

**USG ACADEMIC PROGRAM PROPOSAL**  
(Effective 2/22/18)

**Institution: Middle Georgia State University**

**Date Completed at the Institution: November 1, 2018**

**Name of Proposed Program/Inscription: Master of Arts in Technical and Professional Writing**

**Degree: Master of Arts**

**Major: Technical and Professional Writing**

**CIP Code: 23.1303**

**School/Division/College: College of Arts and Sciences**

**Department: English**

**Anticipated Implementation Date: Fall 2020**

**Requesting Differential Tuition Rate**      \_\_\_\_\_ Yes<sup>1</sup>        X   No

**Delivery Mode (Check all that apply):**

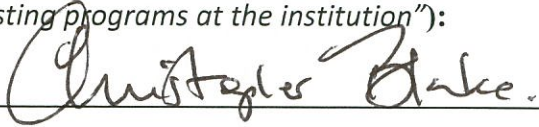
On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only <i>If this program will be offered online, within two weeks after Board approval, the USG institution must upload requisite information into Georgia ONmyLINE using the institutional PDA account. See Appendix II for the specific questions involved for Georgia ONmyLINE.</i>	<b>X</b>
Combination of on-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACSCOC	
Contractual Location (specify the location and timeframe/start and end dates):	

**<sup>1</sup> All documents and forms requesting a differential tuition rate must be submitted to the Office of Fiscal Affairs prior to Academic Affairs Review of the Degree Proposal.**

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**SIGNATURE PAGE**

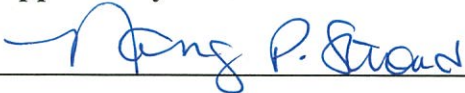
**Approval by the President** (“I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution”):

  
\_\_\_\_\_

**Approval by Vice President for Academic Affairs or Provost:**

  
\_\_\_\_\_

**Approval by Vice President for Finance/Business (or designee) and contact information:**

  
\_\_\_\_\_

**Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:**

  
\_\_\_\_\_

**Acknowledged by Vice President for Enrollment Management (or designee) for Recruitment:**

  
\_\_\_\_\_

- 1) **Forecast:** If this program was not listed on one of the past two-year academic forecasts provide an explanation concerning why it was not forecasted but is submitted at this time.

**Program was listed on forecast this academic year (2018-19)**

- 2) **Academic Framework:** Within the context of strategic planning of all resources and divisions within short-term and long-term perspectives, provide a narrative that explains campus leadership review and attention to newly institutionally approved programs within the last four years, low-producing programs, and post-approval enrollment analyses prior to approving the proposed program for submission to the system office.

**Middle Georgia State University's new Strategic Plan includes imperatives to grow enrollment with purpose and to own student success. A key institutional strategy is to develop academic pipelines and expanded degrees that provide seamless academic pathways for students. MGSU takes a disciplined approach to academic portfolio maintenance and development, and all existing and proposed academic programming is reviewed in relation to the MGSU strategic plan.**

**Campus leadership, including Fiscal Affairs and Academic Affairs, carefully studies the fiscal and enrollment assumptions of all proposed academic programs prior to moving them through the institutional approval process, ensuring that resource planning and enrollment projections are sound. Enrollment in all new newly established programs is monitored in the first three years of implementation with the institutional performance expectation that programs will pay for themselves in tuition and revenue by the fourth year.**

**Monitoring of enrollment and degree productivity of academic programs is also imbedded in regular institutional effectiveness processes at MGSU. Annual Deans Assessment includes enrollment and graduation analysis for all new and continuing academic programs. The University also conducts USG-mandated Comprehensive Program Review on a six-year cycle, ensuring that academic programs have viable enrollment and exceed USG-established thresholds for low-producing programs. Programs that are deemed to be low-performing through the Comprehensive Review process are placed under monitoring or are slated for deactivation. In the last year, MGSU terminated seven non-productive programs.**

**Recent USG post-approval enrollment and academic productivity reports document the health of Middle Georgia State's academic portfolio. The May 2016 Post-Enrollment Monitoring Report published by USG shows that MGA met or exceeded third year enrollment projections for 75% of new programs. On average, other State Universities only met enrollment projections for 48% of new programs. In the 2016 Academic Degree Productivity Report published by USG, Middle Georgia State University had the best productivity rating of all other institutions in the State University sector with only 1 program identified as low-producing. Fall 2018 census numbers from the USG place enrollment growth at over 6% and credit hour production at over 7% for the second-highest growth within the system. Finally, enrollment growth in graduate education has exceeded projections by 23% for fall 2018.**

- 3) **Rationale:** Provide the rationale for proposing the new academic program. (*In other words, does the state need the program; should your institution offer the program; and can your institution develop and implement the program.*)

**The English Department proposes a Master's Degree in Technical and Professional Writing to build upon the success of our current Graduate Certificate in Technical Writing and Digital Communication (composed of 5 graduate courses), which has been up and running for over a year. The creation of a Master's Level program in this field responds to requests by current and potential students who have asked for a fully formed graduate program to improve their credentials in Technical and Professional Writing and also to allow students to obtain financial aid for graduate studies, aid that is not available for certificate programs. We believe that building out the current Certificate (5 classes) to a M.A. program (10 classes) will enhance our ability to recruit students and increase our enrollment. The proposed 30 credit hour master's level program would be offered fully online, and we could recruit locally, regionally, and nationally. There is no similar technical and professional writing program offered in a USG system university in our immediate area, and no similar program offered in the region is available fully online. Because we have the credentialed faculty to build out the program and because the program is fully online, we have no additional expenditures associated with hiring additional full-time faculty or requesting additional space to house the program.**

- 4) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside the scope of the institutional mission and sector, provide the compelling rationale for submission.

**The Mission of our proposed program aligns with the Mission of Middle Georgia State University in the following ways:**

**Middle Georgia State University Mission Statement:**

“Middle Georgia State University educates and graduates inspired lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships and community engagement.”

**Office of Graduate Studies Mission Statement:**

“The Mission of the Office of Graduate Studies is to develop and offer graduate degrees suitable for working adults that address the needs of the region and anticipate a growing knowledge economy.”

**In support of these missions, the Department of English's M.A. in Technical and Professional Writing mission statement is as follows:**

**Unit Mission:** Middle Georgia State University's Master of Arts in Technical and Professional Writing teaches the knowledge and skills necessary for the analysis, design,

and production of documents within competitive business environments that value and reward high-level writing and digital acumen.

**Further, the English Department's creation of a new Master's level program meets strategies and imperatives listed Middle Georgia State University's Strategic Plan:**

### **Strategy 2**

Expand and enrich online instruction into new markets

### **Strategy 3; Imperative b:**

Increase Master's Degrees conferred

- 5) **Description and Objectives:** Program description and objectives (explain in narrative form).

**Middle Georgia State University's Master of Arts in Technical and Professional Writing teaches the knowledge and skills for the analysis, design, and production of documents for our high-tech age. The program prepares graduates for professional careers as technical and professional writers, editors, researchers, web-content managers, and related careers in education, advertising, human resources, business, government, non-profits, museums, marketing, and libraries. The program includes study in theories of rhetoric, the craft of technical and professional writing, and advanced digital literacy. The program also offers instruction in document design, document production, and editing. Other topics include visual rhetoric and multimedia composition, usability testing, project management, website development, and publishing across print and digital platforms.**

**PROGRAM GOAL 1: Graduates will assume roles as working professionals in fields such as technical writing or professional writing, management, public relations, advertising, editors, researchers, web-content managers, and related careers in education, advertising, human resources, business, government, non-profits, museums, marketing, libraries, IT, instructional design, and digital communication where there is a demand for skills that involve critical or complex thinking and the ability to communicate well, particularly in professional and technical writing across print and digital platforms.**

**PROGRAM GOAL 2: Graduates, having been immersed in a concentrated program of study that will broaden their knowledge and skills in technical and professional writing, digital communication, and web development for different professional environments, will continue to learn about and engage in new and emerging digital communication platforms, allowing them to adapt to future challenges as working professionals.**

- 6) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand academic offerings at the institution, the data to

provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area, and/or needs of regional employers.) (A list of resources, not exhaustive, is available on the public web link along with the proposal form at: [http://www.usg.edu/academic\\_programs/new\\_programs](http://www.usg.edu/academic_programs/new_programs))

**An array of Middle Georgia employers – news and media outlets, PR firms, real estate firms, museums, art galleries, publications, law offices, Robins Air Force Base, K-12 schools, local and regional colleges and universities, health services, local and state government offices, and area businesses (GEICO, Frito-Lay, Blue Bird, and YKK, among others) – value “soft” or “essential” critical thinking and communication skills in their working professionals. English, New Media, and IT graduates, for example, have completed internships or secured jobs at almost all of these Middle Georgia employers. Recent survey results, posted on American Express’s Open Forum (advice for business owners) by Bruna Martinuzzi, author of *Presenting with Credibility: Practical Tools and Techniques for Effective Presentations* (2012), indicate that the set of skills that employers most highly seek in current potential job candidates are writing, research, and critical thinking skills. The proposed M. A. in Technical and Professional Writing will challenge students to building strong skills in writing, research, critical thinking, and communication in both print and digital platforms. Students will also be required to engage in problem-solving, as they work in teams to develop and design communication models for different professional environments. A Master’s degree program which allows students to build technical writing and professional communication skills which are critical in today’s workforce would be a valuable credential for job-seekers and working employees in the Middle Georgia area. English graduates alone – almost 150 majors since the program’s inception – have consistently sought additional credentialing at the graduate level (an estimated 68% have gone on to participate in or complete graduate programs in English, teaching, library science, law, creative writing, and professional writing).**

- 7) **Demand:** Please describe the demand for the proposed program. Include in this description the supporting data from 1) existing and potential students and 2) requests from regional industries. How does the program of study meet student needs and employer requirements in terms of career readiness and employability, requirements to enter the profession, post-graduate study, and disciplinary rigor at the level required for professional success and advanced educational pursuits? (*In other words, how does the program of study prepare students for the next step?*)

**In terms of a master's level program of the kind we propose, there are no nearby USG state or regional universities offering a similar program. As a model of what we propose, Kennesaw State University (not in our region) has been very successful in its professional writing degree, which this degree can emulate. Our M.A. program will also have a strong coding concentration for high-end digital composition in a web environment. Building the master's degree program from the existing Graduate Certificate in Technical Writing and Digital Communication would allow us to capitalize on enrollment already present in the Certificate Program. As of summer 2018, we have approximately 12 students in the Certificate program. Those who are currently in the Certificate Program or who have completed the program could take an additional five courses to complete the master's level program. Additional**

enrollment streams might come from graduates of the following baccalaureate programs in existence at MGA: English (approximately 105 enrolled); New Media (approximately 150 enrolled); Interdisciplinary Studies (approximately 70 enrolled), Information Technology (approximately 703 students enrolled); and Business (approximately 840 students enrolled). With graduates in English from Mercer and other public universities in the area, we expect to pull students from undergraduate degrees who will want a more technical degree, especially as it prepares professionals of all kinds writing across various print and digital platforms. The proposed M.A. program would be offered fully online and will not require additional full-time faculty or physical resources.

- 8) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area, within the system as a whole, and within the proposing institution regardless of academic unit. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different or complementary to other USG degrees and majors.

**The proposed 30 credit hour master's level program would be offered fully online, and we could recruit locally, regionally, and nationally. There is no similar technical and professional writing program offered in a USG system university in our immediate area, and no similar program offered in the region is available fully online.**

**\*\*Two-step option directions:** Institutions that prefer to submit a new academic program proposal in two stages are required to answer questions #1 through #8 for system office preliminary review. This half-step will be shared with all system institutions and an affiliated system academic committee similar to practices that occur with a full, one-step proposal.

- 9.) Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?  
Yes \_\_\_ or No **X** (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Provost and Vice President for Academic Affairs) for the proposed academic program in Appendix I.

- 10.) Admission Criteria:** List the admission criteria for the academic program, including standardized test and grade point average requirements for admission into the program. Also, at what point (e.g., credit hours completed) are students admitted to the program.

**Admissions Requirements:**

- **A bachelor's degree from a regionally accredited college or university**
- **2.75 undergraduate GPA or better; or successful completion of Middle Georgia State University's Graduate Certificate in Technical Writing and Digital Communication**
- **Letter of application that states the applicant's interest in and goals for the program (preferably not to exceed 3 pages)**
- **For residents of Georgia, documentation of lawful residence**

**11.) Curriculum**

- Specify whether the proposed program requires full-time study only, part-time study only, or can be completed either full time or part time.

**Students may attend full or part-time; program may be completed attending full or part-time**

- If the proposed program will be offered online, describe measures taken by the academic unit to sufficiently deliver the program via distance education technologies and provide instructional and learning supports for both faculty and students in a virtual environment. Will the program be offered in an asynchronous or synchronous format?

**The proposed program will be delivered asynchronously (fully online). The existing Graduate Certificate in Technical Writing and Digital Communication is already offered fully online, and the build-out into a Master's degree with 5 additional classes, will be overseen by faculty already teaching in the Certificate program to ensure continuity, rigor, and best practices of online teaching. Additionally, Middle Georgia State University has a team of instructional technology staff who stand ready to assist in the online development of these 5 new courses.**



- List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word “new” beside new courses. Include a program of study.

## **The Master of Arts in Technical and Professional Writing**

**Middle Georgia State University’s Master of Arts in Technical and Professional Writing teaches the knowledge and skills for the analysis, design, and production of documents for our high-tech age. The program prepares graduates for professional careers as writers, editors, researchers, web-content managers, and related careers in education, advertising, human resources, business, government, non-profits, museums, marketing, and libraries. The program includes study in theories of rhetoric, the craft of technical and professional writing, and digital literacy. The program also offers instruction in document design, document production, and editing. Other topics include visual rhetoric and multimedia composition, usability testing, project management, website development, and publishing across print and digital platforms. The 30 semester credit hour program is offered fully online.**

### **Courses**

<b>ENGL 5106</b>	<b>Technical Writing in the Digital Age 3 credit hours</b>
<b>ENGL 5206</b>	<b>Public and Professional Writing (NEW) 3 credit hours</b>
<b>ENGL 5650</b>	<b>Theory and Practice in Editing and Style (NEW) 3 credit hours</b>
<b>ENGL 6100</b>	<b>Seminar in Landmark Reports and Papers (NEW) 3 credit hours</b>
<b>COMM 5000</b>	<b>Rhetoric: Written, Visual, and Oral Communication (NEW) 3 credit hours</b>
<b>NMAC 5108</b>	<b>Writing and Publishing in Digital Environments 3 credit hours</b>
<b>MCOM 5131</b>	<b>News Writing and Reporting (NEW) 3 credit hours</b>
<b>ITEC 5300</b>	<b>Web Development 3 credit hours</b>
<b>ITEC 5310</b>	<b>Human Computer Interaction 3 credit hours</b>
<b>ITEC 5320</b>	<b>Instructional Design 3 credit hours</b>

- State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses that are institutional requirements as defined in the Academic and Student Affairs Handbook, Section 2.3.1 and the Board Policy Manual, 3.8.1.

**30 credit semester hours**

- Within the appendix, append the course catalog descriptions for new courses and their prerequisite courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

**See APPENDIX FOR CATALOG DESCRIPTIONS OF COURSES**

- If this is an undergraduate program, how does or would the department/institution use eCore, eMajor, or dual enrollment?

**This is a Master's level graduate program**

- If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, telephone number, and full mailing address. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

**This is a Master's level graduate program**

12) PROGRAM OF STUDY-UNDERGRADUATE ONLY

**(N/A – this proposal is for a graduate program)**

Courses <i>(list acronym, number, and title)</i>	Hours
<b>Area A 1: Communication Skills</b> <i>(indicate the semester hour range)</i>	
<b>Area A 2: Quantitative Skills</b> <i>(indicate the semester hour range)</i>	
<p>Given the mathematics pathways that are available to students, what specific mathematics course is recommended of those listed below</p> <p>MATH 1001 – Quantitative Reasoning or  MATH 1101 – Mathematical Modeling  MATH 1111 – College Algebra (for non-STEM degrees)  MATH 1113 – Pre-calculus (for STEM degrees)</p> <p>Please note the Mathematics recommendations for programs of study in terms of USG math pathways at the following url : (<a href="http://www.completegeorgia.org/math-recommendations">http://www.completegeorgia.org/math-recommendations</a>).</p> <p>Indicate the institutional mathematics requirement in this space:</p>	
<b>Area B: Institutional Options</b> <i>(indicate the semester hour range)</i>	
<b>Area C: Humanities, Fine Arts, and Ethics</b> <i>(indicate the semester hour range)</i>	
<b>Area D: Natural Sciences, Mathematics, and Technology</b> <i>(indicate the semester hour range)</i>	
<b>Area E: Social Sciences</b> <i>(indicate the semester hour range)</i>	
<b>Area F:</b> <i>(indicate the semester hour range)</i>	
<b>Major Area Courses – Common Curriculum</b> <i>(indicate the semester hour range; and, annotate whether courses involve an internship or field experience)</i>	
<b>Concentration</b> <i>(indicate the semester hour range)</i>	
<b>Electives</b> <i>(indicate the semester hour range)</i>	
<b>Total Semester Credit Hours</b>	

**12a) PROGRAM OF STUDY- GRADUATE ONLY (provide the program of study).**

**The Master of Arts in Technical and Professional Writing**

Middle Georgia State University’s Master of Arts in Technical and Professional Writing teaches the knowledge and skills for the analysis, design, and production of documents for our high-tech age. The program prepares graduates for professional careers as writers, editors, researchers, web-content managers, and related careers in education, advertising, human resources, business, government, non-profits, museums, marketing, and libraries. The program includes study in theories of rhetoric, the craft of technical and professional writing, and digital literacy. The program also offers instruction in document design, document production, and editing. Other topics include visual rhetoric and multimedia composition, usability testing, project management, website development, and publishing across print and digital platforms. This 30 semester credit hour program is offered fully online.

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<b>ITEC 5320</b>	<b>Instructional Design 3 credit hours</b>

**TOTAL SEMESTER HOURS: 30**

**14) Alternative Curricular Pathway:** What alternative curricular pathways exist (for example for students who were not admitted to the major but are still in satisfactory standing at the

institutional level)? Please describe them below and describe how these students are advised about the alternative(s).

**Students may successfully complete our Graduate Certificate in Technical Writing and Digital Communications (consisting of 5 graduate courses) and be admitted into the Master's Degree in Technical and Professional Writing.**

**15) Prior Learning Assessment:** Does the program include credit for prior learning assessment? How will credit be assessed and for what specific courses in the curriculum inclusive of prerequisites? If this is not applicable, indicate "NA" in this section.

**NO**

**16) Open Educational Resources:** Does the program include open educational resources that have been assessed for quality and permissions, can be connected with related curricular resources, and are mapped to learning outcomes? If this is not applicable, indicate "NA" in this section.

**The courses do not include open education resources at this time. All attempts will be made to utilize low cost textbooks throughout the program.**

**17) Waiver to Degree-Credit Hour** (if applicable):

- All bachelor's degree programs require 120-semester credit hours.
- Master's level programs have a maximum of 36-semester hours. Semester credit-hours for the program of study that are above these requirements require a waiver to degree-credit hour request with this proposal.
- State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.
- This is not applicable for specialist in education and doctoral programs.

**This Master's Level Program requires 30 semester hours and does not exceed semester credit-hours for the program of study at this level.**

**18) Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

**Student learning outcomes are listed below. The program SLO's will be evaluated yearly as part of our annual assessment process and report:**

**Program Student Learning Outcomes:**

**SLO 1: Students will analyze and evaluate various rhetorical situations and technologies which affect writers' and users' perceptions of written work**

**SLO 2: Students will research, analyze, and evaluate the latest digital environments and web technologies to write and publish in print format and innovative digital platforms**

**SLO 3: Students will analyze and apply advanced theoretical approaches to editing and style.**

**19) Assessment:** Describe institutional programmatic assessments that will be completed to ensure academic quality, viability, and productivity.

**MGA has an assessment process in place for academic programs and uses a common template for assessment data plans and reports. The University's assessment process, which is cyclical in nature, requires regular submission of assessment plans and reports. The assessment process repeats in intervals to allow regular tracking of outcomes and documentation of continuous improvement. The Department of English will serve as the point of contact for collecting assessment data from the three academic units offering courses in the program. The Graduate Program Coordinator in English will collect and analyze the data. The assessment process is outlined below:**

- 1. Alignment of program goals and outcomes with the University's mission and Strategic Plan.**
- 2. Alignment of Program Goals with the Office of Graduate Studies Goals**
- 3. Assessment of program goals and student learning outcomes by graduate faculty and the Graduate Program Coordinator**
- 4. Analysis of results and identification of appropriate initiatives to foster continuous improvement by the Graduate Program Coordinator and the Office of Graduate Studies**
- 5. Reporting and use of results to foster program improvement and to guide ongoing planning and budgeting by Graduate Program Coordinator.**
- 6. Comprehensive Program Reviews as required by the USG at least every 5 years with periodic updates, normally at 3 years for a new program**

**The program will be assessed at regular intervals to ensure academic quality, viability, and productivity. Please see the APPENDIX for the proposed annual assessment plan.**

**20) Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

**N/A**

**21) SACSCOC Institutional Accreditation:** Is program implementation contingent upon SACSCOC action (e.g., substantive change, programmatic level change, etc.)? Please indicate Yes or No.  
YES Middle Georgia State University will notify SACSCOC that we are adding this degree but the Institutional Liaison has determined that this is not a substantive change and does not represent a significant departure.

**ENROLLMENT SECTION** (*Consult with Enrollment Management*)

**22) Recruitment and Marketing Plan:** What is the institution’s recruitment and marketing plan? What is the proposed program’s start-up timeline.

Once the program is approved at the University System of Georgia and SACSCOC has been notified, the Office of Graduate Studies (OGS) will work with the School of Arts and Sciences and the Department of English to begin contacting juniors and seniors in the current baccalaureate programs that produce students who may be interested in the new Master’s degree in Technical and Professional Writing. This outreach will involve letters and emails followed-up by public information sessions that will be co-hosted by OGS and the Department of English, and the Department of Media, Culture, and the Arts, and the School of Information Technology. Selected faculty and OGS staff will visit classrooms to discuss applications processes for interested students; after these classroom visits, summary information will be posted through the instructional platform of Brightspace/D2L.

Additionally, the Alumni Affairs Office maintains a list of alumni who can be contacted by highly personalized call campaigns, as well as through its social media platforms. OGS will also push social media messages through Twitter, Facebook, and other platforms. Faculty and support staff will attend graduate fairs throughout the region to provide information for interested applicants.

As with all new graduate programs, Marketing and Communications will work with the school to develop adverting brochures and cards whose content will also be pushed through digital advertising and its social media platforms. Marketing and Communication will additionally develop select print and outdoor advertising strategies as it has done with other graduate programs.

OGS always maintains an up-to-date web presence linked to the Academic Affairs site. When a new program is approved, an individual page is created for the program and a graduate program coordinator is identified to work with the Graduate Admissions Specialist to answer questions for prospective students.

**23) Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.

- a) Will enrollments be cohort-based? Yes\_\_\_\_ or No **X** (place an X beside one)
- b) Explain the rationale used to determine enrollment projections.

**The courses (10) will be offered online. Students who take 5 classes the first year (2-2-1) and 5 classes the second year (2-2-1) can finish in two years.**

**Projected enrollment the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year?**

- a. 2020 11
- b. 2021 16
- c. 2022 24
- d. 2023 34

Example for Enrollment and Credit Hour production

	First FY2020	Second FY2021	Third FY2022	Fourth FY2023
Shifting from Other Majors	-	-	-	-
New to Institution - Transfer	3	8	8	10
Continuing	8	16	24	34
Total Majors	11	16	24	34
Total taking Grade Level Courses @ 15 semester hours per year (3 semesters) over two years	330	480	720	1020



## 22) Faculty

- a) Provide the total number of faculty members that will support this program: 12
- b) Submit your SACSCOC roster for the proposed degree. Annotate in parentheses the person who will have administrative responsibility for the program. Indicate whether any positions listed are projected new hires and currently vacant.

### **SEE APPENDIX FOR THE FACULTY ROSTER**

- c) Does the institution require additional faculty to establish and implement the program?  
Yes or No. NO Please indicate your answer in the space provided.

Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources. Explain clearly whether additional faculty hires can be supported with institutional funds.

**No new full-time faculty are required at this time.**

Administrative Oversight of Proposed Program:

**The Chair of the Department of English will supervise the Graduate Program Coordinator in English for the M. A. in Technical and Professional Writing program. The English Department's Graduate Program Coordinator will report directly to the Chair of the English Department and will have oversight of the program of the program. The Chair of the English Department and the Graduate Program Coordinator will coordinate recruitment, admission, progression, graduation of students, and the assessment of program curriculum and quality with the Dean of the Office of Graduate Studies. The Dean of Graduate Studies reports directly to the Provost and VP of Academic Affairs.**

## 23) Fiscal, Tuition, and Estimated Budget

- a) Describe the resources that will be used specifically for the program.

See “Budgets by Fiscal Years” below

- b) Does the program require a tuition cost structure different from or above a regular tuition designation for the degree level? Yes \_\_\_\_\_ or No   X   (place an X beside one)
- c) Does the program require a special fee for the proposed program? Yes \_\_\_\_ or No   X   (place an X beside one)
- d) If the program requires a different tuition cost structure or special fee, such requests require approval through both the Committee on Academic Affairs (for the academic program) and the Committee on Fiscal Affairs (for the tuition increase or special fee designation). The resultant tuition and/or fee request for a new degree is to be submitted to both the academic affairs and fiscal affairs offices. Complete Appendix III that includes information for a differential tuition cost structure involving a proposal for a new academic program.

**There is no different tuition cost or special fees.**

- e) Note: The web link for approved tuition and fees for USG institutions is located at the following url: [http://www.usg.edu/fiscal\\_affairs/tuition\\_and\\_fees](http://www.usg.edu/fiscal_affairs/tuition_and_fees)
- f) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**
- g) For Expenditures (*ensure that the narrative matches the table*):
- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
- The program will not require any capital expenditures since we already have baccalaureate program in place and the new program is online. Additional expenditures, such as supplies and marketing funds, will be minimal and are included in the budget. The program will require an investment from the university for two years. MGA expect this investment to be manageable and payable out of general institutional funds.**
- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently

being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

**The budget for the program allocates 10% of the Chair's salary, 10% of the English Graduate Coordinator, and 10% of the Graduate School Dean's salary. Courses for this program will be taught as overloads or summer courses by existing faculty.**

h) For Revenue (*ensure that the narrative matches the table*):

- i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

**The MSAE will require the use of existing funds in Years 1 (\$46,481) and 2 (\$5,994). MGA will use general institutional funds to cover these balances. MGA has seen increased enrollment this fiscal year and plans to continue that growth through recruitment and retention efforts; thus, we do not foresee this being an issue.**

- ii. Explain how the new tuition amounts are calculated.

**The proposed core graduate rate is \$255/ credit hour for classes. In Year 1, MGA expects a total of 180 credit hours for total revenue of \$45,900. In Year 2, there will be a total of 357 hours for a total of \$91,035. Year 3 total is \$122,400 (480 total hrs. X \$255). Year 4 total is \$196,605 = (771 total hours X \$255). These calculations do not include any increase in tuition.**

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

**The only student fee we have budgeted for the MSAE is the institutional fee. This is calculated at 25 instances \* 250 = \$6,250 in Year 1. In Years 2, 3, and 4, it goes up to \$11,250, \$17,000, and \$24,250 respectively.**

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

N/A

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

**None included.**

- i) Revenue Calculation: Provide the revenue calculation, in other words, the actual calculation used to determine the projected tuition revenue amounts for each fiscal year involving start-up and implementation of the proposed program.

	First Fiscal Year 2020	Second Fiscal Year 2021	Third Fiscal Year 2022	Fourth Fiscal Year 2023
<b>REVENUE SOURCES</b>				
Source of Funds				
Reallocation of existing funds	46,481	5,994		
Student Tuition (New and Continuing)	45,900	91,035	122,400	196,605
Student Fees	6,250	11,250	17,000	24,250
<b>Grand Total Revenues</b>	<b>98,631</b>	<b>108,279</b>	<b>139,400</b>	<b>220,855</b>
Credit Hours by Semester for Program				
1st Year				0
	Fall	6 Spring	9 Summer	6
FY20	5 N	5 C	5 C	5 N
		5 N	5 C	5 N
	5	10	10	25
	Fall	9 Spring	6 Summer	9
FY21	5 C	8 C	8 C	8 C
	8 N	8 N	8 N	8 N
	13	16	16	45
	Fall	6 Spring	9 Summer	6
FY22	8 C	12 C	12 C	12 C
	12 N	12 N	12 N	12 N
	20	24	24	68
	Fall	9 Spring	6 Summer	9
FY23	12 C	17 C	17 C	17 C
	17 N	17 N	17 N	17 N
	29	34	34	97

- j) When Grand Total Revenue is not equal to Grand Total Costs:
- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

**The shortfalls for the program will be covered from general institutional funds. As the program grows, credit hours will increase, producing more tuition revenue and also increasing state appropriations.**

- ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

**If the projected enrollment is not realized, MGA will rely on general institutional funds to cover the shortfall.**

- iii. If the projected enrollment is not realized, what are your next action steps in terms of bolstering the program, potentially altering the program, teach-outs, a planned phase-out, etc.?

**If the projected enrollment is not realized, MGA will reassess recruitment efforts. We can also easily scale back the needed classes (and thus expenditures) based on the number of students.**

**BUDGETS BY FISCAL YEAR:**

<b>Masters of Art in English Proposed Budgets by Fiscal Year</b>					
	First	Second	Third	Fourth	
<b>REVENUE SOURCES</b>	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	
Source of Funds					
Reallocation of existing funds	46,481	5,994	-	-	
Students Tuition	45,900	91,035	122,400	196,605	
Student Fees	6,250	11,250	17,000	24,250	
<b>Grand Total Revenues</b>	<b>98,631</b>	<b>108,279</b>	<b>139,400</b>	<b>220,855</b>	
<b>EXPENSES</b>					
EXPENSES					
Personnel - Reassigned or Existing					
10% of Dept Chair English	8,938	9,206	9,482	9,766	
10% of English Grad Coord	6,000	6,180	6,365	6,556	
10% of Grad School Dean	12,463	12,837			
Faculty					
Overloads	15,000	15,000	15,000	15,000	
Summer Faculty	15,400	25,782	15,154	26,555	
Fringe Benefits @ 40%/30%	20,080	23,524	15,385	18,995	
<b>TOTAL EXISTING Personnel Costs</b>	<b>77,881</b>	<b>92,529</b>	<b>61,386</b>	<b>76,872</b>	
Personnel - New					
Grad Assistants	10,000	10,000	10,000	10,000	
<b>TOTAL NEW Personnel Costs</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>	
Operating Costs					
Supplies/Expenses	500	500	500	500	
Travel	250	250	250	250	
Library/Learning resources	-	-	-	-	
Advertising	10,000	5,000	5,000	5,000	
<b>Total Recurring Costs</b>	<b>10,750</b>	<b>5,750</b>	<b>5,750</b>	<b>5,750</b>	
<b>GRAND TOTAL COSTS</b>	<b>98,631</b>	<b>108,279</b>	<b>77,136</b>	<b>92,622</b>	
<b>NET REVENUE / (EXPENSE)</b>	<b>-</b>	<b>-</b>	<b>62,264</b>	<b>128,233</b>	

**Notes:**

Revenue Rate: Tuition is at the projected graduate rate of \$255 / CH

Overload Rate: Overload Rate of \$3000 per 3 credit hour class

Summer Allocation: 11% of salary for each class taught

## 24) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	N/A- Program is fully online
b.	Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)	
	<b>Type of Space</b>	<b>Comments</b>
i.	Construction of new space is required (x).-→	None
ii.	Existing space will require modification (x). →	None
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	N/A
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	None
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	None
vi.	Indicate whether existing space will be used.	N/A
<b>c. If new space is anticipated, provide information in the spaces below for each category listed:</b>		
i.	Provide the estimated construction cost.	N/A
ii.	Provide the estimated total project budget cost.	N/A
iii.	Specify the proposed funding source.	N/A
iv.	What is the availability of funds?	N/A
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	N/A
vi.	How will the construction be funded for the new space/facility?	N/A
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	N/A

<b>d. If existing space will be used, provide information in the space below.</b>				
Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.				
N/A				
<b>e. List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)</b>				
i.	<b>No. of Spaces</b>	<b>Type of Space</b>	<b>Number of Seats</b>	<b>Assignable Square Feet (ASF)</b>
		Classrooms		
		Labs (dry)		
		Labs (wet)		
		Meeting/Seminar Rooms		
		Offices (Faculty Offices)		Already assigned (in use)
		Other (specify)		
<b>Total Assignable Square Feet (ASF)</b>				
<b>ii. If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.</b>				
N/A				
<b>Chief Business Officer or Chief Facilities Officer Name &amp; Title</b>		<b>Phone No.</b>	<b>Email Address</b>	
Nancy P. Stroud EVP		478-471-2863	nancy.stroud@mga.edu	
		Signature	Nancy Stroud	
<b>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</b>				



**FINAL NOTE:**

**Appendices that do not apply to the proposed program should not be attached.**

# APPENDIX I

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

# APPENDIX I – Course Catalog Descriptions

## The Master of Arts in Technical and Professional Writing

Middle Georgia State University's Master of Arts in Technical and Professional Writing teaches the knowledge and skills for the analysis, design, and production of documents for our high-tech age. The program prepares graduates for professional careers as writers, editors, researchers, web-content managers, and related careers in education, advertising, human resources, business, government, non-profits, museums, marketing, and libraries. The program includes study in theories of rhetoric, the craft of technical and professional writing, and digital literacy. The program also offers instruction in document design, document production, and editing. Other topics include visual rhetoric and multimedia composition, usability testing, project management, website development, and publishing across print and digital platforms. The 30 semester credit hour program is offered fully online.

### Courses

ENGL 5106	Technical Writing in the Digital Age 3 credit hours
ENGL 5206	Public and Professional Writing (NEW) 3 credit hours
ENGL 5650	Theory and Practice in Editing and Style (NEW) 3 credit hours
ENGL 6100	Seminar in Landmark Reports and Papers (NEW) 3 credit hours
COMM 5000	Rhetoric: Written, Visual, and Oral Communication (NEW) 3 credit hours
NMAC 5108	Writing and Publishing in Digital Environments 3 credit hours
MCOM 5131	News Writing and Reporting (NEW) 3 credit hours
ITEC 5300	Web Development 3 credit hours
ITEC 5310	Human Computer Interaction 3 credit hours
ITEC 5320	Instructional Design 3 credit hours

**TOTAL SEMESTER CREDIT HOURS: 30**

## **ENGL 5106: Technical Writing in the Digital Age**

Prerequisite: Admission to the Program or Permission of the Graduate Coordinator

The course provides intensive study of principles and strategies in composing technical documents. It promotes sophisticated analysis of audience and develops nuanced rhetorical skills for crafting succinct, optimally readable documents in a variety of print and digital genres. Three credit hours.

Students will:

- analyze purpose and audience considerations in a range of rhetorical contexts;
- analyze, evaluate, and implement principles of document design;
- conduct in-depth and advanced research;
- craft optimally readable documents in various genres.

## **ENGL 5206: Public and Professional Writing**

Prerequisite: Admission to the Program or Permission of the Graduate Coordinator

The course develops advanced skills in composing and publishing business, professional, and public-sector communications, emphasizing visual design, graphics, desktop publishing, and document management systems. Projects range from small-scale promotional materials to formal proposals and grant-writing. Three credit hours.

Students will:

- analyze purpose and audience considerations in a range of rhetorical contexts;
- analyze, evaluate, and design visually effective business documents using a variety of common professional software;
- design and generate rhetorically sophisticated documents of various purposes in a variety of print and digital environments.

## **ENGL 5650: Theory and Practice in Editing and Style**

Prerequisite: Admission to the Program or Permission of the Graduate Coordinator

The course develops skills in editing texts in workplace environments, with a focus on practical, theoretical, and political implications. It promotes polished mastery of grammar and style essential to professional writers and appreciation of a broad range of nuanced rhetorical situations. Three credit hours.

Students will:

- write for a variety of rhetorical situations;
- apply skills in advanced grammar, mechanics, and diction in composition;
- analyze and apply theoretical approaches to editing and style.

## **ENGL 6100: Seminar in Landmark Reports and Papers**

Prerequisite: Admission to the Program or Permission of the Graduate Coordinator

The course analyzes landmark reports and papers within the context of public discourse through various communication channels and within a variety of discourse communities. Documents of such magnitude as the *9/11 Commission Report*, the *Warren Commission Report*, the *Starr Report*, the *Federalist Papers*, the *Strategic Defense Initiative*, the *Tower Commission Report*, and the *Watergate Documents* will be examined. Three credit hours.

Students will:

- analyze selected published reports and papers within the context of public discourse;
- analyze public discourse channels and communities related to the selected published reports and papers;
- analyze cultural impact and significance of selected published reports and papers.

## **COMM 5000: Rhetoric: Written, Visual, and Oral Communication**

Prerequisite: Admission to the Program or Permission of the Graduate Coordinator

The course covers contemporary rhetorical theory and its development from classical rhetoric. The course emphasizes the impact of rhetorical theory on composition. Students will apply rhetorical theory in oral, written and visual compositions. Critical analysis of discourses, to include the realms of politics, institutions, law, medicine, religion, education, science, and the media, will be studied. Three credit hours.

Students will:

- analyze and use a variety of persuasive techniques in a variety of communicative contexts;
- understand a range of histories and theories of rhetoric from the classical period through the twentieth century;
- present, explain, and analyze major positions in rhetorical theory.

## **NMAC 5108: Writing and Publishing in Digital Environments**

Prerequisite: Admission to the Program or Permission of the Graduate Coordinator

The course examines composition through the theory and practice of digital writing. It examines the ongoing evolution of writing and publishing in digital environments and its impact on personal, professional, and community-based projects. It prepares graduate students to analyze and solve design problems related to rhetorical delivery and content management in digital and online contexts. Individual and collaborative projects will require students to work flexibly across various digital platforms. Three credit hours.

Students will:

- develop rhetorically appropriate writing, organization, and design skills for publishing in electronic environments;
- apply best-use writing conventions in differing digital environments;
- practice collaboration as an integral aspect for publishing in electronic environments.

### **MCOM 5131: News Writing and Reporting**

Prerequisite: Admission to the Program or Permission of the Graduate Coordinator

The course develops skills in news writing and reporting, including feature writing and press releases, with advanced focus on communication theory, research, ethics, and writing across various media platforms. Three credit hours.

Students will:

- understand and apply communication theories in news writing and reporting;
- research and write for various media platforms;
- analyze and apply ethical principles in news writing and reporting.

### **ITEC 5300 Web Design and Development**

Prerequisite: Admission to the Program or Permission of the Graduate Coordinator

This course includes a comprehensive coverage of web page design theory and development technologies. Students will use HTML, CSS, jQuery, and popular frameworks to develop responsive, mobile-first websites. Other topics include web site marketing, hosting, and accessibility issues. Critical thinking will be encouraged through web development projects, course discussions, and research on web accessibility and the use of web pages as communication tools. Three credit hours

Students will:

- Develop web pages using HTML and CSS
- Create dynamic and interactive web content using jQuery
- Develop a responsive website using existing web frameworks
- Identify current and emerging web accessibility issues by reviewing the research literature
- Compare and Contrast the different types of web hosting options
- Identify options for website marketing
- Evaluate and validate web documents for conformance to the latest W3C markup standards
- Analyze and evaluate web pages for conformance to Section 508 and W3C accessibility standards
- Design web pages using common web design principles

## **ITEC 5310 Human Computer Interaction**

Prerequisite: Admission to the Program or Permission of the Graduate Coordinator

This course covers the theory of human-computer interaction, user interface design, and usability analysis. Students will learn principles and guidelines for usability, quantitative and qualitative analysis methods, and apply them through critiques of existing interfaces and development of new ones. Topics covered will also include cognitive models, task analysis, psychology, experimental design, and prototyping methods. Three credit hours.

Students will:

- Analyze and design strategies for solving interface problems associated with human social, cognitive, and behavioral issues
- Understand and utilize the scientific user-task analysis approach to generate meaning and assess research based information systems solutions for cognitive or social interface issues.
- Develop a research-based paper to extend the human computer interaction (HCI) literature base or extend on a current HCI problem.
- Use the human computer based interface literature to aid in discovering problem solving through researching out various scholarly models.
- Demonstrate mastery in participant observation in UTA examination to formulate scientific questions
- Understand how to compile and complete a UTA report

## **ITEC 5320 Instructional Systems Design**

Prerequisite: Admission to the Program or Permission of the Graduate Coordinator

This course examines the processes of instructional systems design within a project-based context. Practical aspects of instructional or learning systems design in the classroom and workplace are learned while completing project work. This course also provides a study of the principles of designing and developing instructional content to communicate technical information for the Web and other environments for both technical and non-technical users. The course will help students analyze, apply, and evaluate principles of the instructional design process to develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Three credit hours

Students will:

- Define the process of instructional design.
- Compare and contrast several current models of instructional design.
- Describe and apply the components of a systematic design process, their rationales, and uses.
- Use a systematic design process in performing an analysis of learning context, analysis of learners, analysis of learning tasks, and in design and development of assessments.
- Use technology to produce instructional material and select appropriate media for a given instructional design strategy.
- Design and evaluate instruction using an appropriate evaluation technique.

# APPENDIX I – ASSESSMENT PLAN

## Master of Arts in Technical and Professional Writing

### PART I: UNIT AND PROGRAM SUMMARY INFORMATION

Program Data			
<b>Degree Level</b>	M. A.	<b>Degree Program</b>	Technical and Professional Writing
<b>School</b>	College of Arts and Sciences	<b>Department</b>	English
<b>Contact</b>	Dr. Amy Berke, Chair	<b>CIP Code</b>	23.1303
Unit Mission			
<b>Unit Mission:</b> Middle Georgia State University’s Master of Arts in Technical and Professional Writing teaches the knowledge and skills necessary for the analysis, design, and production of documents within competitive professional environments that value and reward high-level writing and digital acumen.			



## Program Goals

### Program Goals:

PROGRAM GOAL 1: Graduates will assume roles as working professionals in fields such as technical writing or professional writing, management, public relations, advertising, editors, researchers, web-content managers, and related careers in education, advertising, human resources, business, government, non-profits, museums, marketing, libraries, IT, instructional design, and digital communication where there is a demand for skills that involve critical or complex thinking and the ability to communicate well, particularly in professional and technical writing across print and digital platforms.

PROGRAM GOAL 2: Graduates, having been immersed in a concentrated program of study that will broaden their knowledge and skills in technical and professional writing, digital communication, and web development for different professional environments, will continue to learn about and engage in new and emerging digital communication platforms, allowing them to adapt to future challenges as working professionals.

## PART II: CURRICULUM ALIGNMENT AND MAPPING

N/A

## PART III: STUDENT LEARNING OUTCOMES

### Student Learning Outcomes

**Student Learning Outcomes:** SLOs describe in concrete, measurable terms what program goals mean. They describe the knowledge, skills, abilities, capacities, attitudes, or dispositions you expect students to acquire in your **program**. SLOs describe what faculty deem important for students in the program to know, think, do, or value upon completion of the program. SLOs should be clearly stated and achievable. They should meaningfully define the educational objective, and, where possible, indicate desired level of attainment. Finally, SLOs must be assessable.

**SLO 1: Students will analyze and evaluate various rhetorical situations and technologies which affect writers' and users' perceptions of written work.**

**SLO 2: Students will research, analyze, and evaluate the latest digital environments and web technologies to write and publish in print format and innovative digital platforms.**

**SLO 3: Students will analyze and apply advanced theoretical approaches to editing and style.**

### SLO Assessment and Analysis

SLO	Methods of Assessment	Where/When Tested?	Measure of Success	Analysis of Assessment Results
SLO 1	<p><b>ENGL 5106:</b> A major technical writing project of 10-12 pages at a level of rhetorical and design sophistication exceeding undergraduate outcomes</p> <p><b>COMM 5000:</b> a major paper of 10-12 pages that analyzes major positions in rhetorical theory in ways that exceed undergraduate outcomes</p>	<p><b>ENGL 5106</b> <b>COMM 5000</b></p>	<p>85% of students in the program will earn a score of 85% or higher on the assessment</p>	
SLO 2	<p><b>NMAC 5108:</b> A final collaborative multi-modal digital communication project for a real-world client, analyzed, designed, published, and evaluated at a level of sophistication exceeding undergraduate</p>	<p><b>NMAC 5108</b> <b>ITEC 5300</b></p>	<p>85% of students in the program will earn a score of 85% or higher on the assessment</p>	

	<p>outcomes.</p> <p><b>ITEC 5300:</b> A final website project of 1 homepage plus at least 10 content pages at a level of sophistication in writing, publishing and digital design exceeding undergraduate outcomes.</p>			
SLO 3	<p><b>ENGL 5650:</b> A major editing project manifesting sophisticated appreciation of practical, theoretical, and political contexts for multiple audiences, exceeding undergraduate outcomes.</p> <p><b>ENGL 6100:</b> Substantial written analysis of practical, theoretical, and political concerns manifest in stylistic and editorial decisions implicit in a published document of significant cultural import.</p>	<p><b>ENGL 5650</b> <b>ENGL 6100</b></p>	<p>85% of students in the program will earn a score of 85% or higher on the assessment</p>	

***See Appendix for Assessment Rubrics***

**Prior Cycle Student Learning Initiatives**

List and analyze all initiatives from previous assessment cycle. Compare actual results to measures of success.

N/A

**New Student Learning Initiatives: Use of Results**

N/A

**Budget Considerations**

Using the data/results/ initiatives above describe if there is any change in funding needs for the program.

N/A

A budget adjustment is needed for this "Closing the Loop" initiative:  Yes  No

**This documentation must be used for funding requests sent to VPAA in budgeting cycle.**

**PART IV: Complete College Georgia (CCG) Metrics**

<b>CCG Metrics</b>
<p><b>CCG Metrics:</b> In support of Middle Georgia State College’s Complete College Georgia (CCG) initiative, units will track and analyze (1) program enrollment (2) numbers of degrees conferred in the program (3) timely completion of degree (measured by student credit hours at graduation). Units may also track course completion ratios for select classes. Units must establish measures of success (benchmarks) in each target area on an annual basis. Data will be supplied by the Office of Institutional Effectiveness in May of each year.</p>
<b>Enrollment</b>
Prior Cycle Measure of Success: <b>N/A</b>
Data:
Data Analysis:
New Measure of Success:
<b>Degrees Conferred</b>
Prior Cycle Measure of Success: <b>N/A</b>
Data:
Data Analysis:
New Measure of Success:
<b>Credit Hours at Graduation</b>
Prior Cycle Benchmark: <b>N/A</b>
Data:
Data Analysis:
New Measure of Success:

**Prior Cycle CCG Program Initiatives**

List and analyze all CCG initiatives from previous assessment cycle. Compare actual results to measures of success.

N/A

**New CCG Initiatives: Use of Results**

N/A

**Budget Considerations**

N/A A budget adjustment is needed for this "Closing the Loop" initiative:  Yes  No

**If yes, complete the "Closing the Loop" Budget Adjustment Justification form.**

**ASSESSMENT PLAN:  
RUBRICS FOR METHODS OF ASSESSMENT**

# ENGL 5106 Technical Writing in the Digital Age

## Major Assignment Assessment Rubric

**SLO 1:** Students will analyze and evaluate various rhetorical situations and technologies which affect writers' and users' perceptions of written work

**Major Assignment:** A major technical writing project of 10-12 pages at a level of rhetorical and design sophistication exceeding undergraduate outcomes.

Elements	Inadequate	Adequate	Superior
<b>Document design</b>	Poorly organized, ineffective or inconsistent in visual elements, thin or inadequate use of pertinent technologies	Adequately organized, moderately appealing in visual terms, acceptable use of pertinent technologies	Clearly organized with professional-caliber visual appeal, strong and effective use of pertinent technologies
<b>Rhetorical considerations</b>	Ineffective appreciation of target audience(s), weak in tactics of persuasion	Reasonably effective appreciation of target audience(s), somewhat persuasive	Excellent, nuanced appreciation of target audience(s), highly persuasive
<b>Proposal substance</b>	Faulty, incomplete, or thin in elaboration of core proposal elements	Fundamentally acceptable elaboration of core proposal elements	Impressively thorough and effective elaboration of core proposal elements
<b>Research</b>	Inadequately or thinly researched	Moderately effective in research	Thorough, professional-caliber research
<b>Clarity and correctness</b>	Contains a significant number of errors in grammar, punctuation, mechanics, and/or diction	Contains a few errors but is generally sound in grammar, punctuation, mechanics, and diction	Virtually flawless in grammar, punctuation, mechanics, and diction—professional quality



# ENGL 5650: Theory and Practice in Editing and Style

## Major Assignment Assessment Rubric

**SLO 3:** Students will analyze and apply advanced theoretical approaches to editing and style.

**Major Assignment:** A major editing project manifesting sophisticated appreciation of practical, theoretical, and political contexts for multiple audiences, exceeding undergraduate outcomes.

Elements	Inadequate	Adequate	Superior
<b>Editing and Style</b>	Ineffective appreciation of practical, theoretical, and political contexts for multiple audiences	Reasonably effective appreciation of practical, theoretical, and political contexts for multiple audiences	Excellent, nuanced appreciation of practical, theoretical, and political contexts for multiple audiences
<b>Rhetorical considerations</b>	Ineffective appreciation of target audience(s), weak in tactics of persuasion	Reasonably effective appreciation of target audience(s), somewhat persuasive	Excellent, nuanced appreciation of target audience(s), highly persuasive
<b>Research</b>	Inadequately or thinly researched	Moderately effective in research	Thorough, professional-caliber research
<b>Clarity and correctness</b>	Contains a significant number of errors in grammar, punctuation, mechanics, and/or diction	Contains a few errors but is generally sound in grammar, punctuation, mechanics, and diction	Virtually flawless in grammar, punctuation, mechanics, and diction—professional quality

## ENGL 6100: Seminar in Landmark Reports and Papers

### Major Assignment Assessment Rubric

**SLO 3:** Students will analyze and apply advanced theoretical approaches to editing and style.

**Major Assignment:** Substantial written analysis of practical, theoretical, and political concerns manifest in stylistic and editorial decisions implicit in a published document of significant cultural import.

Elements	Inadequate	Adequate	Superior
<b>Cultural significance</b>	Ineffective understanding of cultural significance of selected published document(s)	Understanding of cultural significance of selected published document(s)	Excellent, nuanced understanding of cultural significance of selected published document(s)
<b>Rhetorical, stylistic, and editorial considerations in analysis of document</b>	Ineffective appreciation of target audience(s); weak in analysis of rhetorical framework, stylistic and editorial considerations, and document content	Reasonably effective appreciation of target audience(s); effective analysis of rhetorical framework, stylistic and editorial considerations, and document content	Excellent, nuanced appreciation of target audience(s); highly effective analysis of rhetorical framework, stylistic and editorial considerations, and document content
<b>Research</b>	Inadequately or thinly researched	Moderately effective in research	Thorough, professional-caliber research
<b>Clarity and correctness</b>	Contains a significant number of errors in grammar, punctuation, mechanics, and/or diction	Contains a few errors but is generally sound in grammar, punctuation, mechanics, and diction	Virtually flawless in grammar, punctuation, mechanics, and diction—professional quality

# COMM 5000: Rhetoric: Written, Visual, and Oral Communication

## Major Assignment Assessment Rubric

**SLO 1:** Students will analyze and evaluate various rhetorical situations and technologies which affect writers' and users' perceptions of written work

**Major Assignment:** A major paper of 10-12 pages that analyzes major positions in rhetorical theory in ways that exceed undergraduate outcomes

Elements	Inadequate	Adequate	Superior
<b>Rhetorical Theory</b>	Poor understanding of major positions in rhetorical theory	Understanding of major positions in rhetorical theory	Excellent, nuanced understanding of major positions in rhetorical theory
<b>Research</b>	Inadequately or thinly researched	Moderately effective in research	Thorough, professional-caliber research
<b>Clarity and correctness</b>	Contains a significant number of errors in grammar, punctuation, mechanics, and/or diction	Contains a few errors but is generally sound in grammar, punctuation, mechanics, and diction	Virtually flawless in grammar, punctuation, mechanics, and diction—professional quality

# NMAC 5108 Writing and Publishing in Digital Environments

## Major Assignment Assessment Rubric

**SLO 2:** Students will research, analyze, and evaluate the latest digital environments and web technologies to write and publish in print format and innovative digital platforms

**Major Assignment:** A final collaborative multi-modal digital communication project for a real-world client, analyzed, designed, published, and evaluated at a level of sophistication exceeding undergraduate outcomes.

Elements	Inadequate	Adequate	Superior
<b>Organization, Navigation, and Design</b>	Content organization (including, as appropriate, navigation paths & visual design) is difficult to follow or confusing and does not effectively ensure comprehension and communication	Content organization (including, as appropriate, navigation paths & visual elements) is adequately successful in logic and clarity; content organization is adequately successful in ensuring comprehension and communication.	Content organization (including, as appropriate, navigation paths & visual elements) is highly successful in clarity and logic; content organization is highly successful in ensuring comprehension and communication
<b>Purpose/ Audience</b>	Ineffective appreciation of target audience(s), weak in tactics of persuasion	Reasonably effective appreciation of target audience(s), somewhat persuasive	Excellent, nuanced appreciation of target audience(s), highly persuasive
<b>Collaborative Proposal</b>	Faulty, incomplete, or thin in elaboration of core proposal elements	Fundamentally acceptable elaboration of core proposal elements	Impressively thorough and effective elaboration of core proposal elements
<b>Research</b>	Inadequately or thinly researched	Moderately effective in research	Thorough, professional-caliber research
<b>Clarity and correctness</b>	Contains a significant number of errors in grammar, punctuation, mechanics, and/or diction	Contains a few errors but is generally sound in grammar, punctuation, mechanics, and diction	Virtually flawless in grammar, punctuation, mechanics, and diction—professional quality

# ITEC 5300 Web Design and Development

## Major Assignment Assessment Rubric

**SLO 2:** Students will research, analyze, and evaluate the latest digital environments and web technologies to write and publish in print format and innovative digital platforms

**Major Assignment:** A final website project of 1 homepage plus at least 10 content pages at a level of sophistication in writing, publishing and digital design exceeding undergraduate outcomes.

DIMENSIONS	BEGINNING	DEVELOPING	ACCOMPLISHED
Website Documentation	Documentation is not well organized. Includes many grammar or punctuation errors.	Most all documentation is provided with few errors in grammar or punctuation.	All documentation is provided with no errors in grammar or punctuation.
Website Structure	More than 5 components missing and major syntax errors noted	3-5 components missing and minor syntax errors	All required structural components included
Website Design	More than 5 components missing and major syntax errors noted	3-5 components missing and minor syntax errors	All required design components included
Website Accessibility	Website does not meet basic W3C Accessibility guidelines	Website meets most W3C Priority 1 guidelines	Website meets all W3C Priority 1 guidelines
Oral Presentation	Presentation is not well organized. Contains major errors. Does not demonstrate a deep understanding of web design and development process.	Presentation is neat and well organized. Contains only minor errors. For the most part, demonstrates deep understanding of web design and development process.	Presentation is neat and well organized and lacks major errors. Demonstrates deep understanding of web design and development process.

# APPENDIX I – LIBRARY RESOURCES

## LIBRARY AND LEARNING RESOURCES

MGA's Library has the resources necessary to support this newly proposed Master's Degree in Technical and Professional Writing.

- ***Document discipline-specific refereed journals and primary source materials.***

MGA's Library offers online access to the following core journals in technical writing, digital communication, and information technology to support a M.A. in Technical and Professional Writing.

*Journal of Technical Writing and Communication*  
*Technical Communication Quarterly*  
*Journal of Business and Technical Communication*  
*Business Communication Quarterly*  
*Journal of Computer-Mediated Communication*  
*Technical Communication*  
*Journal of Usability Studies*  
*Human-Computer Interaction*  
*Human Technology*  
*International Journal of Multimedia & Ubiquitous Engineering*  
*Digital Education Review*  
*Journal of Technology and Information Education*

For distance education students, MGA's library offers a host of resources which provide online indexes for scholarly articles and books, most of which also offer many articles and books in full-text digital format.

GALILEO (**G**orgia **L**ibrary **L**earning **O**nline) is Georgia's statewide virtual library of licensed commercial databases. It provides access to over 100 databases indexing thousands of periodicals and scholarly journals. There are over 10,000 journal titles available in full-text online. Additional GALILEO resources include e-books, government documents, reference collections, and video databases. Middle Georgia State University supplements those resources offered through GALILEO with locally purchased electronic resources.

There are a number of multidisciplinary suites of databases offering scholarly articles which support the M.A. in Technical and Professional Writing:

**Academic Search Complete**

A multi-disciplinary database, with more than 6,100 full-text periodicals, including more than 5,100 peer-reviewed journals.

**Project MUSE**

A comprehensive selection of prestigious humanities, arts, and social sciences journals to support a core liberal arts curriculum at any academic institution. Every journal is heavily indexed and peer-reviewed, with critically acclaimed articles by the most respected scholars in their fields.

**Research Library (ProQuest)**

A wide range of academic subjects and includes full-text access for thousands of titles, including scholarly journals.

**LexisNexis Academic**

Full text news, business, legal, medical, and reference information

**ACM Digital Library**

Full text of every article ever published by ACM and bibliographic citations from major publishers in computing.

**ProQuest Computing**

Comprehensive coverage of computer topics. The database includes over 430 titles, with over 350 available in full text.

**ProQuest Telecommunications**

An essential resource for anyone researching the industry or its technology. The database includes over 140 titles, with more than 115 available in full text.

**Computer Source - Consumer Edition**

Full-text articles covering market information in computers, telecommunications, electronics, and the Internet.

**Science Database (ProQuest)**

A resource for students studying both the applied and general sciences. With coverage dating back to 1986, ProQuest Science Journals features over 1,600 titles-with more than 1,270 available in full text.

In terms of book collections, an extension of GALILEO is **GALILEO Interconnected Libraries (GIL)** which is the online catalog of the collections of the Middle Georgia State University libraries. Additionally, the GIL Universal Catalog provides a gateway to the information resources held in all University System of Georgia (USG) libraries. The USG libraries have a total of more than 13,000,000 bibliographic records, including digital texts which can be downloaded online.

Additionally, there are two resource sharing options available to students for borrowing materials from other libraries, both USG institutions and others out of state. **GIL Express** allows students to generate requests to borrow books from the general collections of any of the USG libraries and have them delivered to the campus library of their choice. The traditional **Interlibrary Loan** service extends this borrowing capability to libraries outside the USG and outside the state of Georgia, and includes the acquisition of journal articles not available through GALILEO. Journal articles are scanned and emailed directly to student email accounts.

Middle Georgia State University students in online programs can access all of these resources from on campus, remotely, and/or online through password authentication.

MGA students, whether graduate or undergraduate, have 24/7 access to the thousands of electronic journals, magazines, newspaper, and e-book titles licensed by GALILEO (Georgia's statewide virtual library) or by MGA Library. The library's webpage describes services and resources provided to all patrons, both on site and distance learners, including an Ask-A-Librarian web link that enables students and faculty to make inquiries via e-mail, live chats, text message, and telephone.

### **Graduate Studies Librarian**

The library specifically addresses the needs of graduate students with a Graduate Students webpage. This page outlines services and resources available to students at off-campus locations. The library supports a dedicated Graduate Studies Librarian who keeps office hours on multiple campuses and online. The library also provides a link to the Graduate Studies Librarian web page and provides a video outlining the services and resources available to graduate students and contact information for the Graduate Studies Librarian. The library has also embedded access to its services by creating a widget in the University's Learning Management System that provides information regarding resources, accessing those resources, hours of availability and contact information for all campus libraries and the Graduate Studies Librarian.



# APPENDIX I – GRADUATE FACULTY ROSTER

## Graduate Faculty Roster for M.A. in Technical and Professional Writing

Name of Institution: Middle Georgia State University

Name of Primary Department, Academic Program, or Discipline: Department of English (College of Arts and Sciences)

1 NAME (F, P)	2 Courses to be Taught Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<p>Floyd, Kevin S (F) School of Information Technology</p>	<p>ITEC 5300 Web Development (3 hrs) G</p>	<p>Doctorate degree: Ed.D. Education Administration (Georgia Southern University, 2010)</p> <p>Master's degree: M.S. Computer Science-Applied (Columbus State University, 2003)</p> <p>Bachelor's degree: B.S. Information Technology (Macon State College, 2000)</p>	<p><b>Experience</b></p> <p>15+ years of teaching IT courses. Published extensively in various areas of IT. He has written 4 technical web-based technology instructional materials. Has served as editor and/or co-editor of IT journals. Actively involved in scholarly activities.</p> <p>As part of Dr. Kevin Floyd's Tier I requirements for the doctoral degree, he was approved to take the following ITEC related graduate courses (6000 &amp; 7000) from Columbus State University:</p> <ul style="list-style-type: none"> <li>• CPSC 6159 Computer Forensics (3 hours)</li> <li>• CPSC 6166 Distributed Enterprise Software Development (Justifies teaching ITEC 4248 which he is scheduled to teach in fall 2015)</li> <li>• CPSC 6178 Software Testing and Quality Assurance</li> <li>• CPSC 6555 Topics in Computer Science – E-Commerce Web Programming (Justifies teaching ITEC 4248 which he is scheduled to teach in fall 2015)</li> <li>• ITEC 7530 Instructional Technology Foundations</li> </ul> <p><b>Relevant Coursework</b></p> <p>Leadership Theory Administrative Theory Doctoral Research Methods Qualitative Research Methods Educational Statistics</p>

Neil Rigole (F) School of Information Technology	ITEC 5320 Instructional Systems Design <b>(3 hrs) G</b>	Ph.D. Instructional Technology (Georgia State University)	<b>Relevant Coursework</b>  IT 8000 Foundations of Instructional Technology, IT 8420 Topics in Instructional Technology, IT 8440 Web-based Instruction, IT 8200 Diffusion/Adoption Technology Innovation, IT 8660 Internship Instructional Technology
Scott Spangler (F) School of Information Technology	ITEC 5310 Human Computer Interaction <b>(3 hrs) G</b>	D.Sc. – Doctor of Science in Information Systems and Communication (Robert Morris University)	<b>Relevant Coursework</b>  DISC 8120 Tech, Human Computer & Info Tech, DISC 8730 System Usability Studies
Kevin Cantwell (Associate Provost and Dean of Graduate Studies)	ENGL 5106 Technical Writing in the Digital Age <b>(3 hrs) G</b> ENGL 5206 Public and Professional Writing <b>(3 hrs) G</b> ENGL 5650 Theory and Practice in Editing and Style <b>(3 hrs) G</b> ENGL 6100 Seminar in Landmark Report and Papers <b>(3 hrs) G</b>	Ph.D. British and American Literature and Creative Writing (University of Utah) B.A. Philosophy (Georgia State University)	A distinguished poet and high level administrator, Dr. Cantwell has had 25+ years in teaching English in higher education; currently serves as Associate Provost and Dean of Graduate Studies; helped develop the B.A. in English, the Minor in Creative Writing, and the M.A. in Technical and Professional Writing; has developed and built the graduate studies program at MGA; received Macon State College’s Award for Outstanding Scholarly Achievement in 2003; Nominated for Macon State College’s Outstanding Teaching Award in 2002; has taught numerous upper level courses in English and the Humanities, including the Senior English Capstone class which involves significant engagement in undergraduate research ; winner of the James Dickey Poetry Award in 2012; distinguished poet with two important published collections of poems, as well as an anthology of poems by Georgia poets; successful author and co-author of important grants in support of Middle Georgia State’s School of Business and student film program documenting the effect of the Great Recession on the lives of Middle Georgia families; in addition to his current position as Associate Provost and Dean of Graduate Studies, Dr. Cantwell holds additional leadership positions at the University, including supervising two of MGA’s five campuses, serving as MGA’s SACSCOC Institutional Liaison, and serving as the Acting Director of Continuing Education.
Amy Berke (Chair, Department of English)	ENGL 5106 Technical Writing in the Digital Age <b>(3 hrs) G</b> ENGL 5206 Public and Professional Writing <b>(3 hrs) G</b> ENGL 5650 Theory and Practice in Editing and Style <b>(3 hrs) G</b> ENGL 6100 Seminar in Landmark Report and Papers <b>(3 hrs) G</b>	Ph.D. English (Florida State University); M.A. English (University of West Florida); B.A. English (Valdosta State University)	25+ years of teaching English in higher education; current chair of the English Department; co-wrote and published textbook <i>Writing the Nation: A Concise Introduction to American Literature 1865-Present</i> ; Editor of <i>The Ellen Glasgow Journal of Southern Women Writers</i> ; served as Coordinator of English Programs and Assessment for numerous years; has published numerous articles in scholarly journals; has taught multiple sections of the English Senior Capstone course for the B.A. in English program while directing student research; served as past Director of the Honors Program; worked extensively with students in terms of undergraduate research; past

			students have presented their research at state, regional, and national conferences; past students have published scholarly articles; won Macon State College's Award for Outstanding Teaching in 2003.
Arthur "Chip" Rogers (F) Department of English <b>(Graduate Coordinator of the M.A. in Technical and Professional Writing)</b>	ENGL 5106 Technical Writing in the Digital Age <b>(3 hrs) G</b> ENGL 5206 Public and Professional Writing <b>(3 hrs) G</b> ENGL 5650 Theory and Practice in Editing and Style <b>(3 hrs) G</b> ENGL 6100 Seminar in Landmark Report and Papers <b>(3 hrs) G</b>	Ph.D. English (University of Tennessee, Knoxville); M.A. English (University of North Carolina, Charlotte); B.A. English Literature (Duke University)	20+ years of teaching English in higher education; serves as Coordinator of English Programs and Assessment; has taught English Capstone course for the B.A. in English and has directed student research; has published numerous scholarly articles in prestigious academic journals; serves as chair of the English Department's Curriculum Committee; won the Golden Award for Excellence in Teaching of Composition, Student Success in Writing Conference.
Loretta Clayton (Director of Graduate Student Policy and Support)	ENGL 5106 Technical Writing in the Digital Age <b>(3 hrs) G</b> ENGL 5206 Public and Professional Writing <b>(3 hrs) G</b> ENGL 5650 Theory and Practice in Editing and Style <b>(3 hrs) G</b> ENGL 6100 Seminar in Landmark Report and Papers <b>(3 hrs) G</b>	Ph.D. English and American Literature (Washington University in Saint Louis) M.A. English and American Literature (Washington University in Saint Louis) B. A. in Interdisciplinary Program in Philosophy, History, and Literature (Wesleyan University)	Dr. Clayton's achievement in teaching and scholarship has been outstanding at MGA. Winner of the MGA's Outstanding Teaching Award in 2016, Dr. Clayton remains one of our strongest teachers, as she continues to teach in the English Department. She is a noted Victorian Studies scholar, having published a number of book chapters in important collections, as well as scholarly articles in prestigious scholarly journals. In her recent work in graduate studies, she has again distinguished herself as an important leader within the graduate studies community. In addition to her outstanding work in assisting in the development of the Office of Graduate Studies at MGA, she currently serves as President of the Georgia Council of Graduate Schools (GCGS), and has recently hosted the annual conference here in Macon.
Laura Thomason (Director of International Programs)	ENGL 5106 Technical Writing in the Digital Age <b>(3 hrs) G</b> ENGL 5206 Public and Professional Writing <b>(3 hrs) G</b> ENGL 5650 Theory and Practice in Editing and Style <b>(3 hrs) G</b> ENGL 6100 Seminar in Landmark Report and Papers <b>(3 hrs) G</b>	Ph.D. Eighteenth-Century British Literature (University of North Texas) M. A. English Literature (University of North Texas) B. A. English Education (College of Santa Fe)	Dr. Thomason is a noted 18 <sup>th</sup> Century British Literature scholar, with a number of publications in scholarly journals, as well as an important scholarly monograph on 18 <sup>th</sup> Century women writers' views on marriage; Dr. Thomason has been highly involved in Study Abroad programming and international studies at MGA; she is Coordinator of USG's Study Abroad Paris program offered every summer; she continues to teach for the English Department, and her teaching is outstanding; she was instrumental in the development of the B.A. in English program, and has served as Research Advisor for numerous majors in the Senior Capstone Course every spring; she has helped develop and has taught in our recently launched Minor in Professional Writing.

<p>Monica Miller (F) Department of English</p>	<p>ENGL 5106 Technical Writing in the Digital Age <b>(3 hrs) G</b> ENGL 5206 Public and Professional Writing <b>(3 hrs) G</b> ENGL 5650 Theory and Practice in Editing and Style <b>(3 hrs) G</b> ENGL 6100 Seminar in Landmark Report and Papers <b>(3 hrs) G</b></p>	<p>Ph.D. English Literature (Louisiana State University) M.A. English Literature (University of Tennessee (Knoxville)) B.A. English Literature (University of Tennessee (Knoxville))</p>	<p>Dr. Miller has recently been hired in MGA's English Department and has already distinguished herself as an outstanding teacher and scholar. She was named Georgia Governor's Teaching Fellow this past year, and her first scholarly monograph on Southern women writers was published in 2017. She has another book in production, and she has already published additional articles in noted scholarly journals. She has a strong background in writing and communication as well, and she has helped develop and teach courses in our newly launched Minor in Professional Writing. Through our Experiential Learning QEP Office, Dr. Miller has engaged her students in her Advanced Professional Writing course in a community project with a local museum, allowing students to have professional experience in the field as they complete the Minor in Professional Writing.</p>
<p>Gerald Lucas (F) Department of Media, Culture, and the Arts</p>	<p>NMAC 5108 Writing and Publishing in Digital Environments <b>(3 hrs) G</b></p>	<p>Ph.D. English (University of South Florida); M.A. English (University of South Florida); B.A. English Literature (University of South Florida)</p>	<p>20+ years of teaching English in higher education; coordinator of New Media studies for two years; directed undergraduate research when teaching the Senior New Media and Communication Capstone Portfolio course; served on the editorial staff of <i>The Mailer Review</i> for ten years; has published numerous articles on the intersections of new media and literary studies; regularly presents at the Mailer Society Conference; serves as the Digital Humanist on the Executive Board of the Mailer Society and is the webmaster org project editor for various websites.</p>
<p>Sheree' Keith (F) Department of Media, Culture, and the Arts</p>	<p>COMM 500 Rhetoric: Written, Visual, and Oral Communication <b>(3 hrs) G</b></p>	<p>Ph.D. Communication Studies (University of Iowa) M.A. Communication Studies (Texas Tech University) B.A. Communication Studies (Texas Tech University)</p>	<p>Serves as Assistant Chair and Coordinator for the New Media and Communication Program in the Department of Media, Culture, and the Arts; has published numerous book chapters and articles in a variety of distinguished books and academic journals; won MGA's Award for Outstanding Service in 2014; has taught numerous upper level courses in public speaking, intercultural communication, film and society, communication theory, news writing and reporting, gender studies, persuasion, and advanced rhetoric.</p>
<p>André Nicholson (F) Department of Media, Culture, and the Arts</p>	<p>MCOM 5131 New Writing and Reporting <b>(3 hrs) G</b></p>	<p>Ph.D. Mass Communications and Media Studies (Howard University) M.B.A. Business Administration (University of Phoenix) B. S. Health Care Administration (Southern Illinois University)</p>	<p>As Associate Professor of Communication Studies, Dr. Nicholson has taught a number of upper level courses in public relations strategies, human communication, mass communications, print and TV news production, and contemporary cultural studies. Based on his strong teaching record, Dr. Nicholson was invited to teach re-design a course as part of the LEAP initiative; he re-designed his news writing course to adhere to and to include high impact teaching practices associated with LEAP principles.</p>

## APPENDIX II

For the online delivery of programs, those for which the curriculum meets SACSCOC specifications for programs at a distance whereby fifty percent or more of the curriculum is offered via distance education technologies, within two weeks after Board approval, the university system institution must upload the following requisite information into the institutional PDA account for Georgia ONmyLINE and to assist with marketing the program. Specific questions required for completion of Georgia ONmyLINE are provided below. Please complete these questions as part of this proposal submission.

### Georgia ONmyLINE PDA Upload Information

Copied from [https://www.usg.edu/apps/goml/programs/frm\\_general](https://www.usg.edu/apps/goml/programs/frm_general)

**General Information** \*indicates required fields

Institution: **Middle Georgia State University**

Institution Web Site: <https://www.mga.edu/>

Program Title: **M. A. in Technical and Professional Writing**

Program Web Site: **TO BE DEVELOPED if program is approved**

**English website: <https://www.mga.edu/arts-sciences/english/>**

- SOC Status \* (select all that apply) [About SOC - Service members Opportunity Colleges]
- SOC
- SOCAD
- SOCMAR
- SOCNAV
- SOCCOAST
- SOCGuard
- ConAP

**\*\*None - Institution does not participate in SOC.\*\***

Is BOR Approval Required For This Program? YES NO

\* If "Yes", Enter BOR Approval Date (4 digits): **(not yet approved)**

Program Discipline / Subject: **English**

Degree Type: **Master of Arts in Technical and Professional Writing**

Program Level: **Master's**

Program Description: **Middle Georgia State University's Master of Arts Degree in Technical and Professional Writing** teaches the knowledge and skills for the analysis, design, and production of documents for our high-tech age. The program prepares graduates for professional careers as writers, editors, researchers, web-content managers, and related careers in education, advertising, human resources, business, government, non-profits, museums, marketing, and libraries. The program includes study in theories of rhetoric, the craft of technical and professional writing, and digital literacy. The program also offers instruction in document design, document production, and editing. Other topics include visual rhetoric and multimedia composition, usability testing, project management, website development, and publishing across print and digital platforms. The 30 semester credit hour program is offered fully online.

[Max 4000 characters. NOTE: Descriptions over 4000 characters will be truncated. ]

Primary Delivery Format: **Fully online**

Supplemental Delivery Format(s)

Program Accreditation

Special program requirements (1000 characters max.) Characters remaining: 1,000: **see below**

Special program prerequisites (1000 characters max.) Characters remaining: 1,000: **see below**

#### **Admissions Requirements:**

- **A bachelor's degree from a regionally accredited college or university**
- **2.75 undergraduate GPA or better; or successful completion of Middle Georgia State University's Graduate Certificate in Technical Writing and Digital Communication**
- **Letter of application that states the applicant's interest in and goals for the program (preferably not to exceed 3 pages)**
- **For residents of Georgia, documentation of lawful residence**

Enrollment Capacity: **N/A**

Technical Requirements \*(select at least one)

- **\*Computer with current operating system (Windows or Mac).**
- Additional peripherals; Headphones, printer may be required.
- **\*High Speed Internet Access**
- Satellite Receiver
- DVD Player
- CD Player
- Television

- Cable Television / Satellite
- Other

Pre-Enrollment Advising: **Dr. Chip Rogers, Graduate Coordinator for the M.A. in Technical and Professional Writing**

Advisor Name: **Dr. Chip Rogers**

Advisor Email: **chip.rogers@mga.edu**

Advisor Phone: **478.471.5366**

***Contact Information for Program***

For verification purposes, please enter your name and contact information. This information will NOT appear on the public web site.

First Name: **Amy**

Last Name: **Berke**

Email Address: **amy.berke@mga.edu**

Telephone: **478-471-5739**

## APPENDIX III

### Tuition Differential Application

#### N/A NO TUITION CHANGE

Complete the information below only if the institution is simultaneously requesting a tuition differential for the proposed, new academic program. If the institution has determined that the proposal is an executive level or professional program that requires a higher tuition than established standard tuition rates, then details below require completion.

Before considering submitting any tuition increase request, institutions are **cautioned** and **strongly encouraged** to thoroughly examine and explore other options for addressing fiscal issues regarding graduate and professional programs before requesting a tuition increase for any graduate or professional program. Among measures institutions should engage in before opting to request any tuition increase include:

Review all program costs and processes to identify where potential efficiencies exist and expenses can be reduced; evaluate and prioritize program areas to identify areas or activities no longer needed/obsolete or classified as low priority where funds can be redirected to address higher priority needs; and explore the use of other fund sources if additional revenue is needed to sustain the program despite actions taken from above measures.

If an institution elects to submit a graduate or professional program tuition increase request, detailed documentation of actions the institution has taken and/or plans to take, including at a minimum the steps listed above, must accompany any request to substantiate the institution's efforts to minimize as much as possible, if not eliminate, the need for a tuition increase. Accompanying documentation must be program specific. Generic responses will not be accepted. An institution requesting any tuition increase must clearly demonstrate that other avenues or alternatives have been or are being pursued, ***and the decision to request a tuition increase is a last resort rather than a first option.*** Any request for a tuition increase will be fully scrutinized. FY 2019 graduate and professional program tuition requests are due to the System Office on **January 12, 2018**. The required forms are attached and also located online at <https://www.usg.edu/budgets/> under **BRS Documents**.



**Professional Program Tuition:**

Board Policy 7.3.1.3 allows institutions to request separate graduate tuition rates for specialized programs. The forms include the following items which must be completed and submitted as part of your request package:

**Tuition Request Narrative** – A narrative description of each request, providing a justification for the increase. The narrative **should not** be a generic narrative used interchangeably for all increases, but instead it must be specific to the degree program for which the increase is being requested and address items unique to that degree program. Also, as explained above, include detailed documentation of measures and actions taken to absolutely minimize, if not mitigate, any tuition increase being requested.

**Trend Data:** A summary table showing enrollment, graduation and job placement trends.

**Table 1: Summary Table of Current and Proposed Rates** – A summary table showing your current semester tuition rate and requested semester tuition rates by program and listing in-state and out-of-state rates individually. Do not include a general tuition increase in your projections.

**Table 2: Revenue/Expenditure Estimates** – A table showing current budget and projected Budgets both with and without the requested increase. This will allow us to analyze changes due to the increased revenue from enrollments and the program differential separately.

**Table 2a: Explanation/Detail of How Incremental Revenue From Requested Increase is To Be Used** – A table outlining the incremental revenue projected to be received from a requested tuition differential increase, how this incremental revenue will be spent and why.

**Table 2b: Detail of Tuition Breakdown & Expenditures For New Programs Requesting To Charge Tuition Under An All-Inclusive Model** – A table presenting a breakdown of the various elements comprising the requested all-inclusive program rate with explanations required for each element involved.

**Table 3 - Current and Requested Tuition Rate Comparison to Peer Institutions** – A table showing current semester tuition rates, proposed semester tuition rates and mandatory fees for in-state and out-of-state students. The table asks you to compare tuition rates with those of peer institutions. In some cases, data from peer institutions do not separate tuition and fees. If so, please note that fact and make sure you have included your current mandatory fees for students in these programs.