



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**New Specialization**

<b>UNIVERSITY:</b>	<b>USD</b>
<b>TITLE OF PROPOSED SPECIALIZATION:</b>	<b>Professional Writing</b>
<b>NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:</b>	<b>B.A. and B.S., English</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2018</b>
<b>PROPOSED CIP CODE:</b>	<b>23.1303</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>English</b>
<b>UNIVERSITY DIVISION:</b>	<b>Arts &amp; Sciences</b>

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

<hr/> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	Click here to enter a date. <hr/> Date
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**1. Level of the Specialization:**

Baccalaureate       Master's       Doctoral

**2. What is the nature/purpose of the proposed specialization?**

This proposed specialization provides students with a designation on their transcript that they have completed a significant amount of coursework related to the valuable and portable skills associated with professional writing. This specialization supports the department and university mission of providing educational opportunities that improve students' writing skills and critical thinking capacities.

**3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.<sup>1</sup>**

According to the 2011 GMAC Corporate Recruiters Survey, 86% of employers listed "strong communication skills" as a desired ability, making it the most cited feature in the survey's listing of "Desired Knowledge, Skills, and Abilities Employers Seek in New MBA Hires."<sup>2</sup> Robert Hosking points to a recent study that indicates nearly 2/3 of all professions require writing skills; moreover, they estimate that \$3.1 billion are spent on professional writing on-the-job training.<sup>3</sup>

<sup>1</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>2</sup> "2011 Corporate Recruiters Survey." Graduate Management Admissions Council, [http://www.gmac.com/~media/Files/gmac/Research/Employment-Outlook/2011GMAC\\_CorporateRecruiters\\_SR.pdf](http://www.gmac.com/~media/Files/gmac/Research/Employment-Outlook/2011GMAC_CorporateRecruiters_SR.pdf). Accessed 4 Apr. 2017.

<sup>3</sup> Hosking, Robert. "Why Good Writing Skills Are Important in Today's Workplace—and Tips for Developing Them." *Executive Secretary Magazine*, 25 Mar. 2014, <http://executivesecretary.com/why-good-writing-skills-are-important-in-todays-workplace-and-tips-for-developing-them/>. Accessed 4 Apr. 2017.

The proposed specialization will credential students in professional writing and make them more marketable in a range of fields that may not, on the surface, appear to be connected directly to writing. The 2016 median pay of \$69,850 per year for technical writers represents solid earning potential with a bachelor’s degree (“Technical Writers”). The Bureau of Labor Statistics indicates that technical writing is a fast-growing field with 52,000 jobs currently in the market. The demand for technical writers is expected to climb by 5,300 jobs (roughly 10%) by 2024 (“Technical Writers”).<sup>4</sup> The more broadly defined “Writers and Authors” occupation indicates median pay of \$61,820 per year, and a growth rate of 8%.<sup>5</sup>

**4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL	203	English Grammar	3	No
ENGL	221	British Literature I	3	No
ENGL	222	British Literature II	3	No
ENGL	241	American Literature I	3	No
ENGL	242	American Literature II	3	No
ENGL	284	Introduction to Criticism	3	No
ENGL	486	Rhetorical Theory and Practice*	3	No
ENGL	489	Senior Capstone	3	No
			24	

ELECTIVES (TAKE THREE OF THE FOLLOWING)				
ENGL	205	Business Writing	3	No
ENGL	378	Professional Writing	3	Yes
ENGL	379	Technical Communication*	3	No
ENGL	402	Persuasive Writing	3	Yes
ENGL	403	Grant Writing	3	Yes
ENGL	493	Workshop: Publishing	3	No
ELECTIVES				
ENGL	400-level		3	No

Total number of hours required for completion of specialization	18
Total number of hours required for completion of major	36
Total number of hours required for completion of degree	120

\* These courses are not new to the South Dakota system, but will need to be activated for USD.

**5. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire specialization at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire specialization through distance technology (e.g., as an on-line program)?<sup>6</sup>**

<sup>4</sup> Technical Writers – Occupational Outlook Handbook.” U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/media-and-communication/technical-writers.htm>. Accessed 5 Feb. 2018.

<sup>5</sup> Writers and Authors – Occupational Outlook Handbook. U.S. Bureau of Labor Statistics. <https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm>. Accessed June 27, 2018.

<sup>6</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		

**6. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

Note that the current ENGL 305 course will be phased out and replaced with the combination of ENGL 378, ENGL 379, ENGL 402, and ENGL 403, courses that cover, in more depth, the topics previously offered in ENGL 305.

Based on faculty assessment and student feedback, the department determined that the material covered by ENGL 305 would be best addressed in separate courses. One particularly challenging part of the Grant Writing portion of the class involves a service learning component that matches students with existing community organizations. (This year, in fact, some grants written by students in the class were funded). It is extremely difficult to establish the necessary relationships and complete needed steps in only a portion of the semester; a full semester devoted to grant writing will better serve student needs. Likewise, the Professional and Technical components are better addressed in semester-long courses, as is typical in most comparable college curricula.

In order to enable students to take a variety of classes over the course of their studies toward this specialization and to manage department resources, the English Department plans to offer and rotate the courses as follows:

1. ENGL 493: Workshop in Publishing, already offered in multiple versions, emphasizes different aspects of publishing practice.
2. ENGL 378 and ENGL 486 will be scheduled in alternating semesters.
3. One course from the ENGL 379, ENGL 402, ENGL 403 “series” will be offered each semester.