be extremely helpful in providing us with graduates ready and able to work with multiple text platforms.

In evaluating the degree program curriculum, the strength of the Oregon Tech BS program in Professional Writing is the dual focus on technical writing and digital/social media. This is unique. This program requires students to develop foundational knowledge then apply these skills. Graduates trained in both a technical field and in writing would definitely help our company address complex problems in rapidly changing fields and for multiple audiences.

My company, Cambia Health Solutions, recognizes the need for this degree. We look for entry-level people as well as interns trained in professional and technical writing, and who have a broad array of skills and abilities in research, text and visual creation, user analysis and other professional writing skills that can help documents reach varied audiences.

I offer my strong support for this program. Please let me know if I can provide any additional information.

Sincerely,
Michelle Schwartz
Manager of Diversity and University Programs
Michelle.Schwartz@cambiahealth.com

Letterhead/Template, memo of support
Professional Writing, Oregon Tech

To: Communication Department, Oregon Institute of Technology

From: Sona Pai, Editorial Director, AHA

Subject: Support for the Proposed BS program in Professional Writing

I am writing in enthusiastic support of the BS program in Professional Writing at Oregon Tech's Klamath Falls and Wilsonville campuses. My years of experience as a writer, editor and editorial director have shown me that people who can write well, edit effectively, and manage online text intelligently are critically important in any workplace.

My strategic communications agency values well-trained writers and editors, and a bachelor's degree program in this area will be extremely helpful in providing us with graduates ready and able to work with multiple text platforms.

The Oregon Tech BS program in Professional Writing asks students to gain technical training in addition to writing skills. This is unique. This program requires students to develop foundational knowledge then apply these skills. Graduates trained in both a technical field and in writing would definitely help our company address complex problems in our clients' rapidly changing fields and for multiple audiences.

My company, AHA, recognizes the need for this degree. We look for entry-level people as well as interns trained in professional and technical writing, and who have a broad array of skills and abilities in research, text and visual creation, user analysis and other professional writing skills that can help communications reach varied audiences.

I offer my strong support for this program.

Sona Pai

Editorial Director
AHA

Vancouver, WA

Emails, from Depa rtment Chairs

Claudia TorresGaribay
Thu 11/5/20 15 6:56 PM
To:
Linda Young;
Cc:
Dan Peterson;
You replied on 11/5/2015 7:19 PM.

Linda,

This sounds like a good idea, and I had at least one student looking for something like this. Unfortunately this student went to take these classes elsewhere .

We do have capacity for additional students in these courses. EE 223 is a high demand class, but now we have more sections available. One of them evenonline.

REE students take REE 201, REE 243, REE 253,and EE 223 .
EE students take EE 131, EE 133, and EE 223.

What was the criteria used to determine which courses s hould students take? For RFF students, HIST 356 or HIST 357 provide a very good overview of energy production. This is a mandatory social science for REE students.

For somebody writing about renewables, it would be a good idea if they take a couple of courses that are more related to renewable technologies more than general energy production and conversion courses (REE 243 and REE 253) which are stillclassical electrical engineering courses. I.e.they could choose one of these: CHE 260, REE 331 or REE 333, or REE 335 (CHE 260 is a good genera l introduction to electrochemical energy storage) and one other REE technical elective.

My comments above are more focused in the REE program because this is the program that I know best. If you want input in EE courses, Icouldask Aaron Scher about it.

Regards,
Claudia

B.S. in Professional Writi ng

Linda Young
Tue 11/3/2015 4:24 PM
Thank you very much. Linda Young Professor Comm unication Department Oregon Institute of Technology

Mark Neupert
Tue 11/3/2015 **1**:11 PM
To:
Linda Young;
Cc:
Dan Peterson;
You repl ied on 11/3/201 5 4:24 PM.
Dear Linda,

The HSS department will be able to accommodate the number of students you suggest in the c lasses you identify. This looks good on our end. We can discuss the Creative Writing course some time down the road.

Good luck with the new degree,

Mark Neupert

Approval for students in Management (and related) courses

Linda Young
Tue 11/ 10/2015 8:32 AM
Thank you, Hallie. I will add your email to the approvals with a note about the courses that are no longer offered, and those offered online only. Linda Young Professor Communication Department Oregon Institute of Technology

Hallie Neupert
Tue 1 1/ 10/2015 7:50 AM
To:
Linda Young;
You replied on 11/10/2015 8:32 AM.
Linda,

Sorry for my delay. Overall I do not see a problem, although it appears we need to clean up the catalog! Of the courses listed below, the following are no longer offered: MIS 116, MIS 126, MIS 136, MIS 315. Also, please note that MIS 101 and MIS 103 are only offered online. Only other comment is that many of these courses have pre-reqs which would need to be met as well.

Look forward to seeing COM students in our courses! Please let me know if you have additional questions.

Thanks,
Hallie

From: Rosalind McClure
Sent: Monday, November 16, 2015 8:07 PM
To: Linda Young
Subject: Re: Possible coures for professional writing students

Hello Linda,

Sorry for the delayed response, I wanted to double check with my senior faculty. We definitely feel that we can handle a few more students in the listed courses. The only exception may be the physics courses? I am currently going through the faculty prioritization process and requesting a physics faculty position. If we do not receive the position, we will have to close sections=(

Have a great evening,

-Rose

Rosalind McClure

Department of Natural Sciences
Oregon Institute of Technology
3201 Campus Drive

Klamath Falls, OR 97601

email: rosalind.mcclure@oit.edu
phone: (541) 885-1525

DISCUSSION
Agenda Item No. 4.1
Accreditation Updates

Background
Verbal report.

Staff Recommendation
No action required. Informational only.

Attachments
- College of ETM Accreditation Timelines
- College of HAS Accreditation Timelines

ACCREDITATION TIMELINES

COLLEGE OF ETM

Name of Accrediting Association	Program(s) Accredited	Date of First/Last Accreditation	Accreditation Status Award	Self-Study/ Interim Report Due	RFE Visit/Report must be Submitted by:	Date of Visit	Accredited to:
ABET – ETAC (formerly TAC) Engineering Technology Accreditation Commission	Computer Engr Tech (AE)	1970 14-15	Accredited	Self-Study due 7-1-20	1-31-20	F 14	9-30-2021
	Computer Engr Tech (BS)	1970 14-15	Accredited	Self-Study due 7-1-20	1-31-20	F 14	9-30-2021
	Software Engr Tech (AE)	10-1-07 14-15	Accredited	Self-Study due 7-1-20	1-31-20	F 14	9-30-2021
	Software Engr Tech (BS)	1991 14-15	Accredited	Self-Study due 7-1-20	1-31-20	F 14	9-30-2021
	Electronics Engr Tech (BS)	1970 14-15	Accredited	Self-Study due 7-1-20	1-31-20	F 14	9-30-2021
	Embedded Systems Engr Tech (BS)	2012 14-15	Accredited	Self-Study due 7-1-20	1-31-20	F14	9-30-2021
	Manufacturing Engr Tech (BS)	1985 14-15	Accredited	Self-Study due 7-1-20	1-31-20	F 14	9-30-2021
	Mechanical Engr Tech (BS)	1970 14-15	Accredited	Self-Study due 7-1-20	1-31-20	F 14	9-30-2021
ABET – ASAC Applied Science Accreditation Commission	Geomatics (BS)	1985 12-13	Accredited	Self-Study 7-1-18	1-31-18	F 18	9-30-2019
ABET – EAC Engineering Accreditation Commission	Civil Engineering (BS)	1998 10-11	Accredited	Self-Study 7-1-16	1-31-16	F 16	9-30-2017
	Electrical Engineering (BS)	2010 10-11	Accredited	Self-Study 7-1-16	1-31-16	F 16	9-30-2017
	Mechanical Engineering (BS)	10-1-07 10-11	Accredited	Self-Study 7-1-16	1-31-16	F 16	9-30-2017
	Renewable Energy Engineering (BS)	09-10 08-09	Accredited	Self-Study 7-1-16	1-31-16	F 16	9-30-2017
IACBE International Assembly for Collegiate Business Education	Management (BS), with options in:	14-15	Accredited	Self-Study 2020-21			Dec. 2022
	Accounting						
	Entrepreneurship/Small Bus						
	Marketing						
	Information Technology (BS), with options in:	14-15	Accredited	Self-Study 2020-21			Dec. 2022
	Accounting						
	Applications Development						
	Business/Systems Analysis						
	Health Informatics						
	Operations Management (BS)	14-15	Accredited	Self-Study 2020-21			Dec. 2022

ABET does not accredit Masters Degrees – they're under NWCCU AE Associate of Engineering BS Bachelor of Science BAS Bachelor of Applied Sciences

ACCREDITATION TIMELINES

COLLEGE OF HAS

Name of Accrediting Association	Program(s) Accredited	Date of First/Last Accreditation	Accreditation Status Award	Self-Study/ Interim Report Due	RFE Visit/Report must be Submitted by:	Date of Visit	Accredited to:
CoAPSG CAAHEP (Commission on Accred of Allied Health Education Programs)	Polysomnographic Technology	2008 3-18-2011	Continuing Accreditation	Annual Report 7-1-14 Self-Study 1-2020	Comprehensive eval & onsite review - 2013	Within 6 mos of Self-Study	2017?
CoARC CAAHEP	Respiratory Care	10-11	Continuing Accreditation	Annual Report 7-1-14 Self-Study 1-2020	Comprehensive eval & onsite review Notification in July 2019	No later than 2021	7-31-2021
CoAEMSP CAAHEP	Paramedic Education	2000 2012	Continuing Accreditation	Annual Report 2016	Comprehensive eval & onsite review	No later than 2016	2017
CODA (Commission on Dental Accred – American Dental Association)	Dental Hygiene	2002 11-2010	Approval without reporting requirements			10-2016	Ongoing
NAACLS	Clinical Lab Science (CLS)	2000 2015	Continuing Accreditation	Self-Study 10-1-2020		SP 2021	10-31-2021
CAAHEP JRCDMS (Joint Review Committee on Education in Diagnostic Medical Sonography)	Diagnostic Medical Sonography	9-15	Initial Accreditation	Rept Findings 6-22-2015		5/11-12 2015	9-30-20
	Vascular Technology	9-15	Initial Accreditation				9-30-20
	Echocardiography	9-15	Initial Accreditation				9-20-20

*In process of updating accreditation status

DISCUSSION
Agenda Item No. 4.5
Retention Presentation

Background
Verbal presentation

Staff Recommendation
No action required. Informational only.

Attachment
Slides

Retention
Barb Conner, Director

For the last 3½ years Erin Foley and I established and monitored retention goals.

Retention is now under the leadership of Strategic Enrollment Management (SEM)

- The new VP of Strategic Enrollment Management is Steve Neiheisel
- The structure of SEM is currently being reviewed to redefine the direction of retention, its goals and objectives

The Retention Committee began in 2014 but was put on hold in 2015 – the need for a more comprehensive strategic plan, SEM plan, and clean data kept the committee non-active. In time, as these plans are created and direction is set, we will re-evaluate the committee, its members, and its directives.

Retention

Mission: To Facilitate Student Success

Vision: A united campus community that works together for the betterment of students in their quest to reach their personal goals

Goals:

- Departments implement continual process improvement initiatives
- All First-Time Freshman, Transfer Students, and Readmitted Students 1-year persistence rate ≥ 80%, currently 75.3%
- Student success ≥ 80% - defined as a student persisting through degree completion at Oregon Tech or helping them to successfully get to the college of their choice and into the program that better suits their skills, abilities, and desires
- Graduation Rate ≥ 70%, currently 46%
- Data is consistent, targeted, and useful

Foundational Work (2013 – 2015)

- Data – obtaining a comprehensive, clean, & accurate data set
  – obtaining analytical tools for analysis & reporting

Beginning Initiatives (2014 – 2015)

- Calling all Non-Registered Students by the End of Each Term
- 'What Do We Do Well?' Project
- Advertising Registration

Current Initiatives (2015 – 2016)

- Owl2Owl
- Summer Melt
- The ROCK

Future Plans (2016 – and beyond)

- Fast Forward Program
- Expansion of The ROCK
- Time in Wilsonville – spending every other month in Wilsonville

Data

2013 - 2015

There was no single data file that had everything in it that was needed for retention analysis

- Helped IT AppDev team create a comprehensive data set
- Helped IT AppDev team clean the data set as it pertains to missing, incorrect, and illogical data
- Maintaining clean data will be a continual process

2016

- An official data set that is archived on a regular basis
- The initial data set has been approved for use by IR For Internal Use Only
- The data is to be used for trend analysis
- There are many data elements that must be accompanied by definitions
- We are currently limited by the reporting tools graphing abilities
    - A more dynamic and robust set of graphing tools are scheduled to be available by end of this academic year
- Access to the Retention Dashboards are available – subject to training

Calling all Non-Registered Students by the End of Each Term

Calling students who were not-registered before week 9

- Week 7 – Registration Opens
- Week 9 – We start calling/texting/emailing all non-registered students to see if there is anything we can do to help them get registered **before the end of the term**
- We have collected almost 2 years of data regarding:
  - Why students have not registered
  - If they are not returning where are they going, and
  - Why are they not returning

Number of students not registered for subsequent term by end of term				
Spring 2013 – Fall 2014	**1024 Students**		**Spring 2014 – Fall 2015**	**504 Students**
50.8% decrease in number of students not registered from spring to fall*				

* We believe calling and the advertising of registration had a combined effect on this data

Main Reasons for Not Registering - Spring to Fall

Didn't know it was time/haven't gotten around to it	66	Many said they did not know they could register for fall in the spring term – hence we have purchased additional advertising banners that let students know they can register for fall and summer at the same time
Holds	48	
Needs PIN	11	
Waiting to get into program	9	Dropped from 28 in Spring of 2014 to 5 in Spring of 2015 – We worked with PMIT advisors in helping students create and register for a Plan B

Main Reasons for Not Returning - Spring to Fall

Class availability (courses full or not offered that term)	Military obligation	Not accepted into program - looking elsewhere	Personal
No money/Lost FA/Lost VA/Had to take a job	Moving home	Working	Medical issues

Students are Transferring To:

Wilsonville	5		PCC	3		
EOU	1		PSU	3		
WOU	1		KCC	7	Top 3 Reasons - Change in Major, Need Pre-Requisites, Cost	
SOU	6	Number 1 Reason - Cost/Program				
OSU	5					
UO	3					

Summer Calling - Students Here Spring Term That Were Still Not Registered for Fall Term – Call Fest!

Starting Sept 1st, ran for 2.5 weeks, Funding Provided by VP of Finance ($1015 left over to run again)

364 Called/Texted/Emailed

Why Students Had Not Registered

157 We reached out to – we never heard back from – not registered as of 9/20

48 Were in-progress of registering as of 9/20

- 20 Had Business Office holds
  - We helped quite a few as we worked closely with the Cashiers Office to get registration agreements in place so they could register
- 19 Were working on it
  - Reasons
    - Could not contact Advisor or had no advisor assigned (at this point in time), so the students didn't know who to contact
- 9 Special cases that were taking a long time to work out that required additional support that I had to figure out a solution for

42 Registered with our help

41 Transferring to another school

- 28 Transferring – not planning on returning
  - Reasons
    - 16 – Did not share
    - 9 – Program of choice not offered here (ex. Marine biology)
    - 3 – Misc.
  - Schools going to
    - OSU is the number one school they were transferring to
- 13 Said they are going to come back within 1 – 3 terms
  - Reasons
    - Need to repeat a class OR the class they needed was not available at Oregon Tech this term and they needed it this term
    - PCC was the number one place students were taking these classes

34 "Life Happened"

- 29 of the 34 eventually plan to return
  - Reason
    - Having to take 1-3 terms off to get life back in order (flood victim, babies, lost house for financial reasons, marriage, etc.)
- 5 Had no plans to return to Oregon Tech
  - Reason
    - Homesick/ wanted to be closer to family

21 We reached out to – we never heard back from– they did register by 9/20

17 Graduated at end of Summer

2 MECOP/study abroad

1 Was a Master's degree student – finishing up his projects and had no classes left to take before graduating

1 Staff

Call Fest! – (cont.)

Program Cost	
Number of students we reached out to	364
Student hours worked	98.5
Wage $10/hour (includes OPE)	10
Total Cost	$ 985
Number of students we actually helped registered	42
To be conservative - We'll use half of the 42 we specifically helped register	21
Average of 12 credits/student	252
State Funding of $26/credit hours	$ 6,552
ROI in Dollars	$ 5,567
ROI in %	565%
VP of Finance provide	$2,000
Remaining fund for another Call Fest	$1,015

'What Do We Do Well?' Project

So as to not mess up what we do well when fixing other issues, we called current students to ask the following:

1. Have you ever thought of leaving Oregon Tech?
2. If yes, Why? & What made you stay?
3. If you could change anything at Oregon Tech what would you change?

Wilsonville - 14 conversations/43 students called = 33% response rate		2 hours at $10/hr - $20 cost					
Ever thought of leaving Oregon Tech?		If Yes, why?		If Yes, What made you stay?		If you could change anything at Oregon Tech, what would it be?	
No	Yes	Response	Freq.		Freq.		Freq.
12	2	Busy, time constraints	1	Didn't want to leave empty handed	2	Increased class availability	4
		Wasn't sure if education was necessary	1			More consistent pre-requisite classes	1
						Improved communication methods	1
						Would like a rec center	1
						Housing	1
						Improved feedback from professors	1
						More higher division classes available online	1
						Would like classes/lectures recorded	1
						Would like admissions to be more accurate in their descriptions of campus	1
						Would like classes to be more "hands on"	1
						Increased availability of advisors	1
						Dining options	1
						More library space	1
		TOTAL	2	TOTAL	2	TOTAL	16

Klamath Falls - 77 conversations/211 students called = 36% response rate 4 hours at $10/hr - $40 cost							
Ever thought of leaving Oregon Tech?		If Yes, why?		If Yes, what made you stay?		If you could change anything at Oregon Tech, what would it be?	
No	Yes	Response	Freq.	Response	Freq.	Response	Freq.
59	18	Didn't like the town	2	Did not have a reason for us	3	Nothing	22
		Wasn't their first choice	2	Easier because he/she lives locally	2	Renovated buildings/equipment	7
		Wasn't much to do, socially inadequate school	2	Didn't want to leave empty handed	2	Improved parking	7
		Didn't have the major	1	Wasn't affordable housing at other university	1	Location of campus due to town	5
		Wasn't sure if education was necessary	1	Played sports	1	Increase in dining options/quality	4
		Didn't feel Oregon Tech was high academic quality	1	Financial aid issue was resolved	1	Renovated athletic room/building	4
		Wasn't sure of what major to choose	1	Got accepted into one of the programs	1	Increase in variety of electives offered	4
		Financial Aid issues	1	Financially affordable	1	More social programs/events	3
		Wanted to quit school altogether	1	Transferring is a pain	1	Increase in class availability	3
		Transfer credits weren't being accepted	1	Outstanding Counselor on campus	1	Bring pool back	3
		Background didn't prepare enough for rigors of this school	1	We are a strong academic school/job placement	1	Increase in funding for senior projects/academic programs	2
		Overwhelmed personal life	1	Found a more suited major	1	Improved housing conditions	2
		Not very many class options to choose from	1	Drawn back into program	1	Better quality professors	2
		Wanted to transfer to Wilsonville	1	Wasn't a better option	1	New internships	1
		Did not want to talk to us	1			Increase in #of job fairs/career services, more involvement	1
						Better internet	1
						Increased library hours	1
						Better quality tutors	1
						Campus to be more ADA friendly/compliant/designed	1
						Improved user friendly BlackBoard	1
						Improved support from TOP/counselors/faculty	1
						Desires a daycare	1
						Wants a new program added to campus	1
						Wants to cleanse disconnect between offices on campus	1
						Increase number of staff/faculty	1
						Lower the cost of attendance	1
						More lighting, intimidating campus at night	1
		TOTAL	18	TOTAL	18	TOTAL	82

Advertising Registration

- 3 years ago there was no active advertising regarding the registration timeline
- After calling non-registered students in Winter 2014, the #1 reason for students not registering was that they did not know registration was happening
- We purchased a set of banners to start announcing registration 2 weeks prior to start – cost $1000
- We started and continue to announce registration on the electronic reader board, the televisions around campus, the Oregon Tech App (both in the general feed and the announcements – Kfalls & Wville) and we blast all students in the Owl2Owl texting program
- After one year we saw a 50+% reduction in number of unregistered students at the end of a term – we saw no reduction on Wilsonville as we were not advertising at that time (we believe this and the calling of non-registered students had a combined effect on this data)
- We started advertising in Wilsonville with sandwich boards this Spring 2016 but I would like to purchase nice, easy to move banners and stands so we can move the banners around the building every week

Owl2Owl

- Mentoring through texting
- Started by asking new students if they were interested in texting with a peer their first term at Oregon Tech
- After 1 year we are still going strong
- We collaborated with the Psych department to create a 2 credit Peer Mentoring class; PSY 307
- The lab portion of the PSY class is spent texting for the project – This process is now making the University money

Owl2Owl (Cont.)

This data is for only one term – we have seen similar or better ROI for all 5 terms Owl2Owl has been operating

Fall 2015		Invited 1075 Students 29% Response Rate		Some students said yes but then did not participate
Participants	167		Non-Participants	908
% Persisted to Fall 2016	75%		% Graduated in that year	2%
			% Persisted to Fall 2016	64%
			Grad or Persisted Rate	66%
11% Difference but consider good student effect - use 6% for calculating ROI				

Cost of the Program	
Total Cost (see box to the right)	$ 200
Number of Participants	167
6% of these participants	10
Average 12 credits per Student	120
State Revenue@ $26 per credit	$ 3120
ROI in Dollars	$ 2920
ROI in %	1460%

In Addition - with the new mentoring class:		
Number of students in PSY 307 - Mentoring Class		7
State Revenue (2 Credits @ $26/credit)	$	364
Additional cost for program		
We needed one additional mentor at $10/hr	$	10
Hours per term/ mentor (roughly)		20
Cost for additional mentor	$	200
Total income after paying for additional mentor for Fall 2016	$	164
Tuition Revenue (does not include fees)	$	2,338

Summer Melt (Students accepted for fall term that end up not attending)

- Before this past summer we had not addressed the issue of Melt and we had no data on where our students went when they decided not to attend Oregon Tech. We also did not know why they chose another University
- The Admissions Office provided a list of all students who had been admitted by May 1st
- We hired texters (most of them were Admission's Ambassadors – Wville and KFalls) to text with newly admitted students from mid May through the first day of classes
- We were caught off-guard with a shortfall of texters so we took the 675 students that were admitted and divided them in half. We started texting one half in May and the other in July

Texting Time-Frame	Number of Students We Reached Out To	Number of Students Registered by 1st Day of Classes	% Registered
May 1st - Sept 26th	370	136	37%
July 26th - Sept 26th	302	102	34%

Texting Time-Frame	Number of Students		
Students we did not text with and were admitted after May 10th	817	273	33%

Lesson Learned – We will be ready with enough texters to cover the entire incoming class and we will start texting earlier

Summer Melt (cont.)

Cost of the Program		
May - June	$	142
June - July	$	274
July - Aug	$	410
Aug - Sept	$	210
Total Cost	$	1,036
4% difference in the number of students registered - taking into account the good student factor - use 2% increase in registrations		
Number of Students We Contacted		672
2% of the Students We Contacted		13
Average 12 credits per student		156
State Revenue @ $26/credit	$	4,056
ROI in Dollars	$	3,020
ROI in %		292%

8 Students shared they would not be attending Oregon Tech	
Reasons:	Frequency
Wanted to be closer to family	2
Did not answer our request for a reason	2
OIT was not their first choice (OSU was)	1
Financially too expensive (not sure where going to go)	1
Didn't like the town of Klamath Falls	1
Too low of a girl to guy ratio (presumably Klamath campus)	1

- We would like to continue this project for every incoming class
- We are not set up to handle every incoming class at this time
- We will ensure we are able to start in May for Fall admits

The ROCK

Cohort	Admissions Decision	Number of students	Number Persisted 1 Year	% Persisted 1 Year
Fall 2014	Meets All Requirements	294	229	78%
	Transfer	505	335	66%
	Special Admissions	101	50	50%

In 2014, after looking at the data above, my question was: what additional supports did we have in place to help all of the students that were admitted with an admission decision other than "Admit – Meets all requirements"?
Answer: Nothing!

- We decided to build a program based off the TOP program at Oregon Tech (proven track record of success with Oregon Tech students)
- TOP – 92.6% Success Rate, defined as the number of participants who received certificates, associate's or bachelor's degrees, or stayed enrolled at same institution in 2013–14 divided by the number of participants served in 2013–14

The ROCK (cont.)

Deciding Which Students to Serve

- This new program was designed to help **ALL** students who enter Oregon Tech - We did not want to create separate programs for first-gen, homeless, or ethnicity so we built 1 program to work with everyone
- We chose to serve **all** First-time Freshman initially as freshman and transfer students are admitted close to the 50/50 split. We chose freshman to begin our program as they had the greatest potential for long term financial security for the university
- This is not an optional program – this is the new way of life at Oregon Tech for all new Freshman students

How The ROCK Works

- Students are assigned a professional Academic Specialist for their entire first year at Oregon Tech with whom they will meet weekly or every other week
- Academic Specialists are trained Learning Specialists/Academic Advisors and work in tandem with Faculty advisors
- Data indicates the freshman academic support classes do not provide an advantage for our students. We have canceled them in light of the fact that the Academic Specialists provide the information on a personal and as needed basis (this is a loss of approx. $500/year, however it frees up time for the instructors so they can continue providing support in other ways)

The ROCK (cont.)

What Happens After the First Year?

- After their first year with their specialist, the now sophomore students will receive continued support in the Owl2Owl program until they graduate
- ROCK goal: Rock participants will achieve a higher persistence, retention, and graduation rate (at Oregon Tech or at any institute of higher learning) as well as a higher number of participants in good academic standing each term

Cost of the Program

- TOP cost/student per year is approx. $1500
- Estimated cost of The ROCK per student after 4 years is $421 -- including Owl2Owl costs

Athletics

- In 2016 the Athletics Department lost their student advisor/mentor/eligibility coordinator
- There was a need for someone to provide this service
- As The ROCK was already providing most of these services anyways, we decided not to duplicate efforts
- A faculty member took the role of certifying eligibility and The ROCK specialists took the advising and monitoring of academic progress
- Athletics pays for 2 months of one of the Specialist's salary in light of the support she provides
- ROCK personnel provide athletes with multiple advisors to reach out to when needed versus the one part-time person they had

Data on ROCK Eligible and Non-ROCK Eligible Students

Cohort Term	Rock Eligible - First Year Students	Starting Cohort	Number retained 1 year	% Retained from previous year	Number of students lost	% of Students lost	Number retained 2 years	% Retained from previous year	Number of students lost	% of Students lost	Number retained 3 years	% Retained from previous year	Number of students lost	% of Students lost
201001		287	202	70%	85	30%	171	85%	31	15%	155	91%	16	9%
201101		321	214	67%	107	33%	175	82%	39	18%	164	94%	11	6%
201201		391	283	72%	108	28%	232	82%	51	18%	219	94%	13	6%
201301		358	253	71%	105	29%	212	84%	41	16%				
201401		348	261	75%	87	25%								
201501		335												

Cohort Term	Non ROCK Eligible (Transfers – Readmits)	Starting Cohort	Number retained 1 year	% Retained from previous year	Number of students lost	% of Students lost	Number retained 2 years	% Retained from previous year	Number of students lost	% of Students lost	Number retained 3 years	% Retained from previous year	Number of students lost	% of Students lost
201001		534	330	62%	204	38%	266	81%	64	19%	156	59%	110	41%
201101		549	352	64%	197	36%	266	76%	86	24%	127	48%	139	52%
201201		605	392	65%	213	35%	311	79%	81	21%	190	61%	121	39%
201301		624	405	65%	219	35%	310	77%	95	23%				
201401		571	368	64%	203	36%								
201501		620												

Future Plans

Expand The ROCK – ROCK Specialist/Student ratio reduced from 1/103 to 1/68 (the 103 students does not include returning athletes)

Calling of Unregistered Students

Fast Forward Program

- A project to address the need to reduce the number of remedial/review classes a student is mandated to take in order to get into their first required class in that subject (mainly math and writing)
- Based off a program at Thomas College in Maine
- One semester course taught in 10 days – 10 days prior to the beginning of Fall term
- Target – students that test close to their next class (i.e. placement test is within 2 points of their next math course forcing them to take the remedial course)
- Gives them the remedial course in 10 days vs. 10 weeks
- Helps lower the number of remedial courses
- Gets them the refresher they need to be successful in the next class
- Helps prevent a student from adding an entire year of college because of these refresher courses

Spend Every Other Month in Wilsonville

Requested Data

Currently only Fall term data sets are available for retention reporting

Definitions:

Graduated within 6 years – actually is graduated within 150% of time to earn their degree

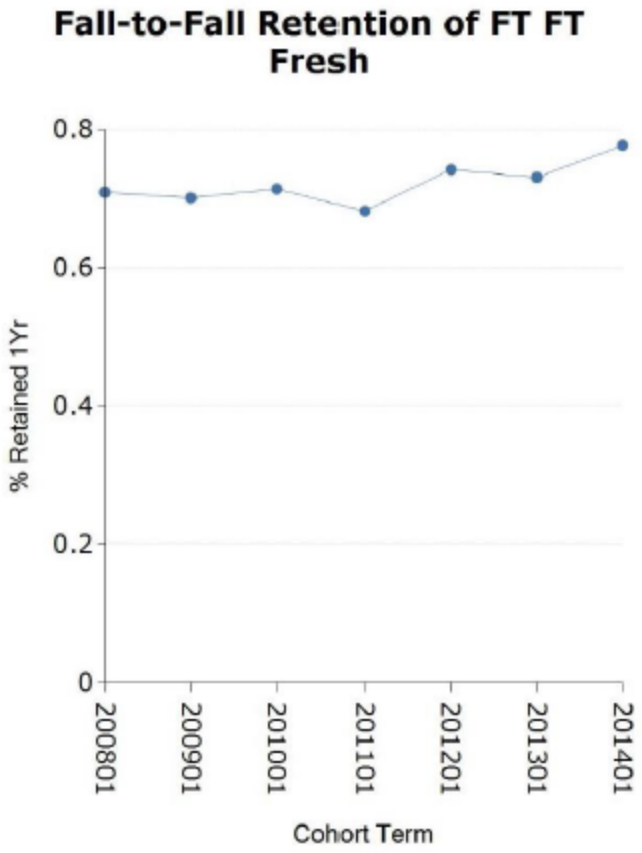
- Bachelors – within 6 years
- Associates – within 3 years
- Both Bachelors and Associates are in these counts

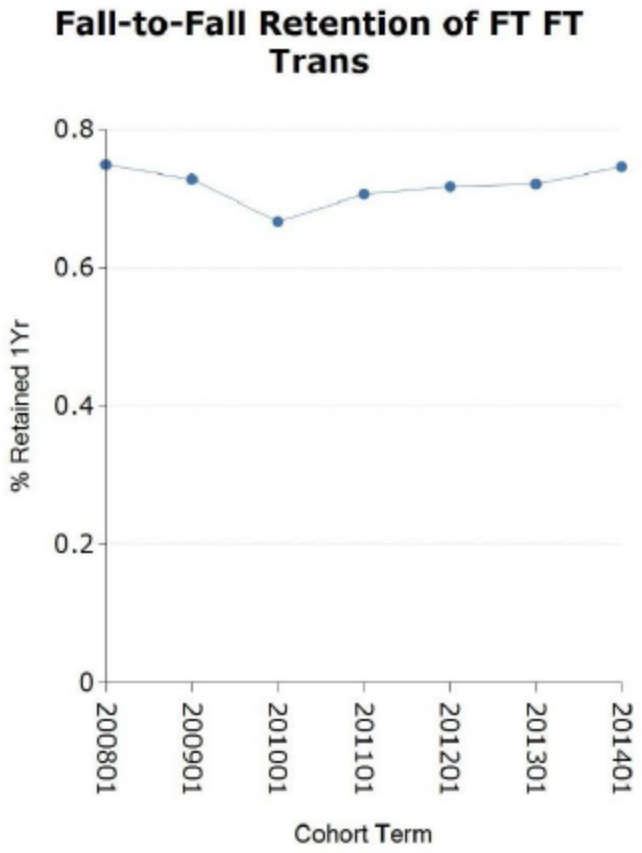
Graduated greater than 150% – means the students took more than the 150% of time to earn their degree

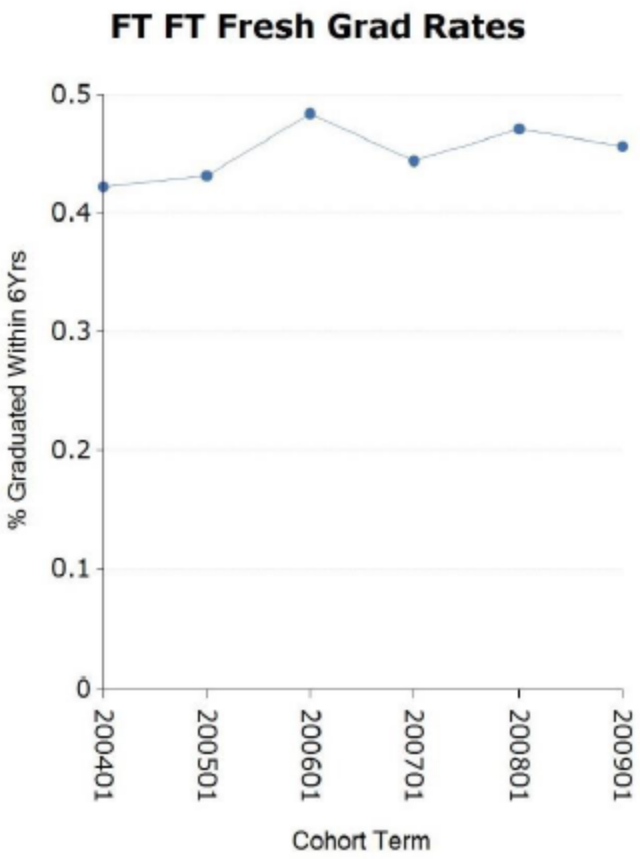
- Bachelors – more than 6 years
- Associates – more than 3 years
- Both Bachelors and Associates are in these counts

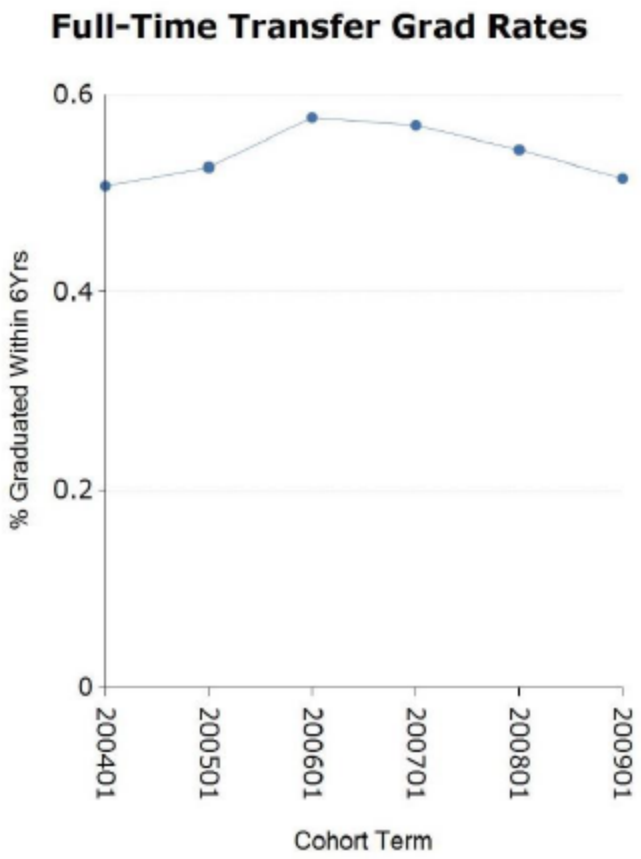
First-Time Full-Time Freshman does not fully represent our students

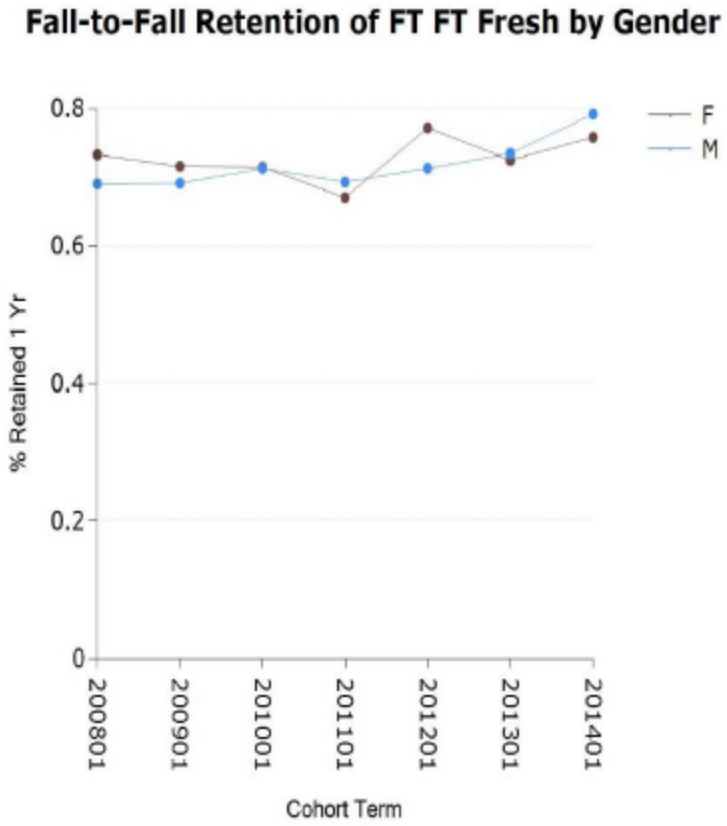
- From Fall 2009 to Fall 2015, for Klamath Falls and Wilsonville campuses, our entering classes have changed
- Freshman – from 57% to 43%
- Transfer – from 43% to 57%
- Readmits – from 11% to 16%
- Need to monitor all student data not just the IPEDS data

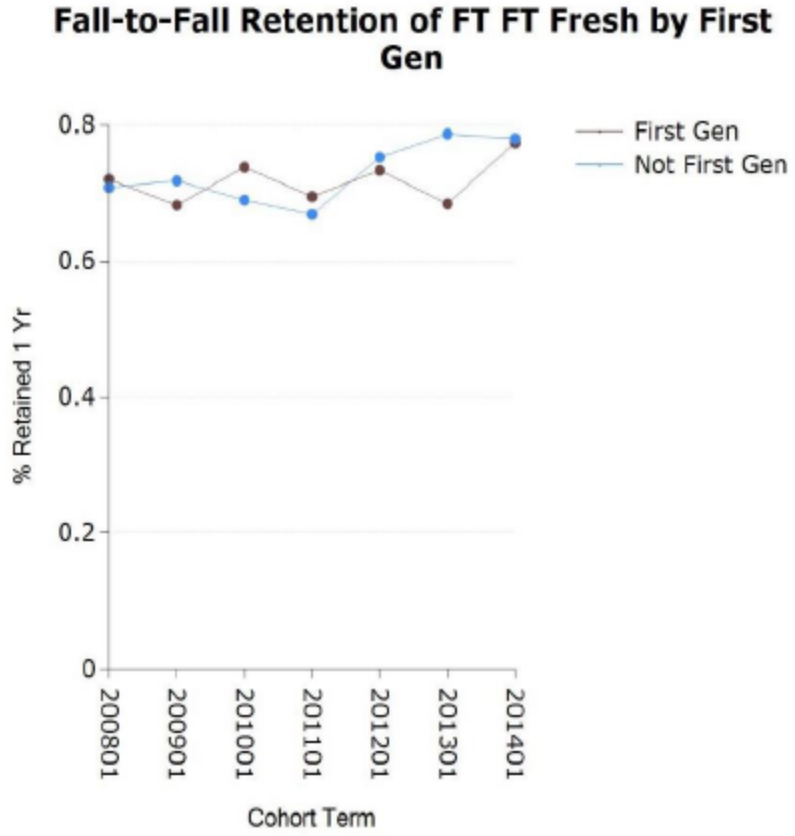

Fall-to-Fall Retention of FT FT Fresh
0.8
0.6
0.4
0.2
0
% Retained 1Yr
200801
200901
201001
201101
201201
201301
201401
Cohort Term

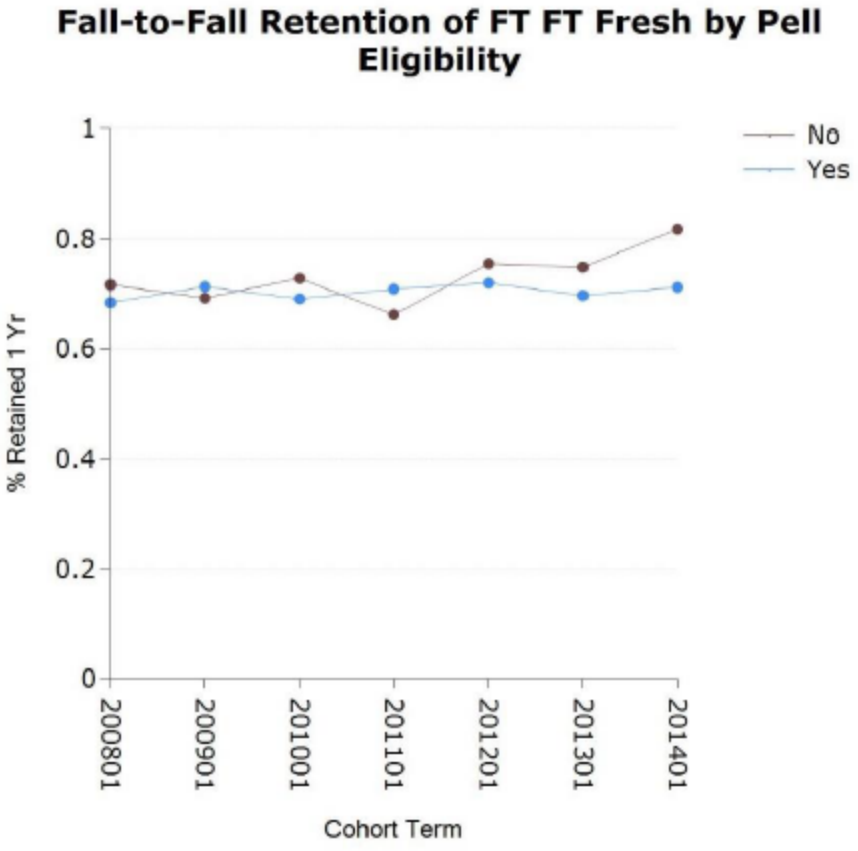

Fall-to-Fall Retention of FT FT Trans
0.8
0.6
0.4
0.2
0
% Retained 1Yr
200801
200901
201001
201101
201201
201301
201401
Cohort Term

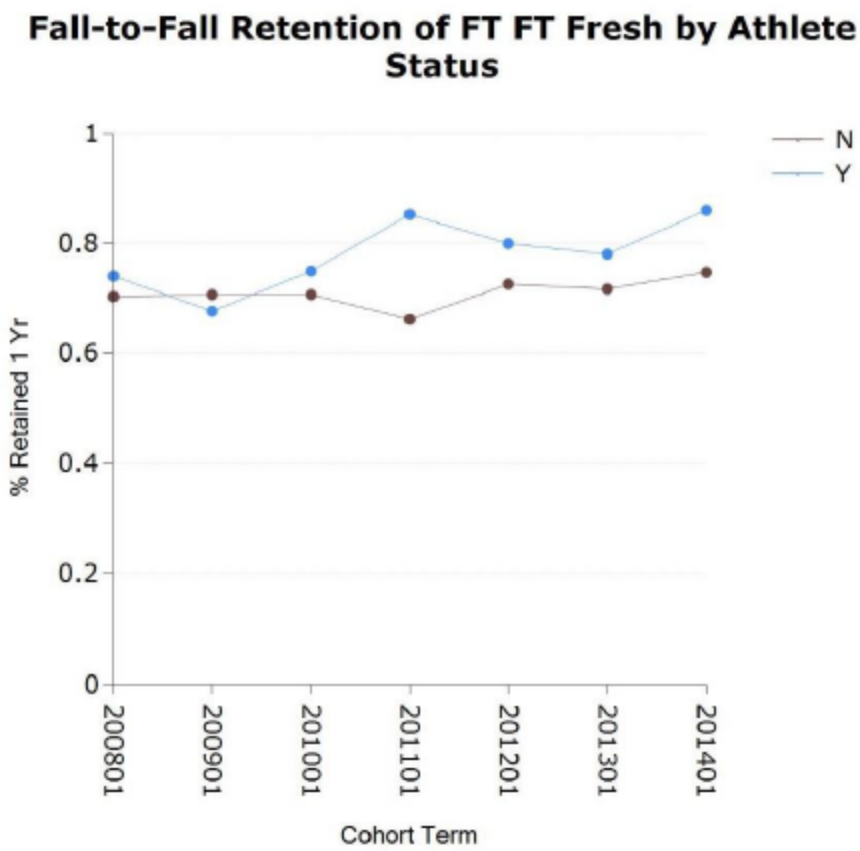

FT FT Fresh Grad Rates
% Graduated Within 6Yrs
0.5
0.4
0.3
0.2
0.1
0
200401
200501
200601
200701
200801
200901
Cohort Term


Full-Time Transfer Grad Rates
% Graduated Within 6Yrs
0.6
0.4
0.2
0
200401
200501
200601
200701
200801
200901
Cohort Term


Fall-to-Fall Retention of FT FT Fresh by Gender
F
M
0.8
0.6
0.4
0.2
0
% Retained 1 Yr
200801
200901
201001
201101
201201
201301
201401
Cohort Term

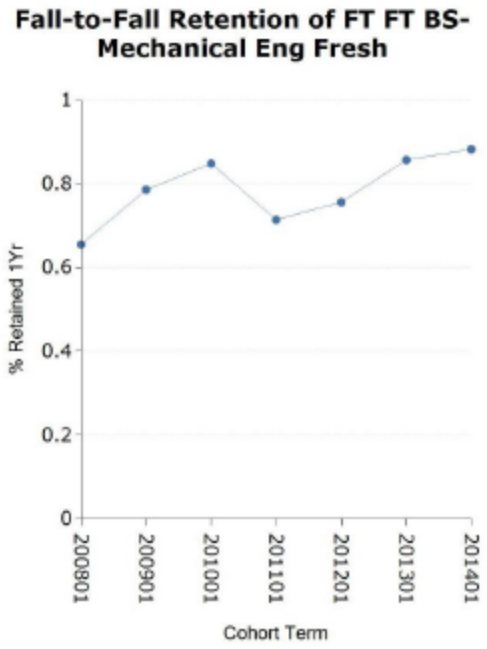

Fall-to-Fall Retention of FT FT Fresh by First Gen
First Gen
Not First Gen
0.8
0.6
0.4
0.2
0
% Retained 1 Yr
200801
200901
201001
201101
201201
201301
201401
Cohort Term

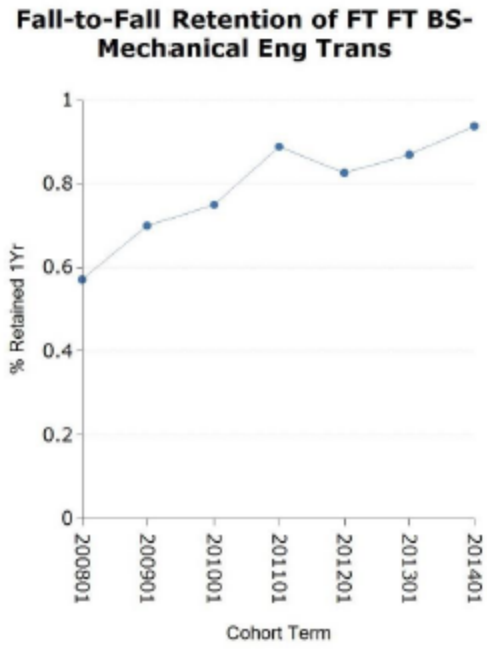

Fall-to-Fall Retention of FT FT Fresh by Pell Eligibility
No
Yes
% Retained 1 Yr
1
0.8
0.6
0.4
0.2
0
200801
200901
201001
201101
201201
201301
201401
Cohort Term

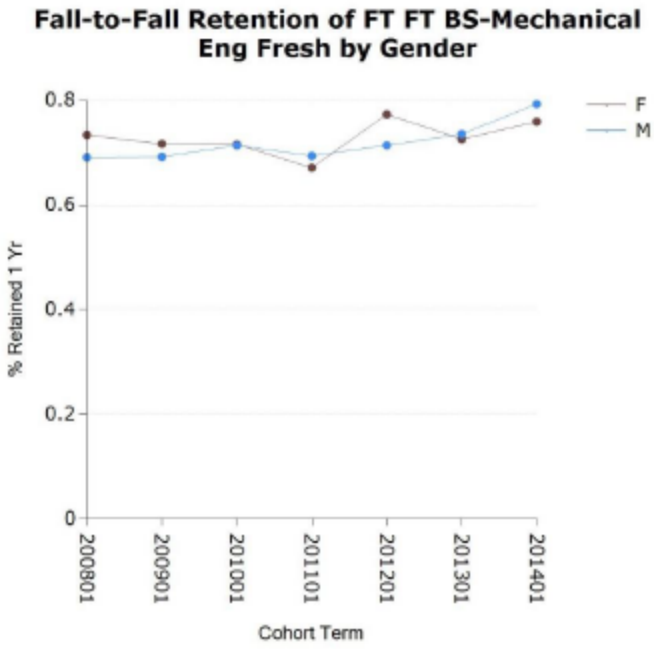

Fall-to-Fall Retention of FT FT Fresh by Athlete Status
N
Y
% Retained 1 Yr
1
0.8
0.6
0.4
0.2
0
200801
200901
201001
201101
201201
201301
201401
Cohort Term

Retention, Graduation, and Current Enrollment Statistics of all Students by Ethnicity

Entering Term	Ethnicity	Number of Students in Cohort	Persisted 1 Year	Persisted 2 Years	Persisted 3 Years	Persisted 4 Years	Persisted 5 Years	Persisted 6 Years	Currently Enrolled	Graduated Year 1	Graduated Year 2	Graduated Year 3	Graduated Year 4	Graduated Year 5	Graduated Year 6
Fall 2009	American Indian or Alaska Native	11	7	4	4	2	1	0	1	0	0	1	1	0	1
Fall 2010	American Indian or Alaska Native	10	5	5	3	1	1	0	0	0	0	0	2	0	1
Fall 2011	American Indian or Alaska Native	14	9	7	7	5	0	0	1	0	1	1	1	2	0
Fall 2009	Asian	50	31	24	17	9	1	0	1	0	7	6	9	6	1
Fall 2010	Asian	36	28	26	14	5	1	0	2	1	3	9	8	2	0
Fall 2011	Asian	34	25	20	16	8	0	0	5	1	2	5	6	6	0
Fall 2009	Black or African American	12	6	5	3	1	0	0	0	0	1	2	0	2	0
Fall 2010	Black or African American	16	7	4	2	1	0	0	0	0	2	0	1	1	0
Fall 2011	Black or African American	8	1	0	0	0	0	0	0	0	1	0	0	0	0
Fall 2009	Hispanic or Latino	65	48	36	22	14	6	0	2	0	3	8	8	6	4
Fall 2010	Hispanic or Latino	51	31	24	15	11	6	0	3	0	2	6	4	5	2
Fall 2011	Hispanic or Latino	63	46	40	26	15	0	0	5	0	1	8	11	9	0
Fall 2009	Multiple Races	34	26	23	17	9	3	2	3	1	1	4	6	4	2
Fall 2010	Multiple Races	47	31	26	18	5	3	0	3	1	3	5	12	2	2
Fall 2011	Multiple Races	40	24	14	11	5	0	0	2	1	2	3	5	4	0
Fall 2009	Native Hawaiian or Other Pacific Islander	5	3	1	1	1	1	0	0	0	1	0	0	0	1
Fall 2010	Native Hawaiian or Other Pacific Islander	3	3	2	3	3	2	0	2	0	0	0	0	1	0
Fall 2011	Native Hawaiian or Other Pacific Islander	6	3	2	2	0	0	0	0	0	0	0	2	0	0
Fall 2009	White	636	429	343	246	130	47	24	12	11	32	74	98	78	23
Fall 2010	White	637	410	338	249	125	46	0	24	14	41	74	101	72	22
Fall 2011	White	688	448	351	226	121	0	0	42	12	45	84	89	75	0





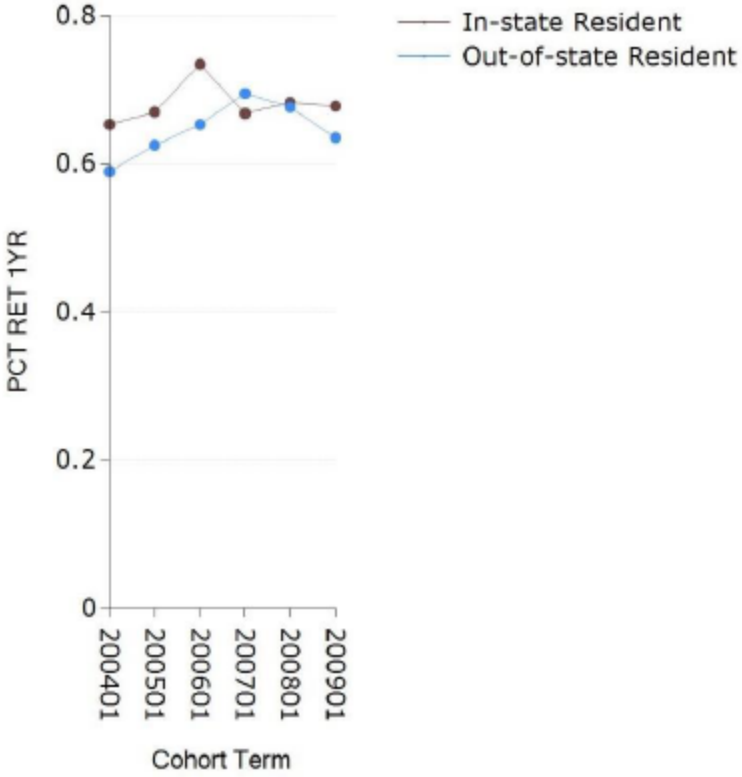


This is an example of the ways you can look at each major

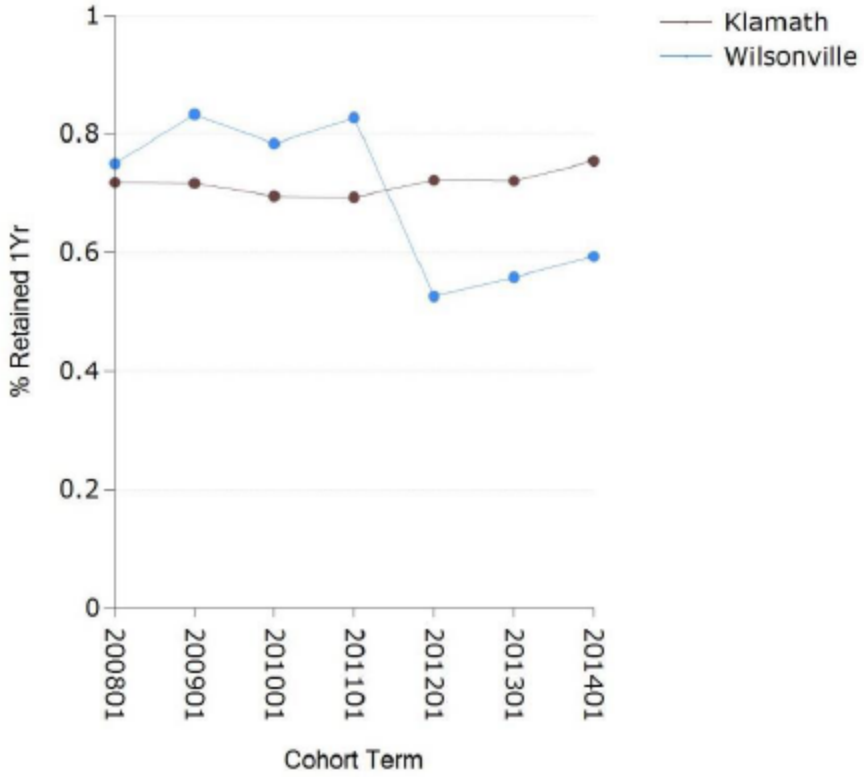
Looking at a single program is not a perfect picture

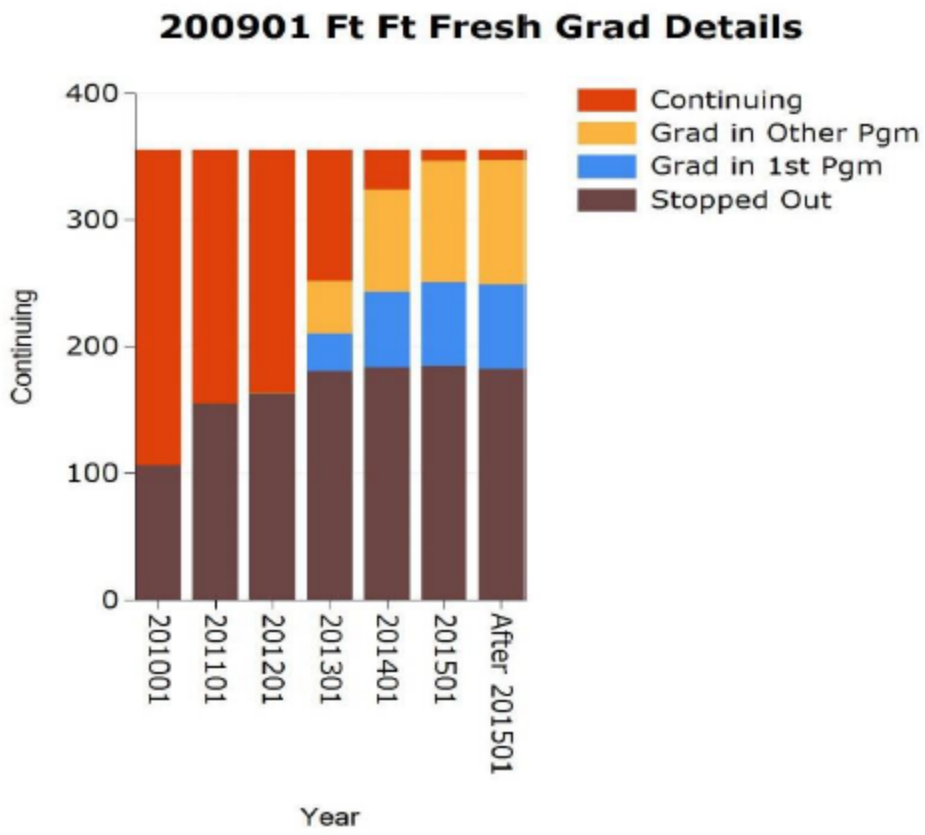
- At the moment we can only use Program 1 – program at time of application
- If the student changes majors after that we currently do not have a report to analyze this information
- If the student graduated in a major other than the first major we will not have that data either (yet!)

Fall-to-Fall Retention by Residency



Fall-to-Fall Retention by Campus




200901 Ft Ft Fresh Grad Details
Continuing
Grad in Other Pgm
Grad in 1st Pgm
Stopped Out
400
300
200
100
0
Continuing
201001
201101
201201
201301
201401
201501
After 201501
Year

DISCUSSION
Agenda Item No. 4.3
Title IX Training Update

Background

Title IX provides that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." **Title 20 U.S.C. § 1681**

The U.S. Department of Education's Office for Civil Rights (OCR) has set forth guidance, including April 2014 OCR Guidance and Frequently Asked Questions, regarding schools' obligations to train students, faculty, and staff on Title IX issues. The OCR has indicated that schools should train responsible employees to report incidents of sexual harassment and sexual violence. The OCR has also indicated that schools should provide training to students on Title IX and sexual violence, to ensure that students understand their rights under Title IX.

Training

The following is a summary of Title IX trainings offered to and completed by the OT community, as of 10/31/16.

I. Students:

A. Safe Colleges online training: (5,232 students)

1. Mandatory Trainings:
   a. Campus SaVE Act for Students -Sexual Violence Awareness course: Completions: 2,326: 44%
   b. Oregon Tech Sexual Misconduct Information, Procedures, and Resources Policy: 2,255: 43%
2. Suggested Training: Oregon Tech Sexual Harassment Policy: 55/5,232 = 1%

B. Internal Responsible Employee trainings:

1. 9/7/16 Title IX Responsible Employee training for Residence Life staff with Sexual Assault/Dating Violence training by Klamath Crisis Center. 28 participants including Res Life Director and Coordinator – 28/28: 100% of RA's, Student Success Mentors, Res Hall Association mentors.
   - Fifteen staff members for the Res Life service desk and tech assistants will be trained.

II. Faculty and Staff:

A. Safe Colleges online training: (601 active faculty and staff members as of 11/1/16)

1. Mandatory Trainings:
   a. Title IX and Sexual Misconduct course: Completions: 301/601: 50% - due date is 11/18/16
2. Suggested Trainings:
   a. Oregon Tech Sexual Misconduct Information, Procedures, and Resources: 34/601 = 6%
   b. Oregon Tech Sexual Harassment Policy: 31/601 = 5%

c. Oregon Tech Discrimination Grievance Procedure: 36/601 = 6%

B. Internal Responsible Employee training:

1. Convocation Responsible Employee Training for Faculty: ~ 100 faculty (6 staff members)/182: 55% regular appointment faculty
2. Departmental Trainings:
    a. Residential Life staff: 6/6: 100%
    b. Student Success Center: 5 participants; 5/7 completions: 71%; Career Services: 2/3: 66%
3. Upcoming Trainings
    a. Various November dates for those who may not have been able to previously attend

C. Title IX training for health center staff: 8 participants; 8/10: 80%

D. Title IX for Executive Staff training (recommended):

1. Klamath Falls: "Title IX for Executive Leadership" webcast: 6/9 = 67%
2. Wilsonville: May complete webcast individually (as can those who missed the training)

Staff Recommendation

No action required. Informational only.

▪

DISCUSSION
Agenda Item No. 4.4
Faculty Profile Report

PLT AQSS Data
Faculty Counts - Fall term 2016
(Not official IPEDS data, as of 10/30/16)

Employees by Department	
Department	Total
Civil Engineering	5
Communication	13
Computer Systems Engineering Tech	13
Dental Hygiene	7
Dental Hygiene - Chemeketa	5
Electrical Eng & Renewable Energy	18
Geomatics	3
Humanities and Social Sciences	15
Library	6
Management	15
Manufacturing & Mechanical Eng Tech	15
Mathematics	11
Medical Imaging Technology	16
Medical Lab Sciences - WLV	4
MMET - Boeing Outreach	3
Natural Science	21
Online Learning	2
Paramedic Education Program	7
Respiratory Care	3
Grand Total	182

EE by Gender	
Gender	Total
F	72
M	110
Grand Total	182

EE by Location	
Location	Total
Klamath Falls	135
Ohio	1
Salem	5
Washington	4
Wilsonville	37
Grand Total	182

Employees by Race and Gender			
Ethnicity	Gender		
	F	M	Grand Total
Asian	3	11	14
Black or African American		1	1
Declined to Respond	3	1	4
Hispanic or Latino	5	1	6
Multiple Races	1	2	3
White	60	94	154
Grand Total	72	110	182

Adjuncts by Campus	
Campus	Total
Klamath Falls	49
La Grande	10
Online	25
Salem	12
Seattle	17
Wilsonville	36
Grand Total	149

New Hires by location				
Location	Type			
	Sabb Coverage	NEW	Replacement	Grand Total
Klamath Falls		2	7	9
Salem		1	1	2
Washington			1	1
Wilsonville	1	3	1	5
Grand Total	1	6	10	17

Staff Recommendation

No action required. Informational only.

DISCUSSION
Agenda Item No. 4.5
General Education Reform Update

Background
Verbal report.

Staff Recommendation
No action required. Informational only.

Attachments
- Report of Gneral Education Review Task Force (GERT Force)

Oregon TECH

Report of the General Education Review Task Force

June 10, 2016

CJ Riley
Sandra Bailey
Maria Lynn Kessler
Terri Torres
Jenny Kellstrom
Maureen Sevigny
Linda Young

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Executive Summary

The General Education Review Task Force (GERTF) was formed in spring 2013 to conduct a comprehensive review of university general education requirements and develop recommendations to improve the program, after the General Education Advisory Council (GEAC) had found it difficult to respond to multiple proposals requesting changes to general education requirements. The expected outcomes of the review included

1. A rationale for general education requirements
2. Recommendations regarding general education requirements and/or ISLOs for clear alignment
3. A recommended structure for an ongoing review process
4. Support during implementation of general education requirements and/or review process
5. Recommendations for institution-wide support of general education goals

The review and recommendations took three years to complete and included an internal review that involved surveys of student, faculty, and alumni stakeholder groups, meetings with all academic departments and student affairs, review of catalogs, accreditation requirements, previous reform efforts, and state academic agreements. The external review included a literature review, general education conference attendance by members of the task force and other university faculty, and consultation with general education experts at the AAC&U Summer Institute. The majority of the three-year period was devoted to development and vetting of various iterations of a revised general education model. Early work by the Assessment Commission to revise the 8 Institutional Student Learning Outcomes (ISLOs) into six Essential Student Learning Outcomes (ESLOs) formed the basis for the new general education program, called Essential Studies.

Initial program mapping to the learning areas that would become the ESLOs allowed the task force to identify gaps and areas of strength in the current program. The formation of outcome committees to develop specific recommendations to support the learning outcome areas allowed the institution to have targeted conversations about how students could best be supported in achieving the ESLOs. Additional program mapping exercises using revised versions of the Essential Studies program, and department meetings to gather input and answer questions, ultimately allowed the task force to develop the Essential Studies program, and a supporting rationale for it, with due consideration and a delicate balance of many competing interests including general education and program departments, transferability, curricular intentionality, alumni and employer desires, and many others. The development of a unified committee structure for the Assessment Commission, Commission on College Teaching, and GEAC, that includes the outcomes committees will ensure a sustainable review and support process into the future.

The Essential Studies program maintains the 47 credits considered to be at the core of the current general education requirements (18 communication, 12 social science, 9 humanities, 4 natural science, 4 math), but restructures them according to pathways associated with the six ESLOs. Twenty nine credits of foundational coursework supports practice-level coursework in the pathways that is divided into 15 credits of essential practice offered by general education departments, program-integrated courses specified by major programs, and an Essential Studies Synthesis Experience (ESSE) course supported or offered by general education departments, which draws the outcome pathways together to ensure students have an interdisciplinary learning experience that synthesizes their general education coursework prior to demonstration of the outcomes at the capstone level in a program-specified learning experience.

While the work of implementation is ongoing, and a timeline is offered in this report, the recommendation of the task force is complete and is incorporated in detail in this report along with elaboration of the process, committees, and individuals involved. Additional materials produced during the review process, including detailed survey results, meeting minutes, and intermediate documents, have been carefully archived and are available for review.

Introduction

The General Education Review Task Force (GERTF) was formed during winter term 2013, following a charge for a comprehensive review of Oregon Tech's general education requirements issued by Provost Brad Burda on January 29, 2013 (Appendix A). This charge was prompted by a request from the General Education Advisory Council (GEAC) chair Cristina Negoita. Due to limited institutional knowledge of the justification and rationale of the current general education program, GEAC had found it difficult to respond to multiple proposals requesting changes to general education requirements over the past several years. This led to the request for a comprehensive review by an ad hoc committee to establish a rationale for general education that could be used by GEAC as a basis for making future revisions to general education requirements.

The original charge recognized that this review would span several years and require input from both internal and external stakeholders. In conducting this review the task force was asked to draw on work that has been done in recent years with the Association of American Colleges & Universities' (AAC&U) LEAP Vision project, the development and assessment of our own Institutional Student Learning Outcomes (ISLOs), and statewide efforts incorporating community colleges and public universities in an attempt to define what the broad outcomes should be for all degrees independent of discipline using the Degree Qualifications Profile (DQP). The expected outcomes of the review included:

1. A rationale for general education requirements
2. Recommendations regarding general education requirements and/or ISLOs for clear alignment
3. Recommended structure for an ongoing review process
4. Support during implementation of general education requirements and/or review process
5. Recommendations for institution-wide support of general education goals

The General Education Review Task Force initially included the following membership:

- C.J. Riley (Civil Engineering), co-chair
- Sandra Bailey (Director of Assessment), co-chair
- Terri Torres (Mathematics)
- Maria Lynn Kessler (Psychology)
- Matt Search (Communication)
- Jenny Kellstrom (Medical Imaging Technology)
- Maureen Sevigny (Business Management)
- Provost Brad Burda (ex-officio)

In spring of 2015, Linda Young (Communication) replaced Matt Search on the task force. The first meeting of the task force was held on April 23, 2013. The task force began its work by developing a three-year timeline for the review and the following guiding principles.

General Education at Oregon Tech is:

Aligned with Oregon Tech's mission, vision, and strategic plan

We maintain that Oregon Tech's vision for General Education must reflect the institution's overall principles, values, and goals. General Education is and must remain an integral part of Oregon Tech's mission, vision, and strategic plan.

Engaged with the Oregon Tech community

We recognize that General Education is a function of the university as a whole. We commit to seeking, welcoming, and valuing the views of all members of the Oregon Tech Community.

Informed by internal and external expertise

Our goal is to articulate a rationale for General Education at Oregon Tech that incorporates both:

- The body of knowledge generated by past and current scholarly research into General Education practices, policies, and outcomes; and
- The expertise, experience, and institutional knowledge of Oregon Tech's stakeholders, both internal and external.

Adaptable to current and future needs

We recognize that the guidelines for General Education at Oregon Tech must not only provide a rational foundation for policies that reflect the needs and goals of our students, our institution, and our community as they currently exist, but also must be flexible enough to provide a framework for future policies.

As the General Education Review Task Force, we commit to:

Transparent, open communication

We believe that the best way to encourage an engaged, inclusive, institution-wide review process is to ensure that our work is transparent and accessible to the community at large. We will report to our community throughout the review process, through a variety of venues; we will provide various methods for our community to participate in the review process.

A collaborative process

The General Education Review Task Force is not intended to be a representative body, proposing and establishing specific policies for Oregon Tech. Rather, we are members of the Oregon Tech community, and all stakeholders in the future of General Education at Oregon Tech. Our goal is to collaborate with our fellow stakeholders at each stage of the review process.

Timeline of the Review

2013—2014

- External review (described in section III)
- Internal review (described in section II)
- Development of subcommittees (work described in section II)

2014—2015

- Outcomes subcommittees formed (work described in section V)
- Development of a conceptual model for general education at Oregon Tech
- Development of rationale for general education (defined in section IV)
- Development of a governance structure to support general education (described in section II)

2015—2016

- Governance structure implemented
- Development of final model for Oregon Tech general education (defined in section VI)
- Development of implementation plan and timeline (described in section VII)

Internal Review

In fall 2013 the task force began an internal review of general education at Oregon Tech whichincluded:

- reviewing current general education requirements and structures;
- surveying faculty, students and alumni to identify opinions, expectations, and opportunities;
- visiting all academic departments seeking input about strengths and weaknesses of current program;
- gathering institutional knowledge of general education review and reform efforts;
- compiling a history of general education at Oregon Tech; and
- forming subcommittees charged with more detailed review efforts and recommendations to guide the continued work of the task force.

Previous General Education Review and Reform Efforts

Recognizing the need to develop a justification and rationale for Oregon Tech's general education program, the task force dedicated several meetings in early fall 2013 to gathering institutional knowledge regarding the current general education program and past review and reform efforts. In addition to reviewing reports by DeRosier, Brown, and Clark, the task force met with several current faculty to capture their reflections on past work in general education, including Kevin Brown, Linda Young, Mark Neupert, and Mark Clark. It was clear that there had been no substantive change to Oregon Tech's general education model for over thirty years, though several groups had conducted previous reviews.
This review emphasized the need for mechanisms for a sustainable review process and improved governance structures to support recommended changes.

As a follow-up, the task force created subcommittees in fall 2013 to aid the task force in a more detailed assessment of the current general education program and provide recommendations for potential changes. The reports and recommendations of these subcommittees follow.

Documentation of Historical General Education Requirements

In addition to the review of historical documents and gathering of institutional knowledge, the task force charged the Documentation subcommittee to review and compile the general education requirements from Oregon Tech catalogs beginning with the 1971-72 catalog. The general education requirements from 1971-2015 are located on the Oregon Tech general education website.

Common general education requirements for baccalaureate degrees first appeared in the Oregon Institute of Technology catalog in 1979 along with seven institutional competencies.

1. Ability to think clearly and effectively, and use the scientific method to propose reasonable solutions to problems.
2. Ability to read and to communicate effectively, both orally and in writing.
3. Ability to develop and maintain mental and physical health.
4. Familiarity with underlying principles in physical, biologic, and social sciences and mathematics.
5. Ability to establish and maintain harmonious and ethical professional and personal relations, and responsibly adapt to a changing social structure.
6. Informed acquaintance with the technical philosophic, literary and artistic achievements of man.
7. Preparation for responsible participation in decision-making through awareness of our heritage and the impact of social, economic and environmental change on mankind's future.

1979-80 General Education Requirements

- 18 credits Communications
- 9 credits Humanities
- 12 credits Social Science
- 12 credits Technology
- 16 credits Math/Science
- 5 credits Physical Education/Health

The structure for general education at Oregon Tech has remained relatively unchanged over the past thirty plus years. Most notable changes in requirements include:

- 1981—a requirement of 36 credits in math and science or 45 credits in math, science and social science was added to receive the Bachelor of Science degree;
- 1985—a 6 credit upper division business requirement was added, then increased to 9 credits in 1987;
- 1993—the 5 credit physical education/health requirement was dropped;
- 1995—an Intercultural Studies "recommendation" was added;
- 2003—the 12 credit technology and 9 credit business requirements were dropped; and
- 2005—lab science requirement added.

Of significant interest is the 36/45 requirement added in 1981 since this requirement and lack of clarity for the rationale behind this requirement was one of the concerns that prompted this review. The task force was particularly interested in researching the origin of this requirement. Based on this explanation in the 1981-82 catalog, "most departments have incorporated the math, science and social science requirements into their curricular requirements," it appears that this requirement may have been added to serve integration within the major.

Current General Education Requirements

- 18 credits Communications
- 9 credits Humanities
- 12 credits Social Science
- 16 credits Math/Science
- 36 credits Math/Science or 45 credits Math/Science/Social Science

Accreditation and Program Requirements

The Accreditation and Program Requirements subcommittee was led by Jenny Kellstrom and included membership from a wide variety of Oregon Tech programs:

- Jenny Kellstrom—Medical Imaging Technology, Chair and Task Force liaison
- Linda Young—Communication
- Rose McClure—Natural Sciences
- Matt Sleep—Civil Engineering
- Teresa Wolfe—Clinical Lap Science
- Ben Bunting—Humanities
- Jim Hulse—Respiratory Care
- Sean Sloan—Mechanical Engineering
- Christina Crespo—Electrical Engineering
- Maria Lynn Kessler—Psychology

This group was charged with ensuring consistency of general education curricular requirements with program and institutional accreditor requirements. A report listing all programmatic accrediting bodies and a summary of curricular requirements relating to general education was compiled by the subcommittee and provided to GERTF (Appendix B).

Broadcasting and Marketing

The Broadcasting and Marketing subcommittee was charged with ensuring that the general education review was transparent and accessible to the community at large, and supporting the value of general education through marketing. As the general education review evolved into general education reform, the charge of the Broadcasting and Marketing subcommittee shifted to include branding of the new general education program and development of marketing materials to support implementation of the new program. Membership of this subcommittee includes:

- Christian Vukasovich, Department of Communication, Chair
- Sandra Bailey, Director of Assessment, General Education Review Committee Liaison
- Kevin Brown, Department of Communication
- Di Saunders, Associate VP for Communication and Public Affairs
- Bill Goloski, Publications and Graphic Design Manager
- Holly Anderson, Admissions
- Ryan Madden, Department of Humanities and Social Sciences
- David Hammond, Department of Mathematics

The initial work of transparency for the general education review was initiated by the GERTF. Incorporating input from the task force, Sandra Bailey developed a website linked from the Provosts' webpage designed to provide updated

information on the review process to various stakeholders. Information on the website included the original charge from the Provost and expected outcomes of the review, guiding principles developed by the task force, a timeline for the review, subcommittee membership and charges, resources and readings identified by the task force, and reports of the task force throughout the review process.

The Broadcasting and Marketing Subcommittee was formed winter term 2014 and held its initial meeting March 6, 2014. During this meeting the subcommittee reviewed its charge and made recommendations for the already established website. Several additional modes to achieve the goal of transparency were initiated by this group including updated reports and FAQs on the website, visits to department meetings, announcements at Faculty/Administrator meetings, university wide forums, and reports during fall convocations. Copies of presentations are located on the general education review website.

In January 2015, the subcommittee received a specific charge from Oregon Tech President, Chris Maples, via the task force. This charge was to develop a name and tagline for the common education experience of Oregon Tech students. The subcommittee reviewed examples from other institutions, the Oregon Tech mission statement, and the draft rationale for general education created by the GERTF. In addition, the subcommittee received suggestions from faculty, staff and students. Following a vetting process the committee recommended "Essential Studies" to describe the new general education model being developed by the task force. During spring term 2015, the name was presented to campus during a forum introducing the conceptual model.

The work of the Broadcasting and Marketing subcommittee will continue through the implementation of the Essential Studies program transitioning from a subcommittee of the General Education Review Task Force to a subcommittee of the Academic Excellence Coordinating Committee. The subcommittee's charge through implementation includes:

1. Develop messaging about the current process (implementation timeline).
2. Generate and test names and descriptions of the various elements of the Essential Studies program and support structures.
3. In close cooperation with the Marketing Department, develop talking points, language and materials to describe the Essential Studies program for the various groups who will be describing it (faculty, admissions, advisors, executive staff, board).
4. Integrate the Essential Studies messages with the University's messages.

Structures and Processes

The membership of the Structures and Processes subcommittee was made up of the General Education Advisory Council (GEAC), with Terri Torres as chair and liaison to the task force. This subcommittee was charged with conducting a review of current general education structures and processes, making recommendations for changes to general education structures and processes, and planning for implementation of any changes to policy, structures, and processes. This subcommittee consisted of

- Aaron Scher, Department of Electrical Engineering and Renewable Energy
- Andria Fultz, Department of Communication
- Dawn LoweWincentsen, Librarian
- Dibyajyoti Deb, Department of Mathematics
- Douglas Lynn, Department of Computer Systems, Chair of CPC
- James Ballard, Department of Mathematics
- Linda Young, Department of Communication
- Matt Search, Department of Communication

- Molly O'Shaughnessy, Department of Natural Science
- Ryan Madden, Department of Humanities and Social Sciences
- Sandra Bailey, Director of Assessment

Following a review of existing GEAC policies and procedures the Structures and Processes subcommittee determined the need for a better defined structure and committee organization to support the ongoing maintenance of general education at Oregon Tech. Major problems were identified that contributed the committee's inability to make substantive changes to general education over the past several years including:

- no documented rationale for general education to serve as a foundation on which to base change;
- no system of periodic review of general education;
- a lack of continuity given high turnover in leadership and membership of GEAC;
- GEAC was mostly tasked with looking at individual general education requirements, without a global vision;
- a scarcity of institutional knowledge led to ongoing changes to policies and procedures;
- GEAC had a perceived lack of decision-making power;
- a lack of professional development for faculty serving on GEAC; and
- a lack of designated support staff.

The subcommittee envisioned a governance structure that would connect GEAC to the work of existing committees to better leverage the scarce resource of faculty time and energy. The biggest connections emerged between general education (GEAC) and the following groups:

- the Commission on College Teaching (CCT), which could be leveraged to provide and support faculty professional development focused on the general education program,
- the Assessment Commission, which measures student learning and identifies opportunities for improvement both within programs and general education; and
- the outcomes subcommittees created to redefine Oregon Tech's institutional student learning outcomes and recommend general education requirements to support these outcomes.

Given the Assessment Commission's already strong connection with CCT to deliver convocation workshops that support both bodies (and the institution), it was decided there needs to be a structure that more clearly aligns the work of the two committees. Given general education's (developing) clear association with institutional student learning outcomes, which form the basis of our institutional assessment work, alignment is not only reasonable but more efficient. And given CCT's mission of promoting excellence in teaching at the institution, it makes sense that they are the body to strategically identify opportunities to promote those areas with identified needs for improvement.

Recommendations

- Unify committee structures to better support the work of GEAC, CCT and the Assessment Commission (Appendix C).
- Establish Essential Student Learning Outcomes (ESLO) Committees as standing committees with shared membership with the three main committees to ensure ideas and initiatives are connected.
- Appoint a Director of Academic Excellence to coordinate the work of these committees and lead the Center of Academic Excellence at Oregon Tech.
- Hire a dedicated executive assistant to support the Director and three main committees.

- Establish the Academic Excellence Coordinating Committee including the chairs of the three main committees and the Director of Academic Excellence.
- Connect GEAC to Faculty Senate by including the chair of Academic Standards as a member of GEAC and providing regular general education reports at Faculty Senate meetings.
- Establish release time for the chairs of the three main committees to focus on the needs of these three critical committees and to form the basis for a potential Center for Academic Excellence that would serve faculty in a more apparent way to promote the goals of general education and teaching excellence.
- Establish funding for professional development through conference attendance for the chairs of the three main committees and the Director of Academic Excellence.
- Develop charters/charges for each of these committees defining roles and responsibilities and post on the Provost's webpage.
- Review Oregon Tech's governance structure in light of these proposed changes and other governance changes at the institution. It is important the Academic Excellence structure is clearly aligned with other existing groups to ensure open communication between faculty committees and decision making bodies.

Provost Brad Burda approved the recommended governance structure in spring 2015 and began implementation fall 2015 by establishing the ESLO committees as standing committees, appointing a Director of Academic Excellence, and providing support staff. The three main committees have been charged with rewriting their charters in 2015-16. In addition, GEAC has developed and piloted a course approval process (Appendix D) and developed a timeline for approval of all Essential Studies courses in 2016-17 coordinating with the Curriculum Planning Commission (CPC) processes. Implementation of the Essential Studies program will be led by the Academic Excellence Coordinating Committee beginning spring 2016.

Outcomes and Assessment

The membership of the Outcomes and Assessment subcommittee included the Assessment Executive Committee, with Veronica Koehn as chair and Maria Lynn Kessler as liaison to the task force. Their charge included a review of internal and external assessment data, identification of gaps, and recommendations for changes to general education requirements and/or ISLOs. In addition, this group was asked to revise assessment plans and processes as needed.

ISLO Review

The 2013-14 review of Oregon Tech's Institutional Student Learning Outcomes included reflection on seven years of ISLO assessment data, mapping the ISLOs to the general education requirements, and comparing ISLOs and current Gen Ed requirements to national trends (the DQP and the AAC&U LEAP Essential Learning Outcomes). The subcommittee found the ISLOs and general education requirements were not aligned and therefore submitted to GERTF a recommendation to revise the ISLOs based on six learning areas identified the in review (Appendix E).

During the fall 2014 Convocation, the task force led faculty in a mapping exercise. Program faculty mapped their curriculum to the six learning areas. Following this exercise six outcomes subcommittees were formed to define the learning areas and criteria. The subcommittees completed their work and provided recommendations for changes to the ISLOs in November 2014. The Assessment Executive Committee compiled the recommendations and held a faculty forum on December 2, 2014. Six new ISLOs were adopted by the Assessment Commission and approved by the Provost on February 2, 2015 (Appendix F). In spring of 2016 Oregon Tech's ISLOs were renamed Essential Student Learning Outcomes (ESLOs) to more clearly connect to the general education program, Essential Studies.

Assessment Processes and Plan

The Outcomes and Assessment subcommittee also recommended changes to the academic assessment plan to formalize connections created with the new governance structure, connecting assessment findings to the work of CCT and GEAC to better support continuous improvement. The result is a six year continuous improvement cycle connecting ESLO assessment, professional development, and general education (Appendix G). The Assessment Commission began implementation of this six year cycle beginning in 2015-16.

Articulation and Transfer

Maureen Sevigny served as the liaison to the task force regarding articulation and transfer by providing information on current transfer policies and articulation agreements, and warning of potential issues with transferability in the creation of new general education requirements. In spring 2016 a transfer committee was formed with Marla Edge, Director of Academic Agreements, as chair. The charge of this group is to organize the work surrounding transfer through the implementation process.

Stakeholder Input

The Stakeholder Input subcommittee of the General Education Review Task Force was charged with gathering input from stakeholders by conducting surveys and/or forums. Membership included:

- CJ Riley—Task Force liaison
- Michael Benedict – ASOIT President
- Justin Parnell – Alumni Survey
- Carl Thomas – HS/CC connections and prospective parents
- Brittany Miles – Industry
- Barb Conner - Retention
- Joseph Maurer – Student Affairs
- Dan Ziriax – Graduate Survey and Career Services
- Sophia Lyn Nathenson – HAS and survey writing
- Ken Usher – Health

The subcommittee conducted surveys of faculty, students, and alumni beginning in fall 2013. The results of these surveys summarized below, were used to develop the rationale for general education at Oregon Tech. In some cases, there was very clear alignment between the highest ranked outcomes of general education between the stakeholder groups, such as all groups prizing clear and persuasive written communication, but faculty had a clear preference for breadth of study, problem solving and decision making with ethical, evidence-based approaches, while students and alumni seemed focused on working effectively with others to reach similar outcomes. Complete survey results are maintained in the GERTF archive. The written comments from these groups were particularly enlightening and indicated in some cases just how important general education is and in other cases how misunderstood it is and how dismissive some students and alumni can be about its value, especially when compared to major courses. These comments, whether positive or negative, ultimately confirmed the necessity of the review and reform.

Top 10 Ranked Outcomes of General Education from Faculty, Student and Alumni Surveys

Faculty	Students	Alumni
Write clearly and persuasively	Write clearly and persuasively	Write clearly and persuasively
Practice ethical decision making	Converse with anyone	Listen actively
Critically evaluate information	Solve a wide variety of problems	Read and understand a variety of topics in a variety of media
Recognize bias	Listen actively	Converse with anyone
Use data to evaluate claims	Critically evaluate information	Be humble and tolerant
Solve a wide variety of problems	Get things done in the real world	Solve a wide variety of problems
Make connections between diverse fields of study	Read and understand a variety of topics in a variety of media	Critically evaluate information
Read and understand a variety of topics in a variety of media	Be humble and tolerant	Practice ethical decision making
Be self-critical/recognize personal bias	Seek out intellectual challenges	Use the scientific method
Use the scientific method	Practice ethical decision making	Be self-critical/recognize personal bias

The AAC&U employer survey and economic trend research was also referenced at this point in the review. It provides valuable support for a broad education that incorporates the application of general studies in addition to field-specific learning.

External Review

In the early stages of the review process the task force recognized a need to survey the general education landscape beyond the borders of Oregon Tech. Beginning in the summer of 2013 task force members conducted a literature review reading a wide range of publications focused on the evolution of general education and higher education in the United States. Some of the most influential readings are included in Appendix H.

In addition, the GERTF attended general education conferences and institutes sponsored by AAC&U and the Association for General and Liberal Studies where task force members learned from other institutions involved in similar reform efforts. In the spring of 2014 the task force held a faculty forum and presented the findings from the external review as "National Trends in Gen Ed." The presentation included basic features of general education models and examples from a variety of institutions.

In June 2014 six members of the task force attended the AAC&U Institute on General Education and Assessment. During the Institute, campus teams explore intentional, well-defined, and meaningfully assessed models of general education; processes of redesign; and the implementation of highly effective practices aligned with the Essential Learning Outcomes. This week-long institute provided the Oregon Tech team with the opportunity to bring together much of what was gleaned from the internal and external reviews and begin to shape a new general education model. Institute faculty offer their time during the week to consult with campus teams; the Oregon Tech team was fortunate to connect with Ann Ferren, a senior fellow at AAC&U. Ann continued to consult with the task force over the next two years reviewing progress and offering advice on curricular reform, as well as, academic processes and governance. Other

key takeaways from the Institute included a recognized need for resources for sustainability, institutional reward structures, and communication strategies throughout the review process.

Rationale Development

The development of a rationale to support Oregon Tech's general education program was a main outcome of this review and was informed by both the internal and external reviews. The rationale which follows is unique to Oregon Tech and aligned with our mission (Appendix I). The first draft was presented at a Faculty-Administrator meeting on March 11, 2014 and the final version was the basis of the recommendations of the task force presented at the April 19, 2016 Faculty/Administrator meeting. The task force recommends that GEAC use the rationale as a guide when considering future changes to general education requirements.

Essential Studies Rationale

Given Oregon Tech's

- applied mission
- diverse student body composed of traditional and non-traditional, first-year and transfer, first-generation, low-income and legacy students
- history of rigorous professional preparation
- established focus on communication
- teaching-focused faculty
- innovative programs and general electives
- established culture of assessment
- excellent placement rates for graduates

and

- the rapidly changing nature of technology and the world, and
- the fundamental purpose of a university to educate students both broadly and deeply

Oregon Tech will ensure that students are equipped not only with the technical ability to influence and succeed in the world through a particular program of study, but that they will apply their skills and knowledge eloquently, responsibly, collaboratively, objectively, considerately, and in broad contexts beyond the major program.

Oregon Tech will provide students with ways to engage in lifelong and professional learning by developing their abilities to effectively

- communicate
- conduct inquiry and analysis in diverse fields
- practice ethical decision making,
- work with others
- reason quantitatively, and
- function individually and within diverse global and cultural systems.

In support of these outcomes, Oregon Tech will offer and maintain an Essential Studies program that

- is intentional and scaffolded
- is developmental with Essential Student Learning Outcomes (ESLOs) supported and demonstrated at the foundation, practicing, synthesis, and capstone levels

- prepares active and educated citizens with a sense of personal and civic responsibility as well as a professional career
- provides a broad education in areas outside of the major program allowing for personal growth, broad disciplinary learning, and exploration
- allows students the freedom to choose from a variety of elective courses
- includes upper-division coursework that may be required even for transfer students and is intentionally tied to lower division or transfer work
- provides opportunities for interdisciplinary courses and co-teaching
- incorporates high-impact practices supported by strong faculty professional development structures
- uses a curricular design philosophy that ensures that all cognitive levels of Bloom's taxonomy are addressed at each level of achievement (foundational, practice, capstone) but that the difference between these outcome levels is the amount of scaffolding and instructor support
- is integrated with major programs with necessary communication and staff supported by the administration and faculty policy
- is reviewed and updated on a regular cycle, based on rigorous assessment data

Reform Process

Insights gained from the review (April 2013—June 2014) not only supported the development of the rationale for general education at Oregon Tech, but also indicated the need to make changes to the governance structure to support general education and adjustments to Oregon Tech's current general education model. As mentioned, the beginnings of the reform process began at the AAC&U summer institute in June 2014 where the task force first developed a vertically integrated model for general education.

The following fall (2014) six outcomes committees were formed (Appendix J) to redefine institution-level student learning outcomes based on the recommendation of the Outcomes and Assessment subcommittee. Once outcomes and criteria for assessment were vetted and approved, these groups went on to recommend curricular pathways that would lead to fulfillment of the identified expectations upon completion of a baccalaureate degree (committee reports are maintained in the task force archive). The task force held a two-day retreat with consultant Ann Ferren in March 2015 to consider the recommendations from these committees and further develop the model. The result of this work was presented at a Faculty/Administrator meeting on May 5, 2015 and followed up with visits to all academic departments to collect feedback on the model.

Fall 2015 brought further refinement of the model, curricular mapping of all academic programs, and more rounds of vetting seeking input from ESLO committees (formerly outcomes committees) and academic departments. Based on this round of feedback, the task force spent winter term making final adjustments to the model and developing the recommendations detailed in the next section of this report.

The final model and task force recommendations were presented to the university community through a series of presentations in April 2016. A summary of these presentations and approvals follows:

- **ESLO Committees and GERTF Subcommittees**, April 1, 2016—as the individuals involved in development, this group was the first to preview the model, hear recommendations regarding implementation, and ask questions.
- **Faculty Senate**, April 5, 2016—C.J. Riley gave a final report from GERTF and asked for support to move to implementation resulting in a unanimous vote.
- **Executive Staff**, April 12, 2016—this group also supported the move to implementation and identified many positive benefits to the institution as a result of this work.

- **Provost's Leadership Team**, April 13, 2016—the presentation to this group focused on resource needs and the implementation timeline. The group also offered their support to move forward.
- **Academic Council**, April 15, 2016—this presentation allowed academic department chairs to ask questions regarding implementation, faculty workload, implications on transfer, and assessment of the new model. This group was asked to support faculty and recognize their efforts through the implementation process.
- **Faculty/Administrator Meeting**, April 19, 2016—task force co-chairs C.J. Riley and Sandra Bailey presented the final recommendations and details of the Essential Studies Program. Provost Brad Burda thanked faculty for their excellent work on this project over the past three years and provided a commitment to support the work moving forward.

A detailed timeline of the work is provided in Appendix K. GERTF meeting minutes and feedback from department visits have been submitted to the Provost along with this report.

Recommendation

Following the extensive review and reform process described in this report, the General Education Review Task Force recommends replacing Oregon Tech's current distribution model for general education with the newly developed Essential Studies program. These recommendations are in addition to the previously approved and implemented recommendations regarding governance structures, and processes for assessment and general education course approval described in section II of this report.

The Essential Studies Program

- is unique to Oregon Tech and supportive of our applied, hands-on mission;
- is directly tied to the rationale for general education (section IV) developed as an outcome of the review;
- provides experiences that lead to the development of demonstrable proficiencies aligned to Oregon Tech's ESLOs;
- ensures the Oregon Tech ESLOs will be practiced and integrated at increasingly more challenging levels from Foundation to Capstone and are deliberately connected to the complexities of the world beyond college;
- integrates student learning as it prepares students for the changing nature of knowledge, even in their own fields;
- is deliberately designed to prepare all students for their personal, civic, and professional lives beyond Oregon Tech by fostering knowledge of the wider world and by preparing them to think analytically and learn collaboratively; and
- asks that curricula go beyond simply requiring students to take courses from different disciplines. The program asks that students explore connections among different disciplines and then apply information and habits of mind learned in one setting to other settings. Deliberateness is essential; it is not enough to be exposed to information.

Purpose of Essential Studies

Oregon Tech's Essential Studies program has been designed to help students

- acquire knowledge and skills as integrated elements of the educational experience through the study of broad topics, principles, theories, and disciplines;
- widen perspectives, explore relationships between subjects, and develop critical and analytical thinking skills in areas integrated with a student's major;

- make progress toward becoming educated persons while providing a Foundation for lifelong learning; and
- become competent, well-rounded professionals as well as well-educated human beings and citizens.

Oregon Tech's Essential Student Learning Outcomes (ESLOs) are embedded in the Essential Studies curriculum and help to ensure that students are not only equipped with the technical ability to enact significant change in the world through a particular program of study but are also prepared to enact that change eloquently, responsibly, collaboratively, and considerately. The Essential Studies program provides students with opportunities to engage in lifelong and professional learning by effectively

- communicating,
- conducting inquiry and analysis in diverse fields,
- practicing ethical decision making,
- working with others,
- reasoning quantitatively, and
- working within diverse global and cultural systems.

Employers want graduates who can

- contribute to innovation in the workplace,
- think critically, communicate clearly, and solve complex problems, and
- draw on both field-specific knowledge and skills and a broad range of skills and knowledge

(as cited in *General Education Maps and Markers*, AAC&U, 2015).

Identified Gaps in Current Program

Through the internal and external reviews described in sections II and III of this report, specific problems were identified with Oregon Tech's current general education program and requirements. The following table describes these gaps and the specific solutions designed into the Essential Studies program.

Identified problem in current GE	***Essential Studies solution***
Current distribution model with 'a la carte' menu of disconnected courses. Curricular mapping indicates lack of clarity and intentionality between institutional outcomes and the curriculum.	Coherent curriculum defined by what all Oregon Tech students should know and be able to do when they graduate. Connections of foundation to practice to capstone. Integrated into the discipline, synthesis in the ESSE and Capstone. ESLO pathways articulate clear connection of required coursework to the six essential outcomes.
Students lack an understanding of the outcomes they are expected to achieve and fail to see the relevance of GE courses.	The Essential Studies program requirements identify the outcomes (ESLOs) and the curricular pathways to achieve them. GE and major complementary. Major programs place greater value on GE proficiencies by enabling students to continue to develop those proficiencies.
Curriculum is not vertically connected outside the program. The 36/45 requirement provides depth in program rather than GE.	Practice and capstone levels build upon foundation knowledge and skills. Depth outside the major in required practice courses.

Diverse Perspectives ESLO is not a GE requirement and curricular mapping reveals that it is not systematically addressed by programs.	Diverse Perspectives foundation course and pathway.
Reinforcement of writing is not intentional in current GE program. Writing assessments indicate students have difficulty transferring skills from WRI courses into disciplinary writing.	Writing at the practice level is integrated into the program through Essential Practice course and Program-Integrated courses. Writing is reinforced in the upper division Essential Studies Synthesis Experience and program- defined Capstone. Professional development supporting common expectations and pedagogy is provided for faculty teaching practice courses.
Assessment results indicate a weakness in inquiry and analysis skills.	Inquiry and analysis foundation courses, Essential Practice courses, Program-Integrated courses and the Essential Studies Synthesis Experience.
Assessment of the Math Knowledge and Skills ISLO indicated a vast difference in expectations across majors, this led to the Assessment Commission adoption of the new Quantitative Literacy ESLO as a better institutional outcome. Quantitative Literacy has been defined with personal, civic and professional components. The current math requirement does not connect to the new ESLO.	The Quantitative Literacy foundation statistics requirement provides essential skills so students can apply quantitative reasoning in personal, civil and professional settings. The Essential Studies Synthesis Experience will reinforce all aspects of Quantitative Literacy.
Ethical Reasoning ESLO is not consistently embedded in curriculum across programs. While most programs address professional ethics at some level, few students are exposed to formal ethical reasoning to guide ethical decision making in all aspects of their lives.	The recommendation builds on programs' strengths to introduce ethical obligations within the profession. The Essential Practice courses introduce and apply moral theories to guide students in making rational moral judgements. The Program-Integrated courses apply ethical reasoning in the context of the discipline. Ethic reasoning is reinforced in the Essential Studies Synthesis Experience and the Capstone.
No requirement exists to provide opportunities for students to work with others outside their major. Students being "siloed" in major programs limits their practice of Essential Studies skills to a narrow application, when employers are asking for a curriculum that requires students to integrate their major area of study with other disciplines and apply all they have learned to real-world situations.	SPE 321 Small Group and Team is being repurposed as a foundation course (SPE 221) equipping students with knowledge and skills for collaborative work at the practice and capstone levels of the Teamwork pathway. The Essential Studies Synthesis Experience, designed as a co- curricular experience, involves collaborative application of learning to real-world challenges.

The Essential Studies Pathways and Levels of Achievement

The Essential Studies program is structured to provide an intentional progression via six pathways from foundation, through practice, to capstone levels of student achievement based on the university's six Essential Student Learning Outcomes (ESLOs). Levels of achievement are described at the foundation, practice, and capstone levels for each pathway and are supported by essential foundational and practicing-level coursework, program-integrated practicing- level coursework, a synthesis course and a capstone experience.

Courses will be approved by GEAC based on recommendations from ESLO Committees to support a particular pathway at a particular level of achievement. Courses will be taught by content area experts, determined by a representative department(s), to satisfy the established ESLO criteria at a particular level of achievement:

Pathways, ESLO Committees, and Representative Departments

Pathway (and ESLO Committee)	Department(s)
Communication	Communication

Inquiry and Analysis	Humanities and Social Sciences Natural Sciences
Ethical Reasoning	Humanities and Social Sciences
Teamwork	Communication
Quantitative Literacy	Applied Mathematics
Diverse Perspectives	Communication Humanities and Social Sciences

Relationship to Current General Education Requirements

The Essential Studies program maintains 47 credits in the university's current general education program, which is articulated in terms of distribution requirements:

- Humanities – 9 credits
- Social Science – 12 credits
- Communication – 18 credits
- Natural Science – 4 credits
- Mathematics – 4 credits

Accreditation and program constraints will ensure that programs have the necessary Math and Science to support their technical goals, alleviating the need for the math/science/social science block requirements in the current model. The primary goal of the Essential Studies program is to support student achievement at the capstone level in the six ESLOs. Disciplinary breadth in traditional general education disciplines represented by the previous distribution requirements has also been maintained.

Pathways

The requirements of the six pathways are each described here individually from the foundation to capstone level. Rubrics for each ESLO clearly describe the criteria and level of proficiency that must be demonstrated by the student at each level.

Communication

- Foundation: 9 credits (WRI121, WRI122, SPE111)
- Essential Practice: at least 3 credits from the practicing communication list
- Program-Integrated Practice: one or two courses selected by the major program that address written and oral criteria in the context of the major
- ESSE: Practice-level communication criteria will be demonstrated in an ESSE course
- Capstone: Capstone-level communication will be demonstrated in a capstone experience defined by the major program

Inquiry and Analysis

- Foundation: 3 credits humanities, 3 credits social sciences, 4 credits lab-based natural sciences
- Essential Practice: 3 credits humanities, 3 credits sciences (outside of areas that traditionally support the major)
- Program-Integrated Practice: one course selected by the major program that addresses practicing-level inquiry and analysis in the context of the major
- ESSE: Practice-level inquiry and analysis criteria will be demonstrated in an ESSE course

- Capstone: Capstone-level inquiry and analysis will be demonstrated in a capstone experience defined by the major program

Ethical Reasoning

- Foundation: one course within or prescribed by the major that introduces ethical reasoning
- Essential Practice: 3 credits from the ethical reasoning list
- Program-Integrated Practice: one course selected by the major program that integrates ethical reasoning in the context of the major
- ESSE: Practice-level ethical reasoning criteria will be demonstrated in an ESSE course
- Capstone: Capstone-level ethical reasoning will be demonstrated in a capstone experience defined by the major program

Teamwork

- Foundation: 3 credits (SPE 221 Small Group and Team Communication)
- Program-Integrated Practice: one course selected by the major program that integrates teamwork in the context of the major
- ESSE: Practice-level teamwork criteria will be demonstrated in an ESSE course
- Capstone: Capstone-level teamwork will be demonstrated in a capstone experience defined by the major program

Quantitative Literacy

- Foundation: 4 credits in statistics (MATH 243 or MATH 361)
- Essential Practice: 3 credits from the quantitative literacy list
- Program-Integrated Practice: one course selected by the major program that integrates quantitative literacy in the context of the major
- ESSE: Practice-level quantitative literacy criteria will be demonstrated in an ESSE course
- Capstone: Capstone-level quantitative literacy will be demonstrated in a capstone experience defined by the major program

Diverse Perspectives

- Foundation: 3 credits from the foundational diverse perspectives list
- Essential Practice: 3 credits from the practicing diverse perspectives list
- Program-Integrated Practice: one course selected by the major program that integrates diverse perspectives in the context of the major
- ESSE: Practice-level diverse perspectives criteria will be demonstrated in an ESSE course
- Capstone: Capstone-level diverse perspectives will be demonstrated in a capstone experience defined by the major program

Levels of Achievement

The Essential Studies program is developmental in design, beginning with a broad foundation in traditional general education courses, supported by additional practice in general and program coursework, and culminating in a capstone experience.

All courses in the Essential Studies program must be approved by GEAC to satisfy the criteria for the designated pathway and level of achievement.

Foundation

The foundation level provides a broad education in areas outside of the major allowing for personal growth and exploration. Foundational courses guide students via intensive work in a highly structured environment to learn new skills, gather tools, and acquire basic factual knowledge that supports the ESLOs. Assignments at this level are likely to be guided and scaffolded. Active learning is appropriate at this level.

The foundational level consists of a minimum of 29 credits taught by content area experts:

- Communication: 9 credits in written and spoken communication (WRI121, WRI122, SPE111)
- Inquiry and Analysis: 10 credits from the humanities, social sciences, and natural sciences (from a list of approved courses)
- Ethical Reasoning: a major program or major program-specified course must address ethical reasoning at the foundation level
- Teamwork: 3 credits (SPE221)
- Quantitative Literacy: 4 credits in statistics (MATH 243 or MATH 361)
- Diverse Perspectives: 3 credits (from a list of approved courses)

Courses at the foundation level may be approved to support no more than two pathways. Different courses must be used to satisfy the 29-credit minimum at this level. A single course may satisfy no more than one pathway.

Practice

The purpose of practice level courses is to build on foundational knowledge and skills through intensive work in continued general education, major coursework, and cross-disciplinary experiences. Assignments reflect moderate scaffolding, but students are learning how to work with unstructured/open-ended problems and situations. Students learn how to apply skills and tools in a moderately structured environment.

The practicing level consists of Essential Practice courses, Program-Integrated Practice courses, and an Essential Studies Synthesis Experience.

Essential Practice

Essential Practice courses provide a wide variety opportunities for advanced work in general education courses taught by content area experts. Students will demonstrate ESLO criteria beyond the foundational level.

The Essential Practice courses consist of a minimum of 15 credits in courses supporting

- Communication
- Inquiry and Analysis – Humanities
- Inquiry and Analysis – Sciences
- Ethical Reasoning
- Quantitative Literacy
- Diverse Perspectives

Essential Practice courses may be approved to support up to two pathways, and all pathway designations above are considered.

Program-Integrated Practice

The purpose of Program-Integrated Practice is to integrate student learning, founded in previous Essential Studies courses, into the major course of study. Students transfer essential knowledge and skills through direct application in disciplinary contexts, but courses may be offered by the major program or other departments.

The Program-Integrated Practice courses along with appropriate foundation level prerequisites are selected by the major program and no more than two pathways may be supported by a single course. Pathways that must be supported are Communication (written and oral), Inquiry and Analysis, Ethical Reasoning, Teamwork, Quantitative Literacy, and Diverse Perspectives.

Essential Studies Synthesis Experience

A student must take a course designated as an Essential Studies Synthesis Experience (ESSE). The purpose of the ESSE is, as its name suggests, to synthesize the learning in all six pathways and apply it at the practicing level in a single course, ideally prior to the capstone experience.

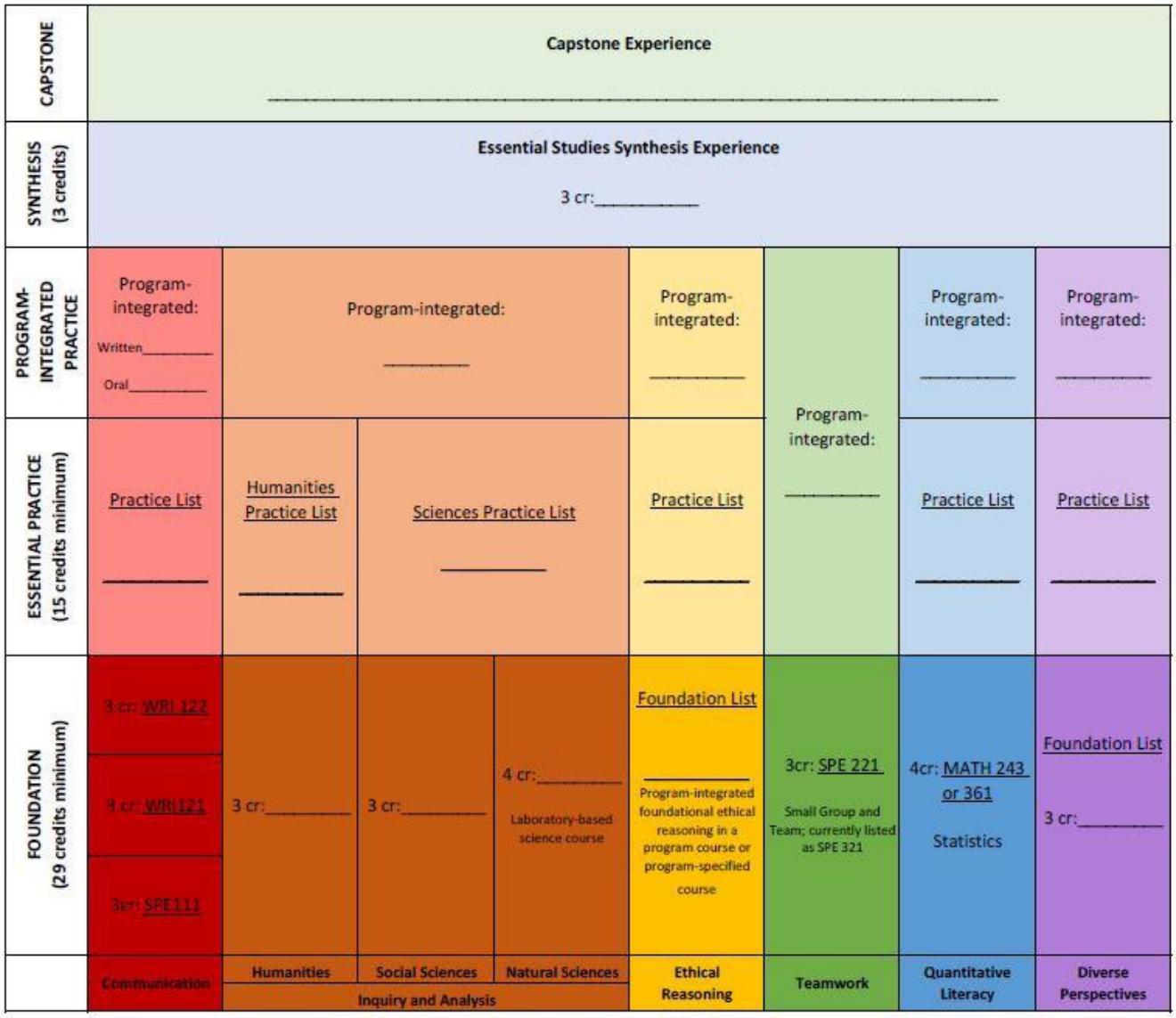
These courses should be interdisciplinary in nature (by topic, major, faculty or student team) and may be taught by anyone in any department at the university, but they are developed collaboratively with the sponsorship of one of the following departments: Communication, Humanities and Social Sciences, Natural Sciences, or Applied Mathematics. At least one foundational course in each pathway must be completed prior to a student taking an ESSE course.

Capstone

The Essential Studies Capstone is a culminating experience unique to each major program where students demonstrate ESLO proficiency at a level expected at completion of the bachelor's degree.

The capstone level of achievement in each pathway must be demonstrated by a student in a capstone project, course(s), externship or experience identified by the major program, preferably in the senior year, within the context of the major program, and not necessarily in a single course or experience. Students are given opportunities to apply knowledge and skills in unstructured environments and work independently to address unscripted problems. At this level, students are expected to meet the criteria with minimal or no prompting; scaffolding is essentially gone.

The Essential Studies Program requirements are summarized and may be visualized using the following table.



The task force recommends relying on established committees and processes to further develop details of the Essential Studies program within the spirit of the established rationale for general education. GEAC will be responsible for all Essential Studies course approvals and population of appropriate lists specified in the model. It is recommended to begin building lists with existing general education courses, then filling in critical gaps with new courses. The recently formed ESSE Council will further define parameters for the Essential Studies Synthesis Experience (initial description in Appendix L). In addition, the task force recommends creating an ad hoc Capstone Council to support programs in capstone development/adjustment to address baccalaureate level proficiency in all ESLOs. Detailed responsibilities for these committees and connections to the work of other groups will be further defined in the implementation plan in the following section of this report.

Implementation Plan

The completion of this report is the final duty of the General Education Review Task Force, implementation of the recommendations from this group will pass to various committees as follows:

- **Academic Excellence Coordinating Committee**—will function as the implementation team and coordinate the efforts of all other committees, departments, and individuals involved in the implementation of the Essential Studies program. This group is responsible for allocation of resources to support the implementation and development of the Essential Studies program. The following ad hoc committees will support the implementation as described.
    - **Broadcasting and Marketing Subcommittee**—will work with various groups in creation of messages and materials for a variety of audiences including the Advising Coordinators Commission, Transfer Team, Admissions, and Student Affairs (new student orientation and Leadership Academy). In addition, this group will work with the Marketing Department to develop materials to support the program and integrate Essential Studies messages with the university's messages.
    - **ESSE Council**—will develop parameters for the ESSE, solicit courses from existing experiences and as well as new proposals with options for all locations and delivery modes, and create a plan to scale- up for full implementation.
    - **Capstone Council**—will develop criteria to govern capstone approval and support programs in the development of capstone experiences or revision of existing experiences to incorporate all ESLOs. This group will develop sample assessment tools and coach program faculty in efficient and authentic embedded assessment processes.
    - **Transfer Team**—will work with the Registrar and the Director of Academic Agreements to review existing course equivalencies and articulation agreements, update existing processes and structures to better support the transfer process, and work with transfer partner institutions to provide clear transfer pathways. In addition, this group will provide guidelines for grandfathering agreements for transfer students in the first few years of implementation of the Essential Studies program.
- **General Education Advisory Council (GEAC)**—will approve all Essential Studies courses, manage lists of courses for each pathway, and plan for sufficient offerings in all locations and modes of delivery. This group is responsible for any adjustments to the Essential Studies model in the implementation phase and beyond.
- **Assessment Commission Executive Committee**—will implement the new assessment plan, collect baseline data, and share analysis and recommendations for improvements with appropriate groups. This committee will update ESLOs as needed based on recommendations from GEAC.
- **Commission on College Teaching (CCT)**—will support faculty development and facilitate conversations within ESLO pathways and specific elements of the model.
- **ESLO Committees**—will review Essential Studies course proposals for specific pathways, provide feedback to initiators and requests for revision or make recommendations to GEAC for approval. In addition, these groups will monitor assessment results and make recommendations to GEAC for adjustments to the model or request faculty development opportunities through CCT.
- **Curriculum Planning Commission (CPC)**—will provide a platform for course approval, and review all program curriculum maps for submission, along with Essential Studies course approvals (completed by GEAC), to the Registrar for inclusion in the catalog.
- **Advising Coordinators Commission**—with the help of the Broadcasting and Marketing subcommittee will develop advising materials, revise advisor training to incorporate the elements of the Essential Studies program, and coordinate advisor training for all faculty.

Timeline for Implementation

The task force proposes implementation of the Essential Studies program beginning with freshmen students in fall 2017. In order to meet the 2017-18 catalog deadline and scale-up for the first cohort the following timeline coordinating work from various committees is suggested. A detailed PERT chart and responsibility assignment matrix is located in Appendix M.

Spring 2016

- Academic Excellence Coordinating Committee approve implementation plan, allocate resources, and recommend committee leadership/membership
- GEAC pilot course approval process and plan for 2016-17 work
- Transfer team develop plan and timeline for transfer work
- Broadcasting & Marketing identify various audiences, create marketing plan and timeline for 2016-17 work

Summer 2016

- Call for Essential Studies course proposals (foundation and essential practice)
- ESSE Council attends WPI Institute on Project-Based Learning and drafts parameters for ESSE
- Hire temporary support staff for Registrar and Academic Agreements to aid in transfer work
- Draft charters for GEAC, Assessment Commission, and CCT
- Develop messages and talking points for various audiences
- Marketing Department create visual representation of model and branding for Essential Studies
- ITS complete development of CPC software for fall implementation
- Explore grant opportunities

Fall 2016

- Communicate implementation plan at Convocation
- GEAC approve Foundation and Essential Practice courses
- GEAC develop lists for model by October 31
- Program faculty create new curriculum maps
- Review existing course equivalencies and recommend changes to align with the Essential Studies model
- Broadcasting & Marketing work with Admissions to develop recruitment materials and the Advising Coordinators Commission to develop new advising materials and training
- CPC review Essential Studies courses requiring a CPC course change or new course form
- ESSE Council coordinate work with existing programs, experiences and courses (clubs, STEM Hub, Innovation & Entrepreneurship)

Winter 2017

- Review program maps to evaluate resource needs and plan for new faculty hires
- GEAC develop catalog copy for Essential Studies program
- GEAC plan for fall 2017 offerings and solicit new course proposals to fill critical gaps in model
- Ethical Reasoning ESLO committee approve Foundation courses
- Work with program faculty to create new articulation agreements
- Registrar incorporate changes from the new model into Degree Works

- Pilot ESSEs, gather feedback from faculty and students
- CPC approve program curriculum maps and list of course approvals from GEAC
- Advising training for new faculty to incorporate Essential Studies
- Create Capstone Council to support programs in development/revision of capstone experiences

Spring 2017

- GEAC begin approval of Program-Integrated courses and Capstone experiences
- Visits to transfer institutions
- Advisor training for all faculty
- Plan for new student orientation
- Plan for scale-up of ESSEs
- Create Essential Studies website with connections to assessment and CCT
- Develop student success metrics to assess effectiveness of the Essential Studies program (ESLOs, GPA, retention, NSSE, etc.)

Fall 2017

- ESSE Institute to support new ESSE development
- New student orientation—kick off Essential Studies program
- Advising freshmen in Essential Studies program
- Continue scale-up of ESSEs and other practice level courses

Fall 2019

- Essential Studies program fully implemented
- Assess first cohort at junior level

Spring 2021

- First graduates of the Essential Studies program
- Assess student success at exit

To phase in the implementation of the Essential Studies program and allow time for scale-up, the task force recommends a grandfathering plan for all transfer students beginning in fall 2017 regardless if they enter with an articulation agreement. Focusing first on the Foundation level for fall 2017, which will then allow time for the scale-up of practice and capstone level courses most importantly the ESSE which will require significant time for full development.

Resource Needs

Working with various committees the task force has developed the following recommendations regarding necessary resources to support the implementation of the Essential Studies program. It should be noted however, that all resource needs cannot be identified at this time and it is imperative that resource needs are re-evaluated annually by the Academic Excellence Coordinating Committee to ensure proper support for the success of the Essential Studies program. The intentionality of the program is entirely contingent on availability of adequate sections of Essential Studies courses in all locations and across all modes of delivery.

- **Faculty—**2 new faculty in the Humanities/Social Science department to support the Ethical Reasoning requirement; 1 FTE in interdisciplinary studies to support the development of the ESSE; may require additional faculty to support sufficient offering (re-evaluate in winter 2017); release time for chairs of Assessment, CCT and GEAC.
- **Professional Development**—increased budget for CCT to support workshops; stipends for initial development of ESSES; budget for conference attendance for chairs of Assessment, CCT and GEAC; funds to support advisor training.
- **Director's Office—**full-time support position; budget sufficient to support Essential Studies program.
- **Articulation and Transfer—**temporary staff in Registrar's Office and Office of Academic Agreements beginning fall of 2016 (1 FTE).

In addition to these requested resources, the task force recommends in future planning the institution plan for interdisciplinary spaces for students and faculty.

The task force has explored external funding through grant opportunities and recommends NSF grants as potential funding to develop the ESSE. A group has been identified to support the Academic Excellence Coordinating Committee in developing a proposal.

Conclusion

The extraordinary level of participation and effort on the part of Oregon Tech faculty members over the past three years is evidence that we value general education. The Essential Studies program advances the goals of general education. Instead of experiencing general education as something to "get out of the way," students will see how general education is integral to an Oregon Tech education, is part of a meaningful learning trajectory, and helps prepare them for life beyond Oregon Tech.

With the approval of both faculty and administration the General Education Review Task Force respectfully submits these recommendations to the Provost.

Appendix A: GEAC Charge

To: Brad Burda, Provost, OIT
Marla Miller, Management Dept Chair
From: Cristina Negoita, GEAC Chair
Date: 6/11/2012
Re General Education Requirements

This is the General Education Advisory Council formal response to the request to

…to eliminate the clause in the General Education requirements that states ***"The Bachelor of Science Degree requires the student to opt between completion of 36 credits in mathematics and science or 45 credits in mathematics, science and social science."*** *(pg. 38)*

For some perspective, this requirement is in addition to the following "core" requirements:

- 18 credits in Communication
- 9 credits in Humanities
- 12 credits in Social Science
- 16 credits in Math and Science (with 4 credits minimum in Math, and at least 4 credits in a lab-based science course)

These "core" requirements add up to 55 credits, nearly equally divided among Art (Humanities and Communication add up to 27 credits) and Sciences (Math, Sciences and Social Sciences add up to 28 credits). The additional requirement under review (referred to in this document as the 36/45 requirement) asks a student graduating with a Bachelor's of Science to have a total of 36 credits in math/science or 45 credits in math/science and/or social science. This option creates some inequity in terms of the total credit requirement such that:

- the student opting to fulfill the 36 credits of math/science has to take an additional 20 credits in theseareas (16 math/science credits have already been fulfilled as part of the "core");
- the student opting to fulfill the 45 credits of math/science/social science has to take an additional 17 credits in these three areas (16 credits in math/science and 12 in social science add to 28 credits already fulfilled as part of the "core")

The committee recognizes the merit of this proposal in questioning this 36/45 requirement due, in part, to credit inequity depending on which option a student makes. In addition, many programs have built this particular 36/45 credit requirement within their programs, either by choice (as in the case of Communication Studies) or to fulfill accreditation requirements (as in the case of many ABET accredited degrees). The Department of Management is currently the only department which houses some programs that have difficulty in satisfying the 36/45 requirement, and which do not see this requirement as serving their students in the same way that this requirement serves students in majors that have incorporated this requirement in their program.

GEAC is mindful of the impact of this 36/45 requirement on all of our programs, current and future. GEAC is also responsible for the stewardship of general education as a whole, in providing "breadth and depth to the OIT educational experience" (OIT Catalog, 2011-12).

GEAC acquired feedback from the OIT community, performed research on the topic of general education at large, as well as sought our own comparators' and other OUS institutions' general education requirements to understand our place within the broad spectrum of curriculum that's currently part of general education. The decision of what is considered "general education requirements" rests with our university, and are not mandated through OUS or other entities.

Based on our analysis of all this information, GEAC recommends that the proposal to eliminate the 36/45 requirement be denied.

The feedback acquired from the OIT community falls in one of the following areas:

- most constituents seemed indifferent to the proposal;
- some constituents agreed with the proposal, mainly because they did not see their own programs be affected by this proposal;
- some constituents saw this proposal as weakening our standards for a BS education;
- some constituents saw a small loss of students in their courses and viewed the proposal as having a negative impact on their courses;
- some constituents saw this as a benefit to courses offered in their departments as there would be an increase in students in their courses;
- some constituents saw that, through the lenses of general education, the elimination of the 36/45 requirement would make our BS degree similar to our BAS degree.

These views show division of opinions on eliminating the 36/45 requirement. In addition, GEAC's research found that the 36/45 requirement first appeared in the 1981-82 OIT Catalog under general education requirements, but could not locate any substantive reasons for its implementation.

Most of our research in the area of general education at large shows that requirements for general education are linked to the need of having both breadth and depth in the areas of arts and sciences, and that the particular course requirements for general education should support students in becoming professionals as well as well-educated and informed citizens. In particular, our society is more dependent than ever before in our ability (as citizens) to interpret quantitative information and ask critical questions in the areas of science and social science about data gathering processes and their use in formulating various conclusions. Our general education requirements should reflect students' preparation as a competent, critical thinkers of quantitative and qualitative information.

Last, eliminating the 36/45 requirement, would place OIT (in terms of credit-count) at the low end of the spectrum of the total credits acquired by students in fulfilling general education requirements.

Based on our work on this proposal, we recommend that the Provost sends a charge to GEAC to review and recommend comprehensive general education requirements that mirror the needs of a 21st century education.

From:	Bradley Burda
Sent:	Tuesday, January 29, 2013 1:56 PM
To:	Tanya McVay
Cc:	Sandra Bailey; Charlie Jones; Lawrence Powers; Mateo Aboy; Cheryl Meyers
Subject:	GEAC Gen Ed charge

Tanya,

GEAC's review of the Management Department's request for an exemption to 36 credits in mathematics or 45 credits in mathematics, science, and social science has illustrated a need for us to review/reevaluate our overall general education requirements.

We are not alone in this undertaking. OSU recently completed their review. Also, much work has been done in recent years with the AAC&U LEAP vision through a statewide group formed by the Chancellor's office, the development of our own ISLOs, and now a grant incorporating community colleges and public universities in an attempt to define what the broad outcomes should be for all associate and baccalaureate degrees independent of discipline (DQP). All of which can be used as a resource for the work that needs to be done.

I understand that this will be a multi year process and suggest the following timeline:

- **Year 1** - Define the process, including how to dovetail DQP
- **Year 2** - Engage in a campus wide dialogue with the goal of defining Gen Ed outcomes. Compare those outcomes with LEAP, ISLOs, and DQP
- **Year 3**
    - Review our current Gen Ed requirements and recommend changes.
    - Begin the process of submitting changes to CPC

I propose forming a GEAC subcommittee to guide the process. I've met with you, Sandra Bailey, and Maria Lynn to discuss possible membership and will be contacting prospective members in the near future.

Thank you,

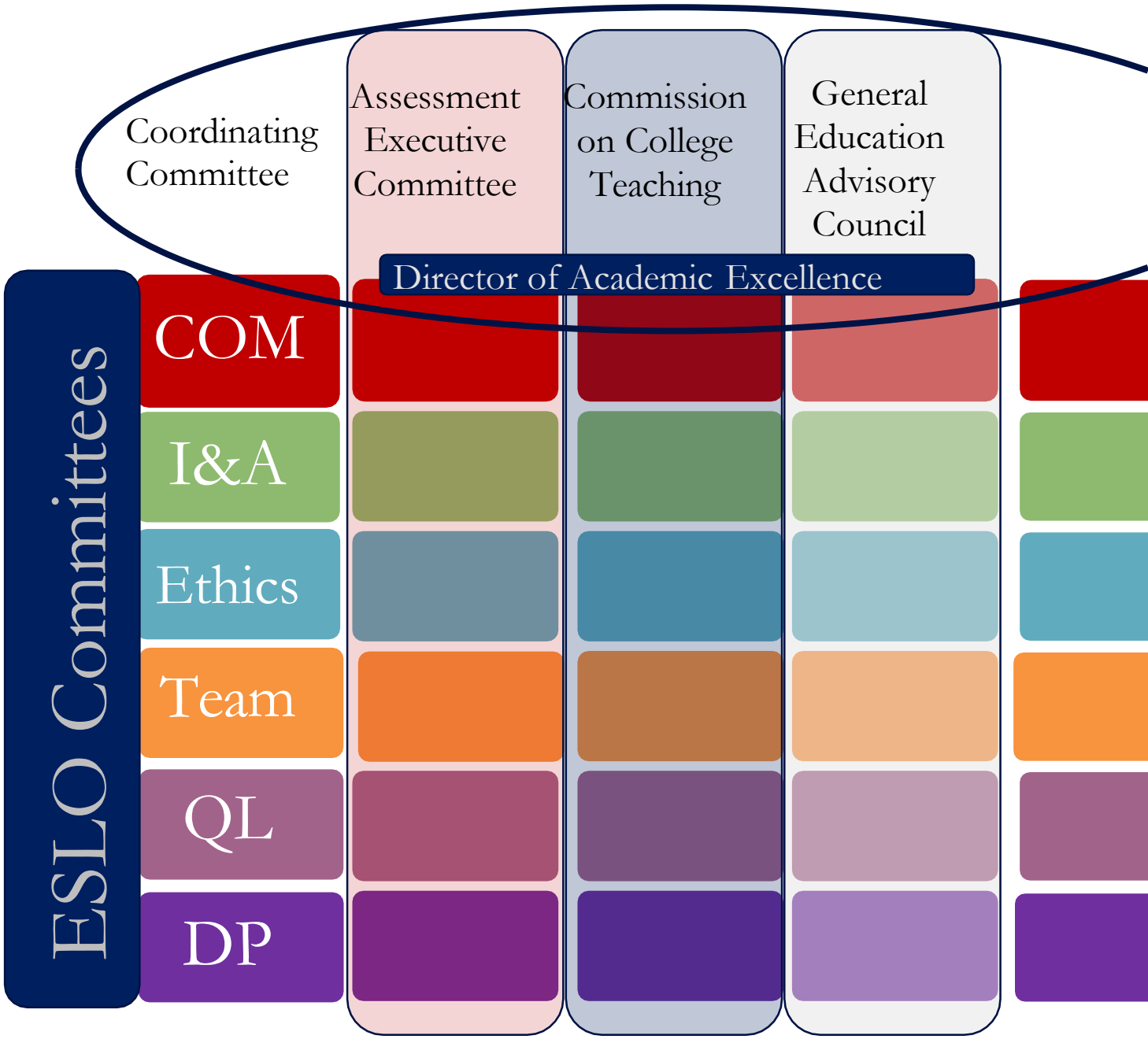
Brad

Appendix B: Programmatic Accreditation

Respiratory Care Program
Commission on Accreditation for Respiratory Care (CoARC)
The curriculum must include content in the following areas: Oral and written communication skills, social/behavioral sciences, biomedical/natural sciences, and respiratory care. This content must be integrated to ensure achievement of the curriculum's defined competencies. Biomedical/natural sciences content must include human anatomy and physiology, cardiopulmonary anatomy and physiology, cardiopulmonary pharmacology, chemistry, physics, microbiology, and pharmacology.
Emergency Medical Services Program
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
The curriculum must include content in the following areas: Oral and written communication skills, social/behavioral sciences, biomedical/natural sciences, and respiratory care. This content must be integrated to ensure achievement of the curriculum's defined competencies. Biomedical/natural sciences content must include human anatomy and physiology, cardiopulmonary anatomy and physiology, cardiopulmonary pharmacology, chemistry, physics, microbiology, and pharmacology.
Clinical Laboratory Science Program
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
No specific requirements for general education.
Dental Hygiene
Commission on Dental Accreditation (CODA)
2-8 "The curriculum must include content in the following four areas; general education, biomedical sciences, dental sciences and dental hygiene science." P. 18 2-9 "General Education content must include oral and written communications, psychology, and sociology." P. 19 2-10 "Biomedical science content must include content in anatomy, physiology, chemistry, biochemistry, microbiology, immunology, general pathology and/or pathophysiology, nutrition and pharmacology." P. 19 2-19 "Graduates must be competent in interpersonal and communication skills to effectively interact with diverse populations, groups and other members of the health care team." P. 23
Diagnostic Medical Imaging, Echocardiography, Vascular Technology
Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS)
There are no specific requirements for general education in the JRCDMS standards for programmatic accreditation.
Nuclear Medicine Technology, Radiologic Science Technology
The program is not currently accredited.
There are no specific requirements for general education in the JRCERT standards for programmatic accreditation. However, the JRCERT refers to the ASRT core curriculum of which general education is referenced. The ASRT now requires a minimum of an associate degree for all radiologic science degrees with the assumption that communication, diversity, and logical reasoning are taught.

Electrical Engineering Technology, Manufacturing Engineering Technology, Mechanical Engineering Technology, Computer Engineering Technology, Software Engineering Technology, Embedded Systems Engineering Technology
ABET – Engineering Technology Accreditation Commission (ETAC)
ABET-ETAC accredits programs based on eight criteria, Criterion 5 is Curriculum. There is nothing specific mentioned about Gen. Ed. under the curriculum requirements, but the following items are mentioned, which are pertinent to the discussion on general ed: Mathematics: The program must develop the ability of students to apply mathematics to the solution of technical problems. Technical Content: The technical content of the program must represent at least 1/3 of the total credit hours for the program but no more than 2/3 of the total credit hours for the program (Note: math and science content is not considered technical content). Physical and Natural Science: The program must include physical or natural science with laboratory experiences. Integration of content: Baccalaureate degree programs must provide a capstone or integrating experience that develops student competencies in applying both technical and non-technical skills in solving problems. Advisory Committee: An advisory committee with representation from organizations being served by the program graduates must be utilized to periodically review the program's curriculum and advise the program on the establishment, review, and revision of its program educational objectives.
Electrical Engineering, Renewable Energy Engineering, Mechanical Engineering, Civil Engineering
ABET-Engineering Accreditation Commission (EAC)
ABET-EAC accredits programs based on eight criteria, Criterion 5 is Curriculum. The curriculum criterion can be summarized as follows: The curriculum requirements specify subject areas appropriate to engineering but do not prescribe specific courses. The faculty must ensure that the program curriculum devotes adequate attention and time to each component, consistent with the outcomes and objectives of the program and institution. The professional component must include: - one year of a combination of college level mathematics and basic sciences (some with experimental experience) - one and one-half years of engineering topics, consisting of engineering sciences and engineering design appropriate to the student's field of study. The engineering sciences have their roots in mathematics and basic sciences but carry knowledge further toward creative application. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other. Engineering design is the process of devising a system, component, or process to meet desired needs. It is a decision-making process (often iterative), in which the basic sciences, mathematics, and the engineering sciences are applied to convert resources optimally to meet these stated needs. - a general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.
Management, Information Technology, Operations Management, Bachelor of Applied Science in Technology and Management, Health Care Management—Administration option
International Assembly of Collegiate Business Education (IACBE)
IACBE's accreditation manual states that it is their expectation that 40% of a bachelor's degree be comprised of general education courses.

Appendix C: Unified Committee Structure



New Positions

Director of Academic Excellence

- Communicates regularly with
  - Big three committee chairs
  - Academic department chairs
  - Faculty, via convocation presentation
  - University community, via _____
- Support CCT, ESPC, Assessment chairs in their work and implementation of initiatives
- Make recommendations (with big-three chairs) to the Provost for big-three and ESLO committee membership
- Engage in relevant professional development to support Essential Studies and stay abreast of national trends
- Coordinate and communicate academic issues with departments
- Coordinate the development of Essential Studies with ESPC
- Coordinate faculty development opportunities with CCT
- Oversee public relations initiatives and communication efforts for Essential Studies (website, etc)
- Serve as primary liaison to Registrar (and department chairs?) for course availability, catalog, transfer equivalencies,
- Coordinate training for advisors, admissions staff, and Student Success staff (annual training?)
- Ensure Essential Studies is manageable in Oregon Tech Online curricula
- Liaise with and report to relevant bodies on campus (e.g. Faculty Senate)
- Serve on the Provost's Leadership Team
- Serve on Provost's Council and Academic Council
- Represent campus and Essential Studies at external events and to outside stakeholders
- Oversee daily operations of Essential Studies including budget, supervising personnel, preparing annual report and leading conversations for strategic planning
- Teach one course per year on campus
- Other duties as assigned

Academic Excellence Administrative Assistant

Academic Excellence Coordinating Committee

Meeting frequency: beginning of the year and then at least once per term.

Roles and Responsibilities

- Reports to the Provost
- Coordinate recommendations of the big three
- Share information and define collaborations between academic areas and student affairs
- Ensure that student orientation includes Essential Studies
- Write a six-year plan for academic excellence
- Define the deliverables of the big three committees
- Make academic recommendations (not business or admin)
- Chair of Academic Standards reports to Faculty Senate
- Invite Academic Council and Provost's Council to meet as necessary to

Membership

1. Director of Academic Excellence
2. Chair of Assessment Commission
3. Chair of Commission on College Teaching
4. Chair of GEAC
5. Chair of Academic Standards

6. Director of Oregon Tech Online
7. Director of Student Affairs or designee
8. Dean of ETM
9. Dean of HAS
10. Four department chairs, at least two from traditional GE offering departments (HAS/ETM balance?)

Big Three

Envision meeting three times per term

Each makes recommendations to the Provost (with the Director) regarding big-three and ESLO committee membership

1. Assessment Commission Executive Committee

Roles and Responsibilities

- Prepare annual report on every ESLO (at respective phase of the cycle)
- Prepare a report annually summarizing a six-year cycle for a single ESLO

a. Chair
b. Communication ESLO Representative *
c. Inquiry and Analysis ESLO Representative *
d. Quantitative Literacy ESLO Representative *
e. Teamwork ESLO Representative *
f. Ethical Reasoning ESLO Representative *
g. Diverse Perspectives ESLO Representative *
h. Other members

2. Commission on College Teaching (CCT) Roles and Responsibilities

Membership

a. Chair
b. Communication ESLO Representative *
c. Inquiry and Analysis ESLO Representative *
d. Quantitative Literacy ESLO Representative *
e. Teamwork ESLO Representative *
f. Ethical Reasoning ESLO Representative *
g. Diverse Perspectives ESLO Representative *
h. Other members

3. Essential Studies Program Committee (ESPC)

ESLO Representatives should be the chair of the ESLO Committee or their delegate. During the transition to Essential Studies, this representative should be a content area expert.

Roles and Responsibilities

- Establish and maintain the Essential Studies course content and criteria
- Make recommendations to balance institutional needs with the needs of Essential Studies
- Review assessment results
- Conduct a review of Essential Studies every six years
- Provide advising materials for distribution to Advising Commission
- Provide training to department chairs on course criteria (specifically for transfer)
- Work with six-year assessment cycle…
- Collect, analyze and summarize ESLO assessment data

- Write an annual assessment report for the Essential Studies program based on ESLO reports at their respective phase of the cycle

a. Chair – C.J. Riley
b. Director of Academic Excellence (Ex-Officio)
c. Chair of Advising Commission (Ex-Officio)
d. Communication ESLO Representative * - Christopher Syrnyk
e. Inquiry and Analysis ESLO Representative * - Seth Anthony
f. Quantitative Literacy ESLO Representative * - Randall Paul
g. Teamwork ESLO Representative * - Dan Peterson
h. Ethical Reasoning ESLO Representative * - Yasha Rohwer
i. Diverse Perspectives ESLO Representative * - Ben Bunting
j. Other members

ESLO Subcommittees

Envision meeting as needed

Roles and Responsibilities

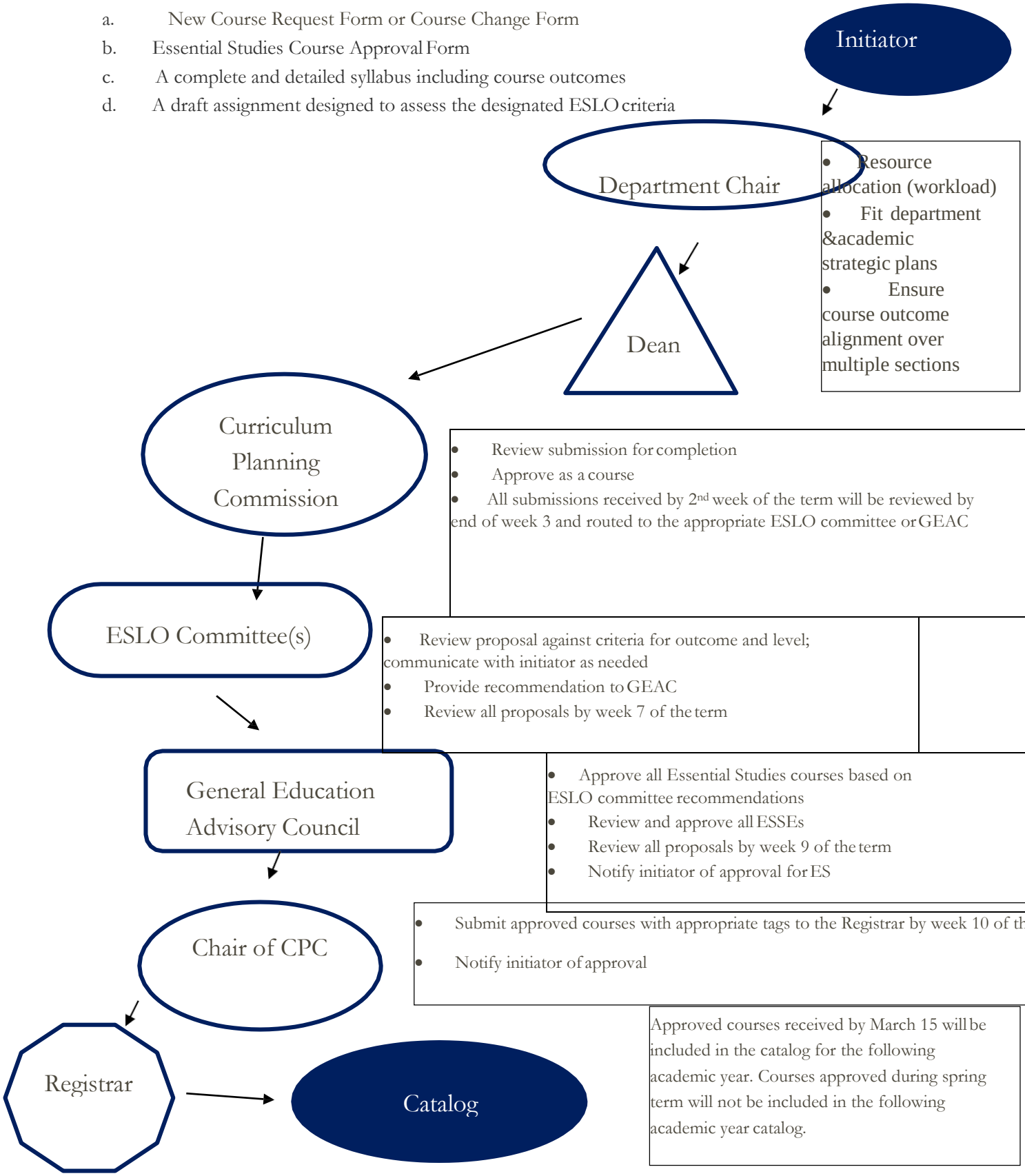
- Establish and maintain criteria to satisfy ESLOs at foundation, practice and capstone levels
- Approve courses satisfying Essential Studies
- Review courses satisfying Essential Studies when course outcomes or content change substantially (see CPC triggers for consistent language)
- Review courses satisfying Essential Studies every 3 years (on a staggered cycle)
- Provide evaluation of transfer course equivalencies, if requested by department chairs
- Recommend professional development to support Essential Studies
- Recommend changes to maintain or improve Essential Studies
- Analyze assessment data every three years as part of the six-year assessment cycle
- Prepare assessment report (as a program)

General Structure of each committee

- Content area expert(s) represented, ideally the chair
- Content area practitioners/consumers (practice/capstone users) included
- Chair could be a representative of one of the big three

Appendix D: Essential Studies Course Approval Process

1. The following procedures apply for approval of, or changes to, Essential Studies courses.
2. The initiator will submit to CPC:
   a. New Course Request Form or Course Change Form
   b. Essential Studies Course Approval Form
   c. A complete and detailed syllabus including course outcomes
   d. A draft assignment designed to assess the designated ESLO criteria



Essential Studies Course Approval Form

Course Title & Number_____

I. Logistical Information: List the projected capacity of the course, terms offered, mode/location of offering.

II. Levels of Achievement & Prerequisites

What is this course's "level of achievement"? (Select foundation, practice or capstone)

o **Foundation**. Learning new knowledge and skills. Assignments reflect significant scaffolding; highly structured environment. Active learning is appropriate at this level.
o **Practice**. Learning how to apply knowledge and skills in scripted examples. Assignments reflect moderate scaffolding, but students are learning how to work with unstructured/open-ended problems and situations; moderately structured environment.
Prerequisite courses: _____

Indicate which type of course and specific prerequisites this course builds on:

o Essential Practice. Practice courses taught by content area experts.
o Program-Integrated. Practice courses that require demonstration of ESLOs within the major.
o ESSE. Cross-disciplinary experience that demonstrates synthesis of all ESLOs.
o **Capstone**. Students meet the criteria with minimal or no prompting. Assignments reflect no scaffolding; students work independently in unstructured environments.
Prerequisite courses: _____

III. ESLO: Indicate which ESLO and criteria this course will fulfill.

☐ COM	☐ IA	☐ ER	☐ TW	☐ QL	☐ DP
☐ Oral ☐ Written	☐ IA-H ☐ IA-SS ☐ IA-NS				
☐ Purpose ☐ Audience ☐ Evidence ☐ Genre ☐ Style & delivery ☐ Visual ☐ Justification	☐ Identify ☐ Investigate ☐ Collect ☐ Evaluate ☐ Conclude	☐ Theory ☐ Recognition ☐ Logic ☐ Judgment	☐ Achieve purpose ☐ Fulfill roles ☐ Communicate ☐ Reconcile ☐ Contribute ☐ Develop strategies ☐ Adjust	☐ Calculate ☐ Interpret ☐ Construct ☐ Apply in context ☐ Communicate	☐ Recognize ☐ Know ☐ Understand ☐ Apply

a. How do students learn and practice the targeted ESLO in this course? Briefly describe how the course addresses each of the criteria checked in the targeted ESLO, including potential texts and course materials. (Attach detailed syllabus that includes course outcomes)

b. How do students demonstrate the appropriate level of proficiency in this ESLO? Briefly describe a significant assignment and student work appropriate for proficiency assessment in this ESLO, identifying how the assignment will require students to demonstrate each criteria you selected. (Attach assignment)

Department chair and dean signatures indicate proposal fits departmental and academic strategic plans and are willing to commit appropriate resources to support the proposed course. In addition, the department chair commits to ensuring course outcome alignment over all sections, locations and modes of delivery.

_____

Department Chair

_____

Dean

Appendix E: Recommendations from the Assessment Commission

May 28, 2014

ISLO 1: Oregon Tech students will demonstrate effective oral, written and visual communication.

Recommend changing ISLO to "Oregon Tech students will demonstrate effective oral and written communication." Visual performance criteria added to both oral and written (as appropriate). Use common language for information literacy criteria for relevant ISLOs.

Recommendations for changes to general education requirements: Vertical integration of written communication to improve gaps identified in information literacy and technical writing.

ISLO 2: Oregon Tech students will demonstrate the ability to work effectively in teams and/or groups.

No changes recommended for this ISLO.

Consider creating a general education requirement; if not feasible, then the Assessment Commission will reconsider keeping as an ISLO.

ISLO 3: Oregon Tech students will demonstrate an understanding of professionalism and ethical practice.

No changes recommended for this ISLO.

Recommend adding ethics as a general education requirement. Consider creating a general education requirement for professionalism and/or career development; if not feasible, then the Assessment Commission will reconsider including professionalism/career development in this ISLO.

ISLO 4: Oregon Tech students will demonstrate critical thinking and problem solving.

Change this ISLO to "Inquiry and analysis" to incorporate yet to be determined aspects of critical thinking, problem solving, lifelong learning, and scientific inquiry.

Recommend aligning general education requirements with this new outcome to provide explicit justification for humanities and sciences (both social and natural). Consider vertical integration to include information literacy.

ISLO 5: Oregon Tech students will demonstrate knowledge and understanding of career development and lifelong learning.

Recommend eliminating as an ISLO and consider incorporating career development in #3.

Lifelong learning should be basis of the rationale for general education.

ISLO 6: Oregon Tech students will demonstrate mathematical knowledge and skills.

Recommend changing outcome to "Quantitative literacy."

Recommend aligning general education requirements with this new outcome; consider vertical integration.

ISLO 7: Oregon Tech students will demonstrate scientific knowledge and skills in scientific reasoning.

Recommend eliminating as an ISLO; incorporate into new "Inquiry and analysis" ISLO.

Recommend aligning science general education requirements with this new outcome.

ISLO 8: Oregon Tech students will demonstrate cultural awareness.

Keep as an ISLO; Assessment Commission subcommittee led by Ben Bunting to explore definition of outcome, criteria, and expectations fall 2014.

Recommend creating a general education requirement to align with this outcome as defined by the subcommittee.

Appendix F: Oregon Tech's Essential Student Learning Outcomes

Oregon Tech's Essential Student Learning Outcomes (ESLOs) support Oregon Tech's institutional mission and core themes. The outcomes and associated criteria reflect the rigorous applied nature of Oregon Tech's degree programs.

The ESLOs reflect the common expectations about the knowledge, skills, and abilities that Oregon Tech students will acquire and are reflected in the General Education requirements that lay the foundation upon which the major curricula build. Engaging in these ESLOs will support Oregon Tech graduates in developing the habits of mind and behaviors of professionals and lifelong learners.

COMMUNICATION

ESLO 1: Oregon Tech students will communicate effectively orally and in writing.

Definition

Communication is the creation, development, and expression of ideas. The Communication ESLO differentiates between oral and written communication. The two forms of communication operate much the same but differ in the criterion *Style and Delivery* because of their differing forms of expression.[1] Both forms of communication involve purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

Criteria for Communication Assessment

The following are criteria used in the assessment of student work:

- Purpose: Focus and connections made in presentation of evidence.
- Audience: Adjustments in presentation made for differing levels of knowledge and expertise among listeners and readers.
- Evidence: Support provided by research and disciplinary knowledge.
- Genre and Disciplinary Conventions: Adjustments in structure and order made for various fields and forms of presentation.
- Style and Delivery:
  - Oral Communication: Techniques including posture, gesture, eye contact, and vocal expressiveness.
  - Written Communication: Control of syntax and mechanics, as well as craft in choices of phrasing, vocabulary, and structure.
- Visual Communication: Support provided by visual presentation integrated with oral or written content.
- Justification: Self-assessment and support of choices made in communication.[2]

---

[1] Oral communication differs from the Teamwork ESLO because oral communication focuses on an individual speaker presenting, not on interaction. Oral and written communication are assessed individually.

[2] This may be a separate assignment from the written or oral assignment used to assess the other criteria; this justification piece will ask the students to reflect on the deliberate choices they made during the composition process. While this is most often an implicit process, it will be made explicit for the purpose of assessment of at least one piece of written or oral communication.

INQUIRY AND ANALYSIS

ESLO 2: Oregon Tech students will engage in a process of inquiry and analysis.

Definition

Inquiry and analysis consists of posing meaningful questions about situations and systems, gathering and evaluating relevant evidence, and articulating how that evidence justifies decisions and contributes to students' understanding of how the world works.

Criteria for Inquiry and Analysis Assessment

The following are criteria used in the assessment of student work:

- Identify: Identify a meaningful question or topic of inquiry.
- Investigate: Examine and critically evaluate existing knowledge and views on the topic of inquiry.
- Collect: Design and execute a means of collecting evidence
- Evaluate: Analyze evidence obtained in their investigation.
- Conclude: Draw conclusions based on analysis of evidence; grasp the limitations and implications of their analyses.

ETHICAL REASONING

ESLO 3: Oregon Tech students will make and defend reasonable ethical judgments.

Definition

Ethical reasoning is the process of recognizing which decisions require ethical judgments, determining potential reasonable courses of action, finding support for potential courses of action, and then selecting the course of action best supported.

Criteria for Ethical Reasoning Assessment

The following are criteria used in the assessment of student work:

- Differentiate: Explain the differences between ethics and laws.
- Recognize: Recognize decisions requiring ethical judgments.
- Support: Support potential courses of action (via major ethical theories/principles, applicable ethical codes of conduct, etc.) and select the best-supported course of action.
- Apply: Apply ethical reasoning to novel situations.
- Evaluate: Identify and critically evaluate applicable code(s) of ethics and identify common ethical issues in their field.
- Articulate: Articulate a code of personal ethics.

TEAMWORK

ESLO 4: Oregon Tech students will collaborate effectively in teams or groups.

Definition

Teamwork encompasses the ability to accomplish group tasks and resolve conflict within groups and teams while maintaining and building positive relationships within these groups. Team members should participate in productive roles and provide leadership to enable an interdependent group to function effectively.

Criteria for Teamwork Assessment

The following are criteria used in the assessment of student work:

- Identify and Achieve Goal/Purpose: Share common goals and purpose.
- Assume Roles and Responsibilities: Fulfill roles and responsibilities, including leadership roles, which are clearly defined and shared. Members are motivated to complete work in a timely manner and provide leadership in meetings.
- Communicate Effectively: Communicate openly and respectfully, listen to ideas, and support and encourage each other.
- Reconcile Disagreement: Welcome disagreement and use difference to improve decisions.
- Contribute Appropriately: Contribute to discussions, decision-making, and work. The work product is a collective effort.
- Develop Strategies for Effective Action: Use effective decision making processes to decide on action, share expectations for outcomes, and reach consensus on decisions.
- Adjust for Differences: Recognize and adapt to differences in background and communication style.

QUANTITATIVE LITERACY

ESLO 5: Oregon Tech students will demonstrate quantitative literacy.

Definition

Quantitative literacy comprises the ability to appropriately extract, interpret, evaluate, construct, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in students' everyday professional, civic, and personal lives.

Criteria for Quantitative Literacy Assessment

The following are criteria used in the assessment of student work:

- Calculate: Perform mathematical calculations correctly (and evaluate/confirm that they have done so).
- Interpret: Extract and interpret quantitative information presented in various commonly used forms (e.g., equations, graphs, diagrams, tables, prose).
- Construct Representations: Convert relevant quantitative information and data into different forms as appropriate (e.g., equations, graphs, diagrams, tables, prose).

- Apply in Context: Apply appropriate quantitative methods, draw justified conclusions, evaluate claims, and make decisions based on quantitative information. Make and evaluate key assumptions in estimation, modeling, and data analysis.
- Communicate: Effectively and accurately communicate quantitative information in writing and verbally using representations (e.g., equations, graphs, diagrams, tables, prose) that are appropriate for their intended audience.

DIVERSE PERSPECTIVES

ESLO 6: Oregon Tech students will explore diverse perspectives.

Definition

Recognition of diverse perspectives requires the self-awareness, intellectual flexibility, and broad knowledge that enables perception of the world through the eyes of others.[3] This includes the awareness and understanding of the customs, practices, and viewpoints of varied cultures, individuals, and identities.

Criteria for Diverse Perspectives Assessment

The following are criteria used in the assessment of student work:

- Recognize: Show awareness of one's own perspectives.
- Know: Demonstrate factual knowledge of the foundations of diverse perspectives.
- Understand: Display understanding of others' perspectives.
- Apply: Apply factual knowledge and understanding of diverse perspectives to their interactions with others.

[3] i.e., from the perspectives of diverse cultures and personalities, with consideration of varied places, histories, and technologies.

Appendix G: Six-Year Cycle and Work Plan for ESLO Subcommittees

Year 1: Design Assessment

Develop assessment plan identifying research questions targeting various levels of proficiency. The following tasks should be considered in developing the plan: review ISLO criteria, review ISLO mapping to the curriculum, develop or review rubrics, review past assessment reports. Set appropriate benchmarks for student attainment at various levels. Plan submitted to the Assessment Executive Committee for approval.

Year 2: Analyze Data

Aggregate and analyze data as defined in the assessment plan. Identify potential changes for continuous improvement considering both curricular changes and professional development. Submit written report summarizing findings to the Assessment Executive Committee, the Commission on College Teaching, the General Education Advisory Council, Academic Council and the Provost.

Year 3: Plan Improvements

Create action plan for improvement relating to curriculum including recommendations for curricular change, changes to ISLO criteria and/or rubrics, and changes to course approval process. Submit action plan to the General Education Advisory Council for approval and coordinate implementation with the appropriate bodies.

Design professional development to be implemented in year four based on plan for improvement considering ways to engage the university community including faculty, staff and students. In developing this plan research best practices and opportunities to collaborate with other institutions. Submit plan to the Commission on College Teaching.

Year 4: Engage the University

With the Chair of the Assessment Commission, present report of findings from year two and planned improvements from year three to the university at fall convocation. Coordinate with the Commission on College Teaching to launch the university-wide focus on outcome through professional development based on plan for improvement engaging faculty, staff and students.

Year 5: Evaluate Results

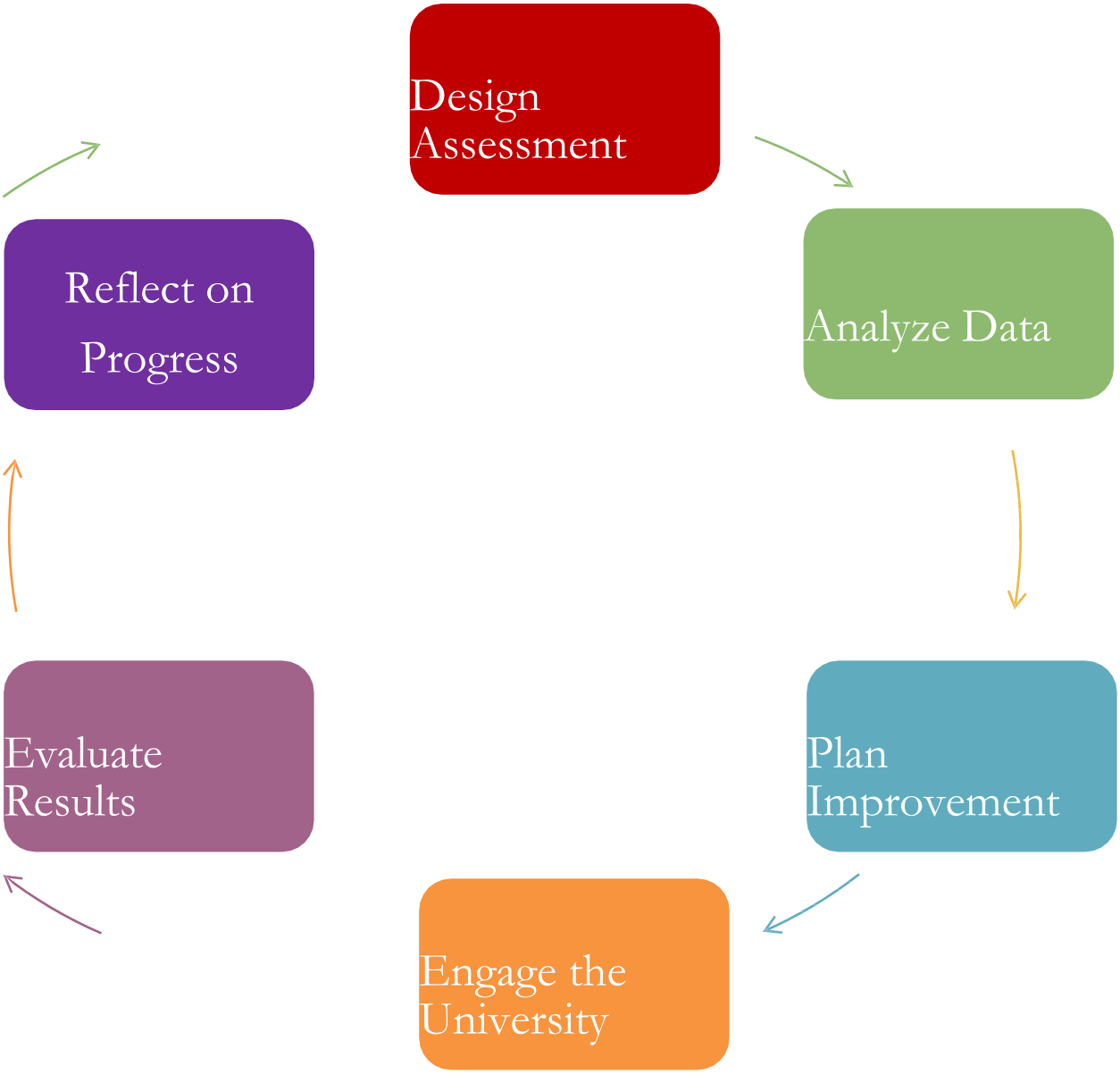
Aggregate and analyze data from targeted areas of weakness identified in the year two report. Prepare a written report indicating areas of improvement and/or recommendations for additional actions. Submit report to the Assessment Executive Committee, the Commission on College Teaching, the General Education Advisory Council, Academic Council and the Provost.

Year 6: Reflect on Progress

Reflect on improvements and consider innovative options for increasing success of all students. Activities could include: mapping outcome and criteria to state and national frameworks, comparing results to state and national benchmarks, looking at innovative teaching and assessment practices at other institutions, exploring possibilities for collaborations and involvement in state and national projects, seeking opportunities for grant funding to support plans for innovation

.

Continuous Improvement Cycle



Six-Year ISLO Cycle

		1	2	3	4	5	6
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Communication		Design	Analyze	Plan	Engage	Evaluate	Reflect
Inquiry and Analysis			Design	Analyze	Plan	Engage	Evaluate
Ethical Reasoning				Design	Analyze	Plan	Engage
Teamwork		Engage	Evaluate	Reflect	Design	Analyze	Plan
Quantitative Literacy	Analyze	Plan	Engage	Evaluate	Reflect	Design	Analyze
Diverse Perspectives	Design	Analyze	Plan	Engage	Evaluate	Reflect	Design

Appendix H: General Education Literature Review

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Appendix I: Oregon Tech Mission Statement

Oregon Institute of Technology, a member of the Oregon University System, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon's citizens and provides information and technical expertise to state, national and international constituents.

Core Themes:

☐ Applied Degree Programs

☐ Student and Graduate Success

☐ Statewide Educational Opportunities

☐ Public Service

Appendix J: ESLO Committee Membership

Communication

Matt Schnackenberg, Chair (2014-15)
Christopher Syrnyk, Chair (2015-16)
Kevin Brown
Roger Lindgren
Elizabeth Gordon
Aja Bettencourt-McCarthy
Ron Swisher
Sean St. Clair
Linda Young Cara
Calvo Mike Pierce
David Thaemert
Debbie McCollam
Hallie Neupert
Allan Douglas
Dan Ziriax

Ethical Reasoning

Yasha Rohwer, Chair
Teresa Wolfe, Chair (Fall 2014)
Travis Lund
Franny Howes
Jim Hulse Mike
Pierce
Claude Kansaku
Suzanne Hopper

Quantitative Literacy

Randall Paul, Chair (2015-16)
Matt Beekman, Chair (2014-15)
Richard Bailey
Kari Lundgren
Tara Guthrie
Gregg Waterman
Terri Torres
Jack Walker Kris
Rosenberg
Maria Lynn Kessler
Jim Fisher

Inquiry & Analysis

Seth Anthony, Chair
Yasha Rohwer, Co-chair (2014-15)
Melanie Arthur
Mehmet Vurkaç
Ryan Madden Jeff
Pardy Matthew
Sleep
Kelly Peterson-Fairchild
Lloyd Parratt
Lisa Taylor
Paula Russell
Christopher Syrnyk
Grant Kirby
Sherry Yang

Teamwork

Trevor Petersen, Co-chair
Dan Peterson, Co-chair
Kevin Brown
Evelyn Hobbs
Don McDonnell
Josie Hudspeth
Dongbin Lee
Robyn Wilde Joe
Stuart
Hugh Jarrard
Sharon Beaudry

Diverse Perspectives

Ben Bunting, Chair
Barry Canaday
Sharon Beaudry
Veronica Koehn
Hope Corsair
Deanne Pandozzi
Dibyajyoti Deb
Gregg Waterman
Ryan Madden
Joseph Maurer
Elizabeth Gordon

Appendix K: Timeline of Review

Spring 2012

GEAC submits request to the Provost to form an ad hoc committee to conduct a comprehensive review of general education

Winter 2013

- Provost issues charge
- Task force co-chairs appointed and membership formed

Spring 2013

- First meeting of the General Education Review Task Force (GERTF)
- Develop guiding principles
- Establish timeline for work
- Catalog resources and begin external review

Summer 2013

- External review of general education literature
- Monthly phone meetings by GERTF to discuss

Fall 2013

- GERTF retreat, September 10-11
- Convocation presentation—justification for work and project timeline
- Association for General and Liberal Studies—GERTF conference attendance
- Faculty forums—dot surveys (Klamath Falls and Wilsonville)
- Academic department visits—input about current general education program
- Faculty forum—internal review (results of faculty survey and department visits)
- GERTF subcommittees formed
- Stakeholder Input subcommittee conducted student and alumni surveys
- General education review website created

Winter 2014

- Outcomes and Assessment subcommittee conducted a review of ISLOs
- Structures and Processes subcommittee reviewed existing general education structures and processes
- Accreditation and Program Requirements subcommittee began to catalog general education requirements defined by programmatic accrediting bodies
- AAC&U General Education & Assessment conference in Portland—attendance by Oregon Tech team
- Faculty/Administrator meeting—presentation of draft rationale

Spring 2014

- Assessment Executive committee submits recommendations for changes to ISLOs and/or general education requirements to GERTF
- Structures and Processes subcommittee drafts governance structure to support general education

Summer 2014

- AAC&U General Education and Assessment Institute—GERTF team attends
- Conceptual model first formed
- Presentation to Executive Staff—progress report
- Mapping of co-curricular experiences with Students Affairs directors

Fall 2014

- Initial phone meetings with consultant—Ann Ferren
- Convocation presentation—program mapping curriculum to outcomes
- Outcomes subcommittees formed, draft definitions and criteria for assessment of outcomes
- Faculty forum—proposed changes to ISLOs
- Outcomes and Assessment subcommittee develop new assessment cycle

Winter 2015

- Outcomes subcommittees define learning experiences for attainment of ISLOs at progressively more challenging levels
- Broadcasting and Marketing subcommittee vet names for new general education program
- New institutional outcomes (ESLOs) approved by Assessment Executive committee and the Provost
- Database created from the fall mapping exercise
- Proposed governance structure presented by GERTF to the Provost and receives approval
- GERTF retreat with consultant Ann Ferren—review of outcomes subcommittee recommendations and model development

Spring 2015

- ESLO committees (formerly outcomes subcommittees) provide specific recommendations for outcomes pathways in the context of the draft model, looking for connections to other ESLOs
- Faculty/Administrator meeting—Essential Studies conceptual model presented along with governance structure and assessment cycle
- Academic department visits—feedback on model

Fall 2015

- Convocation presentation—update and timeline of GERTF work
- GERTF retreat—revisions to model and plan for feedback from ESLO
- Implementation of new governance structure with Director of Academic Excellence
- ESLO committee feedback on model
- Faculty forum—presentation of working model, mapping of program curriculum

- Academic department visits—feedback on working model
- GERTF retreat—consider feedback from ESLO committees and department visits

Winter 2016

- Broadcasting and Marketing subcommittee prepared FAQs—presented at Faculty/Administrator meeting and posted on review website
- GEAC develop course approval process
- GERTF rework of model based on fall input and finalize recommendations from the review

Spring 2016

- Presentation to ESLO committees and GERTF subcommittees—preview of final model and recommendations
- Presentation to Faculty Senate—vote to implement new model based on GERTF recommendations
- Presentation to Executive Staff—support for implementation
- Presentation to Provost's Leadership Team—commitment to support implementation and resource requests
- Presentation to Academic Council—request to support faculty through implementation
- Presentation at Faculty/Administrator meeting—GERTF final report and recommendations
- GERTF compile documentation from the review and prepare final report (this report) for submission to the Provost
- GEAC pilot Essential Studies course approval process
- Form Transfer Team to workout transfer agreements and processes through implementation
- Form ESSE Council to further define the Essential Studies Synthesis Experience and plan for implementation
- Broadcasting and Marketing subcommittee create Essential Studies marketing plan
- GERTF transfers responsibility of implementation to Academic Excellence Coordinating Committee on direction of the Provost

Appendix L: Essential Studies Synthesis Experience

The portions of the Essential Studies model described thus far do a great job of checking individual boxes -- helping ensure that students get a breadth of essential skills alongside (and within) a depth of technical expertise in their major.

But let's not lose sight of our broader (and common) purpose:

The world needs citizens (our graduates) who can think about "whole systems" and tackle cross-disciplinary problems.

And it's what employers[4] want, too:

- "Nearly all employers (91 percent) agree that for career success, a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major."
- "Nearly all employers (96 percent) agree that all college students should have experiences that teach them how to solve problems with people whose views are different from their own."
- "Nearly all employers (90 percent) give hiring preference to college graduates with skills that enable them to contribute to innovation in the workplace."

Explicitly bridging this gap is a natural fit for Oregon Tech, where our goals include:

From the Oregon Tech Strategic Plan:

- offering "small classes that enable them to practice the skill through project-based learning with the guidance of a professor practitioner."
- "teaching students in an environment that will reflect their life and work experiences while on campus and throughout their futures."
- "reflect[ing] the global environment in which our graduates will work"

… and aligns with our aspirations for connecting with our communities and offering personal and professional growth for students, faculty, and staff...

Again, from the Oregon Tech Strategic Plan:

- "continue building mutually beneficial relationships – and our reputational capital [...] so that our graduates are in even greater demand"
- developing "non-traditional partnerships with local communities."
- building "a culture of giving that creates enhanced philanthropy and success"
- "provide additional support for faculty and staff… including: a supported environment in which to innovate"

[4] Hart Research Associates. 2015. *Falling Short? College Learning and Career Success*. Washington, DC: Association of American Colleges and Universities.

So we propose, as the hallmark of the Essential Studies program,
the Essential Studies Synthesis & Application Experience (ESSE).

Taken around the junior year, it synthesizes all six of Oregon Tech's ESLOs into one experience in which a student uses "his or her cumulative learning to pursue a significant project related to a problem he or she defines."[5]

In contrast with capstones in the major, the ESSE is by definition interdisciplinary -- while students may draw upon their disciplinary expertise, they tackle problems best addressed by multi-disciplinary teams, and that lie at the intersections between fields -- between technology and society, between health and engineering -- and require them to work with others with different strengths and backgrounds.

Students' experiences with the ESSE, also prepare them for their more disciplinary capstone -- in which, on top of technical depth, face many of the same challenges in identifying problems, working within teams, analyzing data, confronting interpersonal and ethical difficulties, and communicating with others -- and together, these more effectively prepare students for the large, messy challenges and projects they'll encounter personally and professionally after graduation.

Key Outcomes

1. Collaborative problem solving -- Students work with others to complete a substantial project. Full understanding of the problem requires insights from multiple areas of study.
2. Synthesizing, connecting, transforming -- Students connect relevant experience and academic knowledge and make connections across disciplines and different perspectives. Students transform ideas or solutions into entirely new forms.
3. Transfer -- Students adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations. Students make explicit references to previous learning and apply knowledge and skills in innovative ways to comprehend and respond to novel situations.
4. Personal and social responsibility -- Students take informed and responsible action to address ethical, social, and environmental challenges in complex systems that exist in a global context and evaluate both the local and broader consequences of individual and collective interventions.
5. Use information effectively to accomplish a specific purpose -- Students synthesize in-depth information from relevant sources representing various points of view or approaches to fully achieve a specific purpose, with clarity and depth.
6. Communication -- Students demonstrate the ability to effectively communicate the results of their work using a medium and message appropriate to the context. Students uses quantitative information in connection with the argument or purpose of the work, present it in an effective format, and explicate it with consistently high quality.
7. Independent Learning -- Students display curiosity, initiative and independence as learners.

Potential Additional Outcomes

1. Creative and innovative thinking -- Students extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.
2. Civic engagement -- Students "work to make a difference in the civic life of our communities and develop the combination of knowledge, skills, values and motivation to make that difference [...] promoting the quality of life in a community, through both political and non-political processes." [6]

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[5] *The LEAP Challenge: Signature Work for All Students.* 2015. Washington, DC: Association of American Colleges and Universities.
[6] Civic Engagement VALUE Rubric. Washington, DC: Association of American Colleges and Universities.

Potential Examples:

- Sustainability in the Community: A 20-person class fans out in the community in 4-person teams, each working with a local business (or campus unit) that's interested in sustainability, to come with a customized plan that both incorporates more sustainable business practices and helps save the company money.
- Health Challenges in Developing Communities: A student group of 12 works with a local community in a developing country to install a solar water filtration system. While there, they examine the social and technical challenges surrounding its implementation, and, after returning, produce a set of recommendations to help ensure its continued functioning in context.
- Undergraduate Research in Materials: A team of biology and manufacturing/mechanical students field-tests a surface coating for cell phones laced with silver nanoparticles (known antibacterial agents). The group adapts methods from the literature to produce nanoparticles in the lab, apply them to surfaces, and test their effectiveness and efficacy in the field.
- Technology for Counseling: A team of computer science and psychology students collaborate to produce a conceptual design for a smartphone "app" that can helps connect students in crisis to support services, working to balance needs of students with the technical challenges of software design.
- Community STEM Engagement: Parallel teams of students from KF, Wilsonville, and Seattle identify local school districts short in STEM opportunities and propose (possibly even launch) a small-scale "connection" program that brings material from their majors into classrooms, both physically and virtually, using telepresence. Student teams at different sites learn from each others' findings and propose a structure for carrying forward these efforts in a sustainable way.
- Innovation and Entrepreneurship: Teams of students receive coaching and technical assistance from faculty mentors to develop a business plan and go-to-market strategies for their invention. The focus will be on the innovation of products based on emerging technologies that are ready for technology transfer. Teams compete against each other for limited resources in a Shark Tech pitch session.

What are the criteria for an ESSE (a.k.a. unsolved problems):

- How should we "define" an ESSE? Should they be courses with standing numbers? Should they be approved by someone or some body? Common syllabi or unique syllabi?
- How do we define the interdisciplinarity in a way that's meaningful, but not overly restrictive?
- Credit size: How many credit hours should this carry? If so, how much student work does that translate into?
- Timeline: Can we do this meaningfully in a single academic term? Over longer periods? Over shorter periods?
- How much foundational-level knowledge should be/could be pre-requisite? Where do we draw the line between a possible ESSE and a possible disciplinary capstone? (or is it OK if the line is blurry?)
- Faculty support: Could/should they be team-taught? How should key partners outside OIT participate, formally or informally?
- Are there "centers" or nuclei around which Oregon Tech could develop/identify lots of ESSE projects/problems?
- Can this be done in a "classroom" style (~20 students, with regular meetings)?
- Is there other instruction that should happen within/alongside the ESSE? (from humanities, communication, social science, management, or library (information literacy) faculty?)
- How should the learning outcomes (probably including all of the 6 ESLOs) be exhibited/assessed for all students?

- What support is needed to sustain this -- to support faculty in new types of teaching, to cultivate opportunities from outside OIT that present themselves? Does it require new dedicated faculty lines for this (if so, how many), or explicit reassignment of current faculty?

- Are we already doing this (or things like it) in various places in our curricula?

Initial Thoughts on ESSE criteria:

Individual ESSE's are defined and approved by their problem statement -- what challenge does the student team aim to address? These may be ongoing or recurring (and therefore repeatable "seminars") or unique, in response to challenges that arise in a specific time and place.

Addressing these problems must involve interdisciplinary work (work that draws upon multiple domains of inquiry -- social, humanistic, aesthetic, scientific, technical, etc.). Technical knowledge in a particular area (beyond foundation-level courses common to multiple majors) should not be a prerequisite for meaningful effort to tackle the defined problem. ESSEs should allow for cross-disciplinary enrollment.

Academic load:

- For a 3-credit ESSE (treated as "lab" hours), 90 hours of student work are expected, completed within the span of one academic year.

- ESSEs may fit within one academic term, but could also span several terms, or could occur in a shorter span of time (2 weeks).

- Team-mentoring of ESSEs by faculty is to be highly encouraged.

Faculty workload:

- While some ESSE experiences may be individually-mentored teams of 3-6 students, we anticipate that, for practical many will be larger ("classes" of 15-20, all tackling related problems connected to a common theme), allowing for workload crediting within existing guidelines.

Students' work product (a final report), must exhibit all ESLOs:

- Communication: Work must culminate in both a written and an oral presentation of recommendations or conclusions.

- Inquiry & Analysis - Must involve a clear "problem statement" as part of the course; final report should reflect high practicing/capstone-level Inquiry & Analysis

- Teamwork: Work must be carried out in teams; reflection on teamwork should be part of final report.

- Quantitative Literacy: Effective use of quantitative information must be part of final presentations.

- Ethical Reasoning: Ethical implications and concerns must be explicitly addressed in final paper or in reflections during project.

- Diverse Perspectives: Perspectives of others must be addressed in final paper or in reflections during project.

Appendix M: Implementation Timeline

Critical Path 2016-17