

Unit Planning for Instruction, Student Services & CEWD
Division: Language, Literature & Communication

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Division Priority: 1

Initiative Title: Curriculum Development for selected courses in the LLC Division:

Support for the progressive development of division curricula, i.e., the development of classes which are new (3), revised from 3 to 4 credits (22) and with changes in sequential offerings to align with UO (3), and new modality (hybrid/weekend) (2).

Note that individual initiatives by department follow this document, but that the division has chosen to compile them as a single priority, described below.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

The CD initiative for LLC will allow courses to reach/attract more students and to provide instruction in ways that allow broader access to particular courses in the lower division transfer area. The cost to the college beyond CD money is negligible, with enhanced tuition and additional FTE likely. More students will be motivated to continue their education at Lane, non- credit students included to a higher degree, and perhaps some brought to Lane from the community and UO to attend unique classes or those which fit educational opportunity with busy schedules.

2. Describe the initiative

The CD initiative functions across the division to enhance and modify existing classes as well as create new, innovative classes. It includes best practices, supports student access and transfer, and offers courses to engage traditional students as well as community members. Based on the individual initiatives for new classes in English, Speech, and Languages, there is potential to attract as many as 160 new enrollments annually; furthermore, based on the increase in FTE from literature course conversion to 4 credits (affecting 22 literature classes/year), there is opportunity to gain increases in FTE, tuition revenue, and reimbursement.

These initiatives are an extremely effective use of college resources; they are a one-time use of funding which will have ongoing and lasting consequences in the form of gains in tuition, FTE, and enrollment of students who are committed to transfer (including majors) as well as those who are just “testing the water” and those who may want personal enrichment.

3. Describe the resources needed

The cost of 610 hours of CD money, \$22,368 total, is a one-time cost for expertise in course design and development. No reassignment time is necessary. Faculty may complete the work over the summer or during the academic year.

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4. List the possible funding sources

If the CD project were partially funded, some valuable work would be set aside for another time, with consequences of decreased FTE and tuition revenue, as well as a loss in the potential number of students served.

**5. ORG 651001
PROG 1110000**

Discrete initiatives for individual departments follow

UP Initiative for the Language Department, 2007-2008

Title: Culture Course Development

70 hours of Curriculum Development to create one two-credit intermediate language and culture class for students of Spanish and/or French.

GOAL: This class would: 1) increase FTE; 2) enhance our students' understanding of diversity; 3) improve students' language and cultural proficiencies; 4) create more efficient use of campus space and technology; introduce students to technologically supported language study through the use of Moodle and other sites and elements of computer-assisted language learning (CALL). (The course could be taught on the main campus as well as at one of our satellite locations.)

DESCRIPTION: This class could be offered in Spanish and/or French and would be available each term, serving 90 to 100 students per year (or greater numbers if multiple sections could be offered). This two-credit class would focus on the Francophone world and/or Spanish-speaking countries and their cultures. The course would be offered as both credit and non-credit; it would be open to students of Spanish and/or French; it would be taught by Spanish and/or French instructors and would use guest native speakers. The use of Internet, Moodle and other technologies would be included in the curriculum as tools to access information, to promote communication and to enhance proficiency development in language and culture. This course is innovative because it would: 1) be designed for students of two languages; 2) would incorporate the use of native informants as a pedagogically sound plan for proficiency development; 3) allow for participation and input from faculty from two language programs.

ALIGNMENT WITH LCC'S CORE ABILITIES: This two-credit class will provide students with opportunities to develop an understanding of Francophone/Hispanic cultures and to communicate more effectively in a respectful and informed manner.

Use of the Internet, Moodle and other technologies will enhance students' language and culture skills development and expand their awareness of diversity. This deeper awareness of diversity will benefit students in their academic or vocational pursuits.

Students will cultivate a higher self-esteem and a heightened sense of responsible citizenship through the sense of achievement that comes with acquiring skills in language and culture. This two-credit class will offer students an opportunity to learn about, appreciate and interact with

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many manifestations of Francophone/Hispanic cultures (art, literature, value systems, history, political events, etc).

UP Initiatives for Speech & Communication, 2007-2008

Initiative Title: Speech Curriculum Development: Revision of 2 popular classes to be offered in new learning formats to reach more students.

Proposal: Revision of two (2) courses:

- Sp 100 (Basic Communication) ~to be offered in a new modality of a weekend/hybrid model
- Sp 115 (Intercultural Communication)~to be offered in a new modality of a weekend/hybrid model.

CD Hours Requested: 70 hours per course, total of 140 hours. (Per the guidelines of the CD Committee.)

Faculty Member: Hyla Rosenberg

Best Practices and Success Projection: The instructor will examine and explore “best practices” in pedagogical approaches to intensive/hybrid models of courses, as well as to draw on more than 5 years of experience teaching within this model at Marylhurst University. Additionally, instructor has both developed courses on-line and acted as an informal consultant for colleagues in her department regarding their on-line development.

Instructor will explore the specific needs of LCC students; ways to most effectively structure the courses, with the consistent consideration of underlying epistemological assumptions.

Alignment with College Strategic Directions:

Sp 100:

- **Distance Education:**

The revision of this course will integrate the use of technology (via Moodle) as part of a hybrid model, thus reflecting a strategic emphasis upon **Distance Education**. Currently, the course is offered ONLY in the following time constructs/modalities: **M-F course, OR on-line.**

- **Diversity:**

The course includes a strong component of **diversity** which is infused throughout the curriculum, and a focus on effective communication, the first LCC **core ability**.

Examples of Diversity in Curriculum:

- Examination of diverse views of conflict management and resolution
- Exploration of communication differences within cultural groups that emphasize high-context communication and those that emphasize low-context communication.
- Exploration of the perceptions of individualism and collectivism and how these influence and impact the experience of the self and work in small-group communication
- Mass media literacy and critical thinking in how marginalized/underrepresented groups are reflected both within the United States and outside of its borders.

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Examples of Technology Literacy Included in Class

- *Challenges and impact of computer-mediated communication
- *Meta-analysis of the use of computer-mediated communication in the course itself, a an opportunity for students to practice, apply and note the very topic being discussed
- *Examination and exploration of the integration of technology into business, personal and educational contexts, and the inclusion of projects/assignments that require critical thinking. How does technology change the nature of communication? What challenges does it present? What advantages does it present? What are the underlying assumptions present in such usage?

*The combination hybrid model will allow for perhaps a more ‘connected’ conversation about computer-mediated issues, with the advantage of students having met both the instructor and each other in a face-to-face context. The Speech/Communication Studies discipline is at the center of many current pedagogical conversations about ethical and practical concerns regarding computer-mediated communication.

Demonstrated Need

Sp 100 is a necessary and required course for a variety of transfer and technical/professional programs. At this time, our program is only able to offer courses for those who wish the on-line modality OR the campus course during a M-F timeframe. By offering this course in a different time frame, we are seeking to increase our outreach to additional students, use the campus (and technology) in an efficient way (often we are unable to find classrooms during the week), as well as to build our weekend program in the future. This is part of our strategic plan to build and enhance FTE.

The weekend format allows students to synthesize information in a highly concentrated manner, then to continue such synthesis in an on-line format. This model has been used very successfully at other Oregon universities, such as Marylhurst University and Portland State University.

SP 115 (INTERCULTURAL COMMUNICATION)

Alignment with College Strategic Directions:

- **Distance Education:**

The revision of this course will integrate the use of technology (via Moodle) as part of a hybrid model, thus reflecting a strategic emphasis Distance Education. Currently, the course is offered ONLY in the following time constructs/modalities: **M-F course, OR on-line.**

- **Diversity:**

The course has as its core component the focus on diversity in a number of different contexts, and from a number of different perspectives. This is an essential course for all students, regardless of their particular program emphasis. Likewise, the course has long counted towards the ‘diversity requirement’ at four-year Oregon institutions.

Examples of Diversity in Curriculum:

- The basic framework of culture and an exploration of concepts such as ‘ethnicity’ and ‘identity’

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- An emphasis upon the process of self-awareness, e.g. students exploring their own cultural background as well as understanding its impact upon their worldview as well as a valuing of their history.
- Exploration of different thought processes in diverse cultural groups, and the ways in which deductive and inductive reasoning may be used to communicate
- Exploration of intercultural communication in healthcare, business and educational contexts
- Understanding of ethnocentrism and its function as well as conscious and unconscious stereotyping processes
- An analysis of language systems, components, and connections to identity; reflection of cultural norms and values

Demonstrated Need

This course will appeal to professionals and other students who are not able to attend courses in a M-F format and/or prefer a hybrid model. The course may also potentially appeal to Global Interns at LCC, as well as students in the ESL students.

Exploration as a **highly recommended course** for LCC Global Internship Students. (This conversation has begun with the Division Chair as well as the coordinators of the Global Internship Program.)

The weekend format allows students to synthesize information in a highly concentrated manner, then to continue such synthesis in an on-line format. This model has been used very successfully at other Oregon universities, such as Marylhurst University and Portland State University.

UP Initiatives for English, 2007-2008

Initiative Title: Literature Curriculum Development: Funds for development of new literature classes and conversion of curriculum for 22 classes moving from 3-4 hours for a total of 400 CD hours.

Describe the initiative

At the urging of the College, the English Department moved all of its literature courses from 3 to 4 credits beginning Fall 2007. This was done to enable students to better articulate their courses with the University system and to improve our FTE. This move also allows students to save money and time when pursuing their degrees. The development of new courses that promise to fill in the English Department will help to maximize the number of students taking high-enrollment literature courses. The department has worked over the past eighteen months to more closely align course offerings with demand.

This initiative will fund the development of a new course; it will also fund the curriculum changes necessary for the 13 courses that have changed from 3-4 credit hours.

All of these new classes/course amendments have been approved by the Curriculum Committee at Lane. A new course on the words and music of Bob Dylan has already created excitement in the larger community. (The University of Oregon has asked for the course to be taught on its campus and wants space available for 100 students!) This course will attract various populations

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and attract new students into the study of literature. We are asking for the customary 100 hours of CD funding for this course.

Lane's core value of diversity has need of being promoted. In its decision to compress its two-course Native American Literature sequence into one course, the department has responded to the need to balance enrollment pressure with the value of diversity. We feel that more students will study Native American Literature (ENG 232) at Lane Community College with a single course in the place of a two-term sequence. This will also reduce scheduling difficulties and will limit opportunities for attrition.

The department has been in correspondence with the University of Oregon over the articulation of our courses with their English Major. They have agreed to accept an 8-credit, two-course sequence of British Literature *but only if the entire survey is taught in these two courses*. Thus, there is a need for faculty to align the outcomes of the former 205 class to either the 204 or the 206 in order to meet the University's requirement. This is no easy task, as the literature of England from the year 900 to the present is a daunting canon. We feel this will increase enrollments—instead of spreading students out over a year, they will take two courses in sequence. This sequence is often the most sought after sequence taught by UO English majors because it fulfills a requirement for English majors in Oregon University System universities. We are asking 70 hours each for development of these two courses.

English has done the curriculum description work and been approved by the curriculum committee to move 22 literature classes from 3 to 4 credit hours. We are requesting another 160 hours to cover the additional time it will take for faculty to align the extra credit hour with the new outcomes. These new outcomes will be part of our 2007-08 program review.

The new class on Dylan will benefit 35 students each term its offered; the new British Literature sequence will benefit 70 students over the course of the year; the new Native American literature course will benefit 35 each term its offered. The 22 revised courses (moved from 3-4 credits) will benefit 770 students.

Describe the resources needed

400 hours of CD money to support 2 new courses and 4 credit transitions of 22 courses and change in sequence (from 3 to 2) for 3 literature sequences

List the possible funding sources

CD

Provide ORG & PROG codes (See LLC Division proposal, page 2)

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Division Priority: 2

Initiative Title: Center 451 Computer Lab Initiative –Upgrade and Expand Use and Functionality

The computer lab in Center 451 has potential to be an excellent facility, with computer stations for 30 students and full multimedia/smart classroom capacities. This lab began under the bond measure as a facility for Language students. It has been valuable for the French program, but is under-utilized overall. The Languages department has agreed to expand the use of this facility to include Speech and English, to maximize its use.

Additional uses being considered in addition to the current Language uses include:

- Drop in support center for online students in English and Speech
- Multi media project development facility for students and faculty
- DVD production facility for Film Studies
- Irregularly scheduled class meetings for special sessions.

The computers in the classroom are currently scheduled for routine upgrade. This Tech Fee request is for several additional hardware and software items to bring the lab to its full potential and expand its use across students and faculty all 3 departments within the LLC Division.

1. How is the Initiative linked to Program Outcome Analysis for 2006-2007?

This request is designed to address needs identified in the Program Outcome Analysis for 2006-2007. We wish to complete instructional & technological advancement within all areas of the curriculum for both student and faculty needs. Specifically, there are three major needs addressed by this initiative:

- A. Providing laboratory experience where students will have “hands on” access to current recording technologies; and
- B. Providing support for students needed due to the expanded online offerings.
- C. Opening up opportunities for faculty and students to produce multi-media materials for classes.

2. Center 451 Computer Lab Initiative

The supporting arguments for the central needs of this initiative are as follows:

A. DVD recording equipment

The DVD-recording equipment would allow all faculty members to enhance the laboratory experience they provide to their students. DVD is quickly replacing

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VHS as the standard format for recording and viewing. Moreover, our current cameras only allow us the ability to record onto VHS. A majority of students taking Speech courses would benefit from this initiative allowing them more control over their speech giving requirements.

B. Expanding technology access for students

This initiative is an efficient use of college resources because it can increase student access to technology, and to support for their online classes. Students in traditional classes can have occasional access to a networked classroom environment, and hybrid classes could potentially use the facility for limited classroom time. The current drop-in use for French students would continue as well.

3. Resources Needed

We request the following equipment:

Two DVD-R compatible video cameras with accompanying tripods, carrying cases and battery packs. Cost approximately \$1500

Elmo digital projector. Cost approximately \$3000

Color Printer. cost approximately \$150

30 workstation headphones cost approximately \$300

Software for DVD creation. cost approximately \$100

Total cost to fully fund this initiative **\$5050.00**

4. List Possible Funding Sources

This initiative could be funded through allocations provided by TACT, student technology fees, and the general fund.

5. ORG & PROG Codes

ORG Code: 651001

PROG Code: 111000

6. How does this initiative articulate Lane's vision, mission, and goals while contributing toward meeting the President's/Board's approved goals?

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This initiative articulates Lane's vision, mission, and goals by enhancing the learning-centered environment for professional-technical and lower-division college-transfer students, supporting skill upgrading and career enhancement, and infusing our students with advanced technological skills in presentation and human communication. It opens up instructional redesign opportunities by increasing student access to technology and supporting online learners. Moreover, this initiative meets Lane's innovative core value of responding to technological changes in the real world so that our students and staff keep pace with new developments.

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Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 3

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Needs Assessment, Technical Writing Programs

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Our 2005-2006 Unit Plan included two initiatives proposing small steps toward developing Technical Writing offerings: an online version of the course and a Service-Learning version. It is worth noting that both have been completed: the Service-Learning course has been offered and, based on responses from students and participants at area non-profits, was highly successful; the online version has been developed and will be offered for the first time in Spring 07. This is also directly tied to the English Department's earlier recognition of a need to further develop Technical Writing offerings, which led to searching and hiring for a contracted faculty position in Fall 2004 to pursue this goal.

This activity will increase the English Department's awareness of potential synergies with Career / Technical Programs, and, of course, better understand the directions for course and program development that could be of mutual benefit. The culmination of the activity that this initiative would fund will be a specific, feasible, and well-informed plan for developing technical writing offerings at LCC to the benefit of Career/Technical students and faculty, the English Department, the College at large, and area employers.

2. Describe the initiative

Currently LCC offers a single course in Technical Writing, titled, simply, Technical Writing (WR 227). A second course, WR 228, used to be offered as well, but was among the cuts made with Ballot Measure 5. The result is that our existing WR 227 course tries to do much more than it should. Out of necessity, WR 227 is a very brief introduction, covering a wide range of document forms and writing situations, as well as briefly introducing numerous principles and strategies for these types of writing. It is an important introduction to the field, but much more could be done to address the more specific and specialized writing that students encounter in their disciplines as well as in career and other non-academic settings. Preliminary conversations with several LCC Career / Technical and Cooperative Education faculty indicate a strong interest in additional opportunities for students to engage in and

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learn about the types of writing relevant to their specific fields, but there is much work to be done to determine how that might be structured.

Among community colleges and four-year institutions there are many, many models for more specialized courses in Technical Writing as well as for certificates or programs for students. Because the field is so diverse, rigorous and focused research is required to assess the needs and opportunities here at LCC and to identify the best direction for future course and/or program development. There are also outstanding resources at the national and local level to support this type of investigation, and it would be extremely valuable to avail ourselves of those. This initiative, therefore, proposes reassignment time as well as a budget for travel and professional memberships in order to fully assess the needs here at our campus, and to benefit from the resources and advice available state-wide and nationally. The end result of this assessment and investigation will be a concrete plan that details the needs and opportunities at LCC for further developments in Technical Writing, as well as specific strategies and approaches for pursuing those developments.

How does this initiative align with the college priorities?

By creating ways for students to enhance their education and degrees through additional coursework, this proposal would work toward encouraging current Career / Technical students to enroll in and complete those additional credits. Furthermore, through consultation with area employers about their interests and needs, the assessment will discover ways of drawing new students to LCC who might be current and/or potential employees at those organizations.

A large part of this study's focus is to assess the needs that are and are not being met by our current technical writing offerings, and to assess ways that LCC and the community might benefit from additional developments. Because the work will largely be accomplished by a single faculty member in consultation with others at LCC and in the community, the cost will be relatively low, especially compared with the opportunity for increasing enrollments with new courses or a program. Finally, the study described here will certainly include innovative approaches to technical writing programs; in particular, this will permit us to explore ways of meeting the specific needs of our College and local community.

What will the product, innovation, or change of this initiative be? Please be as specific as possible.

This initiative is a proposal to create a specific, concrete plan for further development of Technical Writing offerings at LCC. Another proposal will be put forward next year to move forward with this study's recommendations. Specifically, the release time and travel budget will allow a faculty member to accomplish the following:

- Communications, including personal visits, with area businesses, identified with help from Cooperative Education faculty, the local Society for Technical Communication chapter, and others. The goal is to identify what their technical writing needs are as a way of determining potentially fruitful emphases for new course development, a certificate, or a program.
- Through professional memberships and attendance at two national conferences, seek advice from national organizations dedicated to technical writing programs and teaching: ATTW, CPTSC, and STC:

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- ATTW (Association of Teachers of Technical Writing) is a very active organization dedicated to teaching Technical and Professional Communications. This is an excellent resource for advice and ideas, as well as a pool of potential sites we could contact to learn more about how other programs are put together.
- CPTSC (Council for Programs in Technical and Scientific Communication) is a small organization completely dedicated to building, supporting, and assessing Technical and Professional Communications programs.
- STC (Society for Technical Communication) is a very large national organization for professional technical communicators. One of the local chapters is in the South Willamette Valley. It would be a good resource for learning about likely employers and needs in our area.
- Collaborate with Mary Brau and others to investigate process for aligning new program, certificate, or course(s) with state requirements and processes; and to understand and (if appropriate) begin the market research needed to establish such a program or certificate.
- Collaborate with LCC Career-Technical and Cooperative Education faculty to assess needs and opportunities for students in existing LCC programs, and to identify possibilities for drawing more students.
- Collaborate with faculty in other departments, as appropriate, to identify courses that might be included in a certificate or program.
- Communicate with University of Oregon, Oregon State University, and Oregon Institute of Technology programs to ensure compatibility and increased opportunities for students.
- Establish contacts with program coordinators at other community colleges and other institutions that offer similar programs (including some with online offerings) in order to learn from their experience and to better understand the type of program or certificate we might build at LCC.
- Establish an advisory committee of faculty from LCC as well as representatives of area businesses who could offer guidance and feedback throughout this process of assessing needs as well as the subsequent development of new offerings or programs.
- Ultimately, create a specific, feasible, and well-informed plan for developing technical writing offerings at LCC to the benefit of Career / Technical students and faculty, the English Department, the College at large, and area employers.

Given college resources, is it feasible? Is it an efficient use of college resources?

The primary responsibility for coordinating and implementing this needs assessment would be one faculty member in the English Department; other faculty are available to fill her courses during the reassignment time. Two contracted faculty and several part-time faculty regularly teach the existing Technical Writing course. Several other contracted faculty have taught it in the past. The English Department's Part-Time Hiring Committee will begin looking at experience teaching Technical Writing during the hiring process.

By engaging in a process that ensures a quality set of offerings that are in harmony with local employment opportunities and LCC Career / Technical students' needs, and which we could promote wisely and strategically among current and potential students, we would be in the position to attract more students.

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What would be the campus location of this request/project?
 Faculty offices.

How many students (per year) will benefit? How will students benefit?

Each year the English Department offers at least 12 sections of Technical Writing, capped at 24 students each, and they always fill. Estimates indicate that approximately 50 percent of these students are also enrolled in Career / Technical Programs. Seven Career / Technical Programs explicitly require students to take Technical Writing; five others include it among two or three courses from which students can choose.

This study would seek ways to not only enhance the education of current Career / Technical Programs students, but would also seek ways to draw additional students to the college. Any student would be able to take advantage of these offerings, of course, but a specific focus of the assessment would be synergies with existing programs, as well as efforts to create opportunities applicable to a wide range of students while also providing relevant and more specialized writing experiences.

It is widely recognized that employers value good writing skills. This study will result in a concrete plan to enhance students' academic experience and their credentials with additional coursework or program / certificate completion in Technical Writing. Preliminary conversations with several Career / Technical and Co-op faculty indicate strong support for additional developments in Technical Writing.

3. Describe the resources needed

*Provide a brief description and \$\$ total here, in addition to including the Initiative Spreadsheet with this chapter. Please be specific about the actual equipment/resource that you need. Resources should be listed as line items and should be **prioritized by division**. The **line items** may be pulled out of separate initiatives and put in priority order.*

1. Two terms course reassignment, one each in Fall and Winter 2007-08, for one faculty member to pursue the study. (Cost is salary + OPE for a part-time faculty member to fill those courses.)	\$9,962.00
2. Conference expenses, including travel, to two national conferences: a. Association of Teachers of Technical Writing (ATTW), April 2008, New Orleans. 3-4 days. 2007 conference registration rates: Approximately \$145 registration for ATTW and adjoining CCCC conference (\$200 for non members). <i>Total ATTW travel cost estimate: \$1,300</i> b. Council for Programs in Technical and Scientific Communication (CPTSC), October 2008, location TBD. 2 days. 2007 conference registration: approximately \$80. <i>Total CPTSC travel cost estimate: \$1000</i>	\$2300
3. Professional memberships in three organizations: • ATTW: \$50. (Note that this offsets the difference in conference expenses.) • CPTSC: free with conference registration (above) • Society for Technical Communication: \$165 (includes	\$215

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both national and local plus the academic Special Interest Group).	
TOTAL FUNDING REQUEST:	\$12,477

4. List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

If the funding source is Carl Perkins:

- How does the request meet one or two of the Carl Perkins act goals?

a. Measureable Goal #1: Improving Academic and Technical Skills

This project will enhance Career - Technical Students' academic experience by offering a chance to supplement their programs with additional coursework in writing. Further developing their writing skills is, of course, one desirable outcome. The proposed investigation will also seek ways to deepen students' learning in their fields by developing synergies with particular courses or programs, perhaps through Learning Communities, Service Learning, Co-op experiences, or other types of partnerships.

b. Measurable Goal #2: Special Populations

It is the intent of this assessment and investigation to identify barriers that members of special populations might have and ways that the design of any resulting courses or program could provide every opportunity for them to participate. Exploring online learning possibilities, including examining existing models, is one example.

c. Measurable Goal #4: Work Based Learning

The importance of workplace experience is invaluable in Technical Writing. The ability to apply concepts being learned to real situations that demand skills in negotiation, audience analysis, project management, and soliciting and implementing feedback, just to name a few, are crucial. Already, in the existing LCC Technical Writing course, students are encouraged to make specific connections between their coursework and their careers and workplaces. They might create job application materials, use case studies or other real-life examples, and / or identify and pursue projects that address issues they see in their workplaces or communities. In a successful Service Learning version of the course, students worked throughout the term with partners at area non-profit organizations to create documents that furthered the work of those sites. This will be a strong focus of the investigation proposed: opportunities to connect writing to their disciplines and to the "real world" will be explored through course content as well as Co-op and Service Learning opportunities.

5. Provide ORG & PROG codes

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

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One item in the plan outlined above is to establish an advisory committee of faculty from LCC as well as representatives of area businesses who could offer guidance and feedback throughout this process of assessing needs, and continue into the subsequent development of new offerings or programs.