



OFFICE OF THE PRESIDENT

February 17, 2021

Dr. James D. Fielder Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Montgomery College respectfully requests approval of the following academic program action:

Substantial program changes to the technical writing certificate statewide program, HEGIS 50.9903, CIP 23.1303, effective fall 2021.

Montgomery College is prepared to offer the newly revised technical writing certificate. The technical writing certificate is designed for students from a variety of degree programs who want to move into professional writing careers, enhance their employability, or upgrade their skills. The revised curriculum prepares students to design, write, and produce documents and presentations in a work environment; advance their writing and editing skills; and learn visual-design software. Students can tailor the certificate to focus on their specific area of interest, choosing from public relations, production of written documents, and graphic design. The revised certificate requires fewer credits—22 rather than 28—and prepares students for the competitive and evolving job market. The modifications are tentatively effective fall 2021.

Following submission of substantial modifications to the program, the College will submit the appropriate paperwork for a new title and a fully-online delivery option for the certificate.

The associated program fee of \$50 will be sent to the Maryland Higher Education Commission via U.S. mail.

Thank you in advance for your time and consideration of this request. Please contact Dr. Carolyn Terry, associate senior vice president for academic affairs, at carolyn.terry@montgomerycollege.edu or 240-567-4366, if you have any questions.

Sincerely,

DeRionne P. Pollard, Ph.D.
President



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Montgomery College
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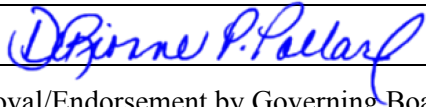
Each action below requires a separate proposal and cover sheet.

- | | |
|---|--|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input checked="" type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	\$50	Date	2/26/2021
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check #	Amount:		Submitted:	

Department Proposing Program	Academic Affairs
Degree Level and Degree Type	Lower Division Certificate
Title of Proposed Program	Technical Writing
Total Number of Credits	28
Suggested Codes	HEGIS: 5099.03 CIP: 23.1303
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>)
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2021
Provide Link to Most Recent Academic Catalog	URL: catalog.montgomerycollege.edu

Preferred Contact for this Proposal	Name: Ms. Betsy Leonard
	Title: Planning & Support Specialist
	Phone: (301) 807-7857
	Email: betsy.leonard@montgomerycollege.edu

President/Chief Executive	Type Name: Dr. DeRionne P. Polard
	Signature:  Date: 02/17/2021
	Date of Approval/Endorsement by Governing Board: 01/27/2021

Revised 1/2021

Montgomery College

Technical Writing Certificate Proposal

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Montgomery College is prepared to offer the newly revised technical writing certificate. The revised curriculum provides a strong preparation for the needs of the 21st century economy which demands adaptive and competent writing skills in an increasingly scientific, web-based society. Technical writing skills are crucial to the communication of complex information to the public. Technical support and communication no longer rely solely on instructional manuals but on diverse media as well as clear writing. The new certificate requires fewer credits—22 rather than 28—and prepares students for the competitive and evolving job market. The certificate is not offered at other Maryland institutions of higher education, which means it is a statewide program and students can take its courses at a lesser cost than out-of-county rates. While preserving its uniqueness, the revised program enables students to acquire in-demand skills for work place writing, meeting the needs of students from a variety of degree programs who want to move into professional writing careers, to enhance their employability, or to upgrade their skills for professional and/or economic mobility.

This program supports Montgomery College's mission, which is to empower our students to change their lives, enrich the life of the community, and hold ourselves accountable for their academic success. Technical writing certificate students are empowered by developing interdisciplinary competencies, including critical thinking, strong oral and written communication skills, and operational knowledge of project planning, budgeting, and production. The coursework prepares students to design, write, and produce written and digital documents and presentations in a professional environment, with high-quality writing and editing skills as well as hands-on experience with visual-design software. Finally, the technical writing certificate holds itself accountable through curriculum and workforce alignment, program assessment, faculty evaluations, and student feedback through evaluations.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The [2017-2021 Maryland State Plan for Postsecondary Education](#) states the goals of access, success, and innovation to support student success with less debt.¹ Montgomery College echoes those goals in its [MC2025 Strategic Plan's](#) goals of empowering students to start smart and succeed, of enhancing learning environments, and of fueling the economy and driving economic mobility. The technical writing certificate promotes these goals by providing Montgomery County and Maryland state residents with preparation for an industry that is growing at a faster-than-average rate for all occupations, according to the Bureau of Labor Statistics 2020 data.²

Additionally, Montgomery College is committed to providing students with flexible options that broaden access to programs and provide alternate scheduling. Following submission of substantial modifications to the technical writing certificate, the College will pursue a change in modality to include a fully-online delivery option for the program. Development of a fully online option for the technical writing certificate furthers the College's vision to "be characterized by agility and relevance as it meets

¹ Maryland Higher Education Commission. 2017-2021 Maryland State Plan for Postsecondary Education: Increasing Student Success with Less Debt.

²Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Technical Writers, on the internet at [Bls.gov/ooh/media-and-communication/technical-writers.htm](https://bls.gov/ooh/media-and-communication/technical-writers.htm) (visited November 19, 2020).

the dynamic challenges facing our students and community.”³ It also aligns with Montgomery College’s [Academic Master Plan 2016-2021](#) initiative to offer alternate scheduling and delivery.⁴

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The technical writing certificate will be implemented with existing institutional resources from the English and reading discipline; no additional resources are needed.

4. Provide a description of the institution’s commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

The Montgomery College technical writing certificate was officially founded in 1987. The program utilizes financial support through the English and reading discipline budget. The program’s courses are taught by full- and part-time faculty within the disciplines whose courses are featured in the certificate’s curriculum. There are no faculty or staff dedicated solely to the technical writing program. Outstanding faculty, state-of-the-art facilities, equipment, and library resources are already in place as the courses are already being offered. While the technical writing certificate has been relevant for many years, following are several proposed modifications to enable the program to be more pertinent to the demands of the 21st century economy and job market: revised program title and outcomes to reflect the current needs of students and employers and a reduction in the required number of credits. These modifications modernize the curriculum to reflect today’s technical writing industry and reduce students’ time and cost to certificate completion while preserving the program’s standards and integrity.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The revised professional and technical writing certificate program’s modifications will be tentatively effective in fall 2021. Students that started the program prior to fall 2021 have the option to complete the former program requirements. Students starting the program fall 2021 or later will utilize the modified program requirements.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The technical writing certificate works to meet the wide-ranging needs of students, developing meaningful learning experiences for those who wish to pursue careers in writing and/or editing in the publishing, technological, scientific, medical, public relations, or business sectors. There is an increasing need for writers/authors, editors, and skilled technical writers specifically in Maryland and

³ Our mission, vision, and values. (2020). Montgomery College. <https://www.montgomerycollege.edu/about-mc/mission-values.html>

⁴Montgomery College. Academic Master Plan (2016-2021). Initiative2, p. 26.

Washington, D.C., making our region a hotspot for these jobs with 13,747 jobs available for authors, editors, and technical writers in 2020 alone. The national average for a region of comparable size is 5,727 jobs, while in contrast there are 13,747 such jobs in Maryland and D.C. Further, 14,116 writing/editing jobs are projected to be available in this region in 2030.⁵ The earning potential is high, as well, for writers/authors, editors, and technical writers with the Maryland/D.C. regional median salary of \$82,886 compared to a national median salary of \$65,178. In fact, the regional median compensation is 27 percent higher than the national median compensation for these professions. The job postings are high as well for writers/authors, editors, and technical writers in Maryland and D.C.⁵ The national average for these jobs is 234 postings per month, while there are 853 job postings for writers/authors, editors, and technical writers per month in this region, according to Emsi 2020 data.⁵ (See full report in Appendix A.)

The racial diversity in technical writing and editing jobs is high in the Maryland/D.C. area. The national average for racially diverse employees in these fields is 2,797 employees, while there are 3,473 racially diverse employees in these jobs in the Maryland/D.C. region. The gender diversity in these career fields is slightly higher than the national average. The national average in these career fields is 7,578 female employees, while there are 7,943 female employees in these jobs in Maryland and D.C.⁵

Montgomery College's revised technical writing certificate offers a cohesive, robust curriculum that allows students to create an efficient and flexible program experience tailored to their interests in writing, editing, journalism, publication design, or public relations, and it can be earned while students pursue another degree. It particularly aligns with the general studies associate of arts and communication studies associate of arts. The certificate is a stepping stone toward entering a career or pursuing a promotion or career change, and it provides a strong foundation in the in-demand hard skills such as writing, editing, communication, research, project management, effective presentation skills, and software usage.

2. **Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).**

The [2017–2021 Maryland State Plan for Postsecondary Education](#) lists several strategies to meet the goals of access, success, and innovation to support student success with less debt. The revised technical certificate supports the Maryland State Plan for Postsecondary goals by offering an efficient, accessible path to completion and by developing skills needed in today's work place. The revised curriculum can be completed while students pursue other majors, in particular general studies and communication studies, enabling certificate students to fulfill both programs' requirements simultaneously.

Following are several initiatives sponsored in support of those goals:

Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions. To ensure equal educational opportunities for all Marylanders, Montgomery College implemented the Achieving the Promise Academy (ATPA) Program, which pairs students with an ATPA coach for individualized academic coaching through graduation or transfer. Additionally, the certificate is a statewide program, meaning that because the program is unique in Maryland, all state residents can enroll in the program at equitable, in-county tuition rates.

⁵ Emsi Occupation Overview Technical Writing Certificate Report, November 2020. Report based on Quarter 4 2020 Data Set. See attached report in Appendix A.

Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students. The technical writing certificate supports the success of traditional and non-traditional students. Students can complete the certificate and enhance their employability while completing an associate's degree at Montgomery College. Following submission of substantial modifications to the technical writing certificate, the College will pursue a change in modality to include a fully-online delivery option for the program. This furthers the ability for full-time working, non-traditional students to complete the certificate either on campus or fully online which provides convenience in balancing their personal, professional, and academic responsibilities.

Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements. To improve the student experience by providing better options and services that are designed to facilitate prompt completion of program requirements, the technical writing curriculum provides students with the skills needed in today's job market, with a decreased number of required credits. Program advising is provided each semester, with the program faculty reaching out to certificate students to offer individualized advising and to help students remain on track for graduation.

Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness. To develop new partnerships between colleges and businesses to improve workforce readiness, the technical writing certificate partners with the Society for Technical Writers professional association to establish student memberships and networking. The program hosts open houses in which technical and professional writers share their career preparation and trajectory and discuss internship opportunities.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: *mid-level management*) for graduates of the proposed program.

The educational requirements for technical writers vary. A college degree is typically required for a technical writing job; however, knowledge of business, science, or a technical subject is beneficial. To best prepare students for a career in technical writing, the Montgomery College certificate can be completed to complement a degree in another field of study. The technical writing certificate is most efficiently paired with the general studies associate of arts and the communication studies associate of arts. Additionally, a technical writing certificate pathway is being developed for the general studies humanities, arts, communication, and languages associate of arts. These programs transfer readily to four-year colleges and universities and indicate career readiness and preparation to future employers.

The certificate can be quickly earned by Montgomery County and Maryland state residents who already have a bachelor's or master's degree as those individuals can transfer in up to 70 percent of the certificate's course requirements, with only approximately three courses remaining to be completed at Montgomery College.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The Bureau of Labor Statistics *Occupational Outlook Handbook* September 2020 data predicts technical writing jobs will grow 7 percent from 2019-2029, faster than average for other occupations.² This growth rate is fueled by advancement and widespread reliance on technology and web-based products. Such reliance creates a need for employees who can write instructions, describe processes, answer questions, and clearly communicate complex information to the public. The need for strong technical and professional writers has led to a higher than average employment of professional writers/authors,

editors, and technical writers in the Maryland and D.C. region. In fact, a region of comparable size typically has 5,727 jobs for writers/authors, editors, and technical writers. In contrast, our region has 13,747 such jobs, making it easier for workers in the technical writing fields to find employment. This trend is projected to continue, increasing from 13,747 jobs in 2020 to 14,116 jobs in 2030, a 2.7 percent increase.⁵

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Please see Appendix A showing the projected employment data from the Emsi Occupation Overview Technical Writing Report. The Emsi 2020 data identifies over 13, 700 existing jobs for writers/authors, editors, and technical writers in the Maryland/D.C. metro region, approximately 60 percent above the national average. By 2030, the number of the jobs for writers/authors, editors, and technical writers in this region is expected to increase by almost 3 percent to reach over 14,000.⁵

4. Provide data showing the current and projected supply of prospective graduates.

The following table reflects the projected number of graduates for the technical writing certificate program. The data are extrapolated from the number of students currently registered in the existing technical writing certificate program who are being advised and are on track to graduate within 1-2 years. The technical writing certificate serves students enrolled in the general studies, communication studies, and business programs. This is a conservative estimate as the modified certificate has not been advertised to the College community.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Graduates	9	12	15	18	21

D. Reasonableness of Program Duplication:

1. Identify similar programs in the state and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

The technical writing certificate is a statewide program which means that the program is not offered at other higher education institutions in Maryland, and students across the state of Maryland can take courses in the certificate program at in-county rates.

Northern Virginia Community College offers a Professional and Technical Writing Certificate, requiring 31 credit hours. This Virginia certificate is similar to Montgomery College's revised technical writing certificate but requires 9 more credits, extending time and cost to completion. It offers credit for prior learning, and Montgomery College is in the process of creating a credit-by-exam for the required [ENGL 110](#) course to offer the credit for prior learning opportunity to Maryland residents.

2. Provide justification for the proposed program.

The revised technical writing certificate prepares students to meet the growing need for clear and easy-to-follow information about technical processes, topics, and procedures in today's increasingly technology-reliant society. The modified program addresses the need for clear, accurate writing and editing in a wide-range of technical fields through diverse media in order to convey information. The certificate provides an option for students to tailor the program to their interests, ranging from editing to public relations, journalism, or data-science writing. The elective requirement provides flexibility to continually adapt to meet the demands of the evolving job market.

Although a comparable program exists in Virginia, no other community college in Maryland offers a duplicate program.

E. Relevance to High-Demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

There is no impact at Maryland's HBIs.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

There is no impact at Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and describe the faculty who will oversee the program.

The revision of the 1987 technical writing certificate was established in the following ways:

- Recognition that a 28-credit certificate is difficult for students to complete during their time at Montgomery College, often while pursuing an associate of arts at the same time, and creates a greater expense than a well-designed 22-credit certificate.
- Recognition that the program was originally designed for mid-career, working adults who were seeking a career-enhancement or change and that this no longer reflects our current certificate student population, which includes students who are simultaneously pursuing an associate of arts in other disciplines and who want to enhance their future employability.
- Recognition that a computer application course is no longer needed by technical writing students, many of whom already possess such skills upon program entry or learn basic computer skills during their English composition course.
- Recognition that the principles of management course and the marketing course are no longer regularly offered and that technical writing students are not solely pursuing business careers and often have other aspirations.
- Recognition that [ENGL 110](#) and [ENGL 258](#) both explore grammar concepts and editing skills, although [ENGL 258](#) covers the subject matter in a more applied manner. Therefore, students do not need both courses unless they choose to specialize in editing by choosing [ENGL 258](#) as their elective course.
- Recognition that the program description and outcomes must be adapted to reflect the industry demands of 2020 and beyond.

The program will be overseen by the following faculty:

- Full-time and part-time faculty from the English, Communication, Graphic Design, and Data Sciences disciplines will teach the program's courses. No faculty are solely dedicated to supporting the technical writing certificate program.
- One collegewide coordinator oversees the program while also teaching a range of English courses, under one English and reading department chair and the instructional dean of English and reading. The coordinator focuses on program pedagogy, course delivery and assessment, student advising, and professional development.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Following are the new program outcomes and the courses supporting those outcomes:

Outcomes	Courses
Write clearly for different audiences.	ENGL 101 , ENGL 103 , ENGL 259 (Electives COMM 230 , COMM 251 , and DATA 110)
Edit documents for correctness and consistency.	ENGL 101 , ENGL 103 , ENGL 110 (Electives COMM 251 and ENGL 258)
Edit documents using sound grammar.	ENGL 101 , ENGL 110 (Electives COMM 251 and ENGL 258)
Plan the document production process, including budgeting and scheduling.	ENGL 259 (Electives COMM 230 and ENGL 258)
Plan, deliver, and critique presentations for the work place.	COMM 112 , ENGL 103
Use graphic design software to produce visual images that enhance communication in the written document.	GDES 116 (Electives GDES 212 and DATA 110)

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

Program learning outcomes will be assessed through course exams and writing assignments in the program's required courses ([ENGL 110](#), [ENGL 103](#), [ENGL 110](#), [ENGL 259](#), [COMM 112](#), and [GDES 116](#)).

b) document student achievement of learning outcomes in the program

There are several comprehensive and multifaceted assessment processes for all disciplines across the college. Montgomery College's Office of Assessment supports the College's mission and vision by providing leadership in the area of assessment and evaluation. This is achieved by:

- Providing leadership, guidance, and data support for the College's assessment of student learning outcomes for programs.
- Coordinating a comprehensive system of program reviews for academic areas.
- Collecting, analyzing, and distributing reports and information to the College about assessment results.
- Consulting with administrative areas, disciplines, and academic programs on assessment and evaluation projects.

Following is an overview of assessment processes at Montgomery College:

Assessment Type	Purpose	Cycle
General Education Outcomes Assessment	To examine student acquisition of General Education competencies.	Once every three years
Program Assessment	To assess student attainment of the program's student learning outcomes for the purpose of discovering what is working well and where improvements can be made to increase student learning.	Once every three years
Program Review (also referred to as the College Area Review)	To examine the current alignment and relevance of a program's curriculum and success with retaining and matriculating students.	Once every five years
Administrative Assessment	To review an administrative area's success with achieving outcomes and institutional priorities.	Once every five years

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Following are the current and the revised curricula:

Program Title: Technical Writing Certificate, Statewide Program (Current Curriculum)

The certificate curriculum is designed for those already employed in technical positions or in related positions seeking to move into careers in technical writing and editing, or to upgrade skills in these areas. The emphasis is on tools, techniques, and procedures for developing, preparing, and producing technical documents and presentations in a work environment. Those without appropriate background must obtain the consent of an adviser before enrolling in the curriculum.

Program Requirements:

Course Designator	Title	Credits
COMM 112	Business and Professional Speech Communication	3
ENGL 101	Introduction to College Writing*	3
ENGL 103	Critical Reading, Writing, and Research in the Workplace	3
ENGL 110	Principles of English Grammar	3
ENGL 258	Techniques of Proofreading & Editing	3
ENGL 259	Organization and Development of Technical Documents	3
GDES 116	Digital Tools for the Visual Arts	4
MGMT 101 or MGMT 211	Principles of Management Introduction to Marketing	3
Elective	CMAP or CMSC Elective	3
Total Credits		28

* [ENGL 101](#)/101A, if needed, for [ENGL 103](#) or elective.

Program Outcomes:

Outcome	Upon completion of this program a student will be able to:
1	Write clearly for different audiences.
2	Edit documents for correctness and consistency.
3	Edit documents using sound grammar.
4	Plan documents, including the budgeting and scheduling of them.
5	Learn what is taught in a computer class.
6	Plan, deliver, and critique speeches common in business and industry.
7	Implement basic principles of management or marketing that are common in business and industry.

Program Title: The Technical Writing Certificate, Statewide Program (Revised Curriculum)

The technical writing certificate curriculum prepares students to meet the growing demands for workplace writing. The technical writing certificate is designed for students from a variety of degree programs who want to move into professional writing careers, to enhance their employability, or to upgrade their skills.

The curriculum prepares students to design, write, and produce documents and presentations in a work environment. Students will advance their writing and editing skills as well as learn visual-design software. Students can tailor the certificate to focus on their specific area of interest, choosing from public relations, production of written documents, and graphic design.

Program Requirements:

Course Designator	Title	Credits
COMM 112	Business and Professional Speech Communication	3
ENGL 101	Introduction to College Writing*	3
ENGL 103	Critical Reading, Writing, and Research in the Work Place	3
ENGL 259	Organization and Development of Technical Documents	3
ENGL 110	Principles of English Grammar	3
GDES 116 or ARTT 116	Digital Tools for the Visual Arts	4
Program Electives	Program Electives **	3-4
	Total Credits	22

* [ENGL 101](#)/ENGL 101A/011, if needed, for [ENGL 103](#) or elective.

** Students choose one of the following program electives: [ENGL 258](#), [COMM 230](#), [COMM 251](#), [GDES 212](#), or [DATA 110](#).

Program Outcomes:

Outcome	Upon completion of this program a student will be able to:
1	Write clearly for different audiences.
2	Edit documents for correctness and consistency.
3	Edit documents using sound grammar.
4	Plan the document production process, including budgeting and scheduling.
5	Plan, deliver, and critique presentations for the workplace.
6	Use graphic design software to plan effective and aesthetically-pleasing visual images.

List of Courses with Title, Semester Credit Hours, and Course Descriptions:**COMM 112: Business and Professional Speech Communication**

A study of communication theory as applied to business and organizational environments. Emphasis on development of effective communication skills for professional situations including team building, interviewing, public speaking, and accommodating diverse perspectives. *Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week. Formerly SP 112. 3 semester hours*

COMM 230 – Introduction to Public Relations

Familiarize students with the basic concepts and principles of public relations. Designed to give students hands-on experience in public relations on campus, with external organizations, and with social media. This class is a supplemental course for students majoring in communication. *PREREQUISITE(S): [COMM 108](#) or [COMM 112](#). Three hours each week. 3 semester hours*

COMM 251 – Introduction to Journalism

An introduction to the fundamentals of journalism and mass communication, including advertising and public relations. The course will look at the changing industry and career trends. The course explores media literacy and communications theories through print and electronic media. Writing focuses on generally accepted news writing principles. *PREREQUISITE(S): A grade of C or better in [ENGL 101](#) or ENGL 101A or consent of department. Three hours lecture/discussion each week. Formerly ENGL 251. 3 semester hours*

DATA 110 – Data Visualization and Communication

Emphasis on data visualization and communication skills for professional situations including effective quantitative summary and public speaking. Preparing and producing data visualizations, presentations, and technical documents for specific audiences and analyses for general audiences. *PREREQUISITE(S): A grade of C or better in [MATH 117](#)/MATH 117A, [MATH 217](#), [BSAD 210](#) or consent of department. Three hours each week. 3 semester hours*

ENGL 101 – Introduction to College Writing

An introduction to college writing. The first of two sequential freshman composition courses, this course emphasizes the process of critical thinking, reading, and writing. Student writing progresses from a personal to an academic perspective. Students write for different audiences and purposes using a variety of rhetorical strategies. Students write in response to reading and are introduced to standard documentation procedures. Students are required to submit a final portfolio that meets department requirements. *PREREQUISITE(S): Placement through assessment testing; or concurrent enrollment in [ENGL 011](#); or completion of [IERW 002](#) with a grade of A; or completion of AELW 940/[ELAI 990](#) with a*

grade of C or better; or consent of the department. Assessment Level(s): [READ 120](#). Three hours each week. Formerly EN 101. 3 semester hours

ENGL 103 – Critical Reading, Writing, and Research in the Work Place

Studies in argumentation and research in the workplace. A second of two sequential freshman composition courses, this course is designed to help students understand the processes and products associated with writing used in technology and business. Emphasis will be on the writing process, including writing to different audiences and supporting claims persuasively with appropriate evidence and detail. Students will write a variety of reports, documentation, and proposals, employing a range of stylistic options. The course will include an introduction to the rules for integrating visual aids into technical documents and a major research project focusing on developing an appropriate research question, conducting scholarly research, and incorporating information into writing with the proper conventions of citation. *PREREQUISITE(S): A grade of C or better in [ENGL 101](#) or ENGL 101A or consent of department. Three hours each week. Formerly EN 109. 3 semester hours*

ENGL 110 – Principles of English Grammar

A study of the various aspects of English grammar, such as sentence structure, agreement, tenses, pronoun reference, and punctuation, to increase students' knowledge of the English language and to enhance their writing capabilities. *Three hours each week. Formerly EN 105. 3 semester hours*

ENGL 258 – Techniques of Proofreading & Editing

For students in or preparing for careers that require them to proofread or edit material written by others. Emphasis is placed on the fundamental concepts of proofreading and editing, including copy marking, levels of editing, and procedures. *PREREQUISITE(S): A grade of C or better in [ENGL 101](#) and [ENGL 110](#), or consent of department. Three hours each week. Formerly EN 125. 3 semester hours*

ENGL 259 – Organization and Development of Technical Documents

For students in or preparing for careers that require preparation, editing, or production of technical documents of significant length. Students examine the roles and functions of managers, reviewers, editors, and writers throughout the document development cycle and study tools and techniques appropriate to each role. By studying relationships among functions, tools, and techniques, students will be able to assess and recommend procedures and policies for developing documents in the workplace. *PREREQUISITE(S): A grade of C or better in [ENGL 103](#) or consent of department. Three hours each week. Formerly EN 240. 3 semester hours*

GDES 116 (or ARTT 116) – Digital Tools for the Visual Arts

An introduction to the digital tools used in the visual arts and the social, cultural and ethical application of those tools. Students are exposed to the theory and function of the major software packages, basic digital design principles, and collaborative processes utilized in the visual arts. Topics include operating systems, typography, vector and bitmap imaging, page layout, PDF creation and editing, timeline-based video editing, file transfer, output, web, emerging technologies, and other material relative to the digital visual arts workflow. *Two hours lecture, four hours laboratory each week. Formerly AR 116/GD 116. 4 semester hours*

GDES 212 – Publication Design with InDesign

A practical application of design fundamentals for single and multipage publications. Students use industry standard page assembly software while creating well-designed layouts for publications of all kinds. In addition to the functions of the software, topics include typography, graphics, color, aesthetic page flow, and transition design. *PREREQUISITE(S): [ARTT 116/GDES 116](#) or consent of department. Two hours lecture, four hours laboratory each week. Formerly GD 212. 4 semester hours*

5. Discuss how general education requirements will be met, if applicable.

There are no General Education requirements for this certificate.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

There are no specialized accreditation or graduate certification requirements for this program and its students.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

There are no written contracts with other institutions or non-collegiate organizations for this program.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Montgomery College's online catalog helps students quickly locate and save details about the current schedule of classes, courses, and programs. The catalog is dynamic, meaning a live document that reflects changes in real time. The online catalog is located on the official policies page of the College's website at montgomerycollege.edu/catalog.

To determine program-specific information, students can view the program advising guide aligned with any program in the catalog. These guides directly link to the catalog so they reflect real-time information. They are meant to supplement the advising process and should be used in conjunction with the Montgomery College catalog and other College resources. The program advising guide for the current [technical writing certificate](#) is already published. If program revisions are approved by the Maryland Higher Education Commission, the revised program advising guide will be displayed on Montgomery College's online catalog.

Students may find general information such as availability of academic support services, financial aid resources, tuition rates, and payment policies by using the search function at montgomerycollege.edu.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

If approved, the revised program requirements for the technical writing certificate will be published in the College catalog. The Office of the Senior Vice President for Academic Affairs oversees publication and maintenance of the online catalog.

Advertising and recruitment for the technical writing program will occur at College events such as new student orientation, major-specific fairs, guest speaker series, symposia, college recruitment fairs, and networking opportunities from outside agencies and organizations. Faculty, administrators, and the program coordinator will publicize the certificate program through their professional network, in their classes, and at their professional conferences. The Office of Communications oversees publication of electronic and hard copy marketing materials.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

The revised technical writing certificate is designed for students who plan to supplement their degree

in a related or technical discipline, enter or advance in a profession in which a technical writing credential will benefit employment, or seek to enhance their career with writing and communication skills. While there are no formal articulation agreements for the technical writing certificate, Montgomery College's technical writing program is unique in the state of Maryland and provides residents with the opportunity to develop and demonstrate their skills in this growing industry. Further, the program requirements of [ENGL 103](#), [COMM 112](#), and [GDES 116](#) transfer broadly to four-year colleges and universities in Maryland and beyond.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

The English and reading discipline already offers a certificate in technical writing. Currently, there are several full-time and part-time faculty in the English and reading discipline supporting the program; faculty from other disciplines also teach courses required in the program. The current staffing level is sufficient to support the revised program requirements.

Following is a list of English and reading faculty with terminal degree title, academic title, and the course(s) each faculty member will teach:

Name	Terminal Degree	Academic Title	Courses Taught
Paul Baker	MPM	PT Faculty	ENGL 101 , ENGL 103
Bryant Davis	MA	FT Faculty	ENGL 101 , ENGL 103 , ENGL 110 , ENGL 258 , ENGL 259
Anna Deadrick	MA	FT Faculty	ENGL 101 , ENGL 103
Trienne Glover	PhD	FT Faculty	ENGL 101 , ENGL 103
Eric Grosse	Ph.D.	PT Faculty	ENGL 101 , ENGL 103
Maurice Johnson	M.A.	PT Faculty	ENGL 101 , ENGL 103
Keiva Jones	M.S.	PT Faculty	ENGL 101 , ENGL 103
Mary Robinson	Ed.D.	FT Faculty	ENGL 103
Sileshi (David) Shewaneh	M.A.	PT Faculty	ENGL 103
Marianne Szlyk	Ph.D.	FT Faculty	ENGL 101 , ENGL 103
Mitch Tropin	M.A.	PT Faculty	ENGL 101 , ENGL 103 , COMM 112
Thomas Young	M.A.	PT Faculty	ENGL 101 , ENGL 103

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

Montgomery College offers numerous in-person and online course offerings for best practices in pedagogy, content delivery, and course assessment. The College also offers an educational

assistance program (EAP) that provides faculty funds to support graduate and doctoral coursework and professional conferences and workshops. Faculty attend conferences and continuing education programs through professional organizations, such as the Society for Technical Communication.

b) The learning management system

Montgomery College's E-Learning, Innovation, and Teaching Excellence (ELITE) department offers many online and in-person training sessions for the College's learning management system (Blackboard), as well as Quality Matters training and semester-long training to prepare faculty for distance education courses. Faculty are also encouraged to use the learning management system to help support their in-person courses and for teaching remotely.

c) Evidenced-based best practices for distance education, if distance education is offered.

ELITE offers numerous training opportunities in distance education pedagogy and instructional technology. A team of instructional designers works closely with individual faculty, academic departments, and committees to design and deliver faculty professional development. In addition, all online instructional faculty are required to complete Blackboard training prior to teaching in the online setting. During the COVID-19 pandemic, all faculty who are teaching remotely are required to complete structured remote teaching training to learn digital fundamentals for teaching and learning.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The various library resources are adequate to support the revised program as Montgomery College currently offers all courses in the technical writing certificate program. Students have ready access to a supply of current and relevant books, journals, periodicals, and other reference materials needed to meet the requirements of the curriculum.

The Montgomery College library has three locations with comfortable facilities conducive to academic work. Library services are available 73 hours per week when the campus is open and offers 24/7 online access to reference librarians. The library supports the academic goals of the College's students and employees through group instruction sessions, personal research consultations, and online support. Available technology includes computers, printers, charging stations, high-speed scanners, laptops, tablets, One Button Studios for easy video creation, and collaborative workstations for group projects. Web-delivered subscription databases cover academic disciplines. The library also provides course-specific libguides taught at the College. For example, the [ENGL 103](#) (Critical Reading, Writing, and Research in the Work Place) Research Toolkit guide can be found at <https://libguides.montgomerycollege.edu/engl102>.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Physical facilities and equipment are adequate to support the program as Montgomery College currently offers all courses in the revised technical writing certificate. The revised program will be implemented with existing resources.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and
- b) A learning management system that provides the necessary technological support for distance education

Upon admission, every student receives a Montgomery College email account; this is the primary method for receiving correspondence and information from various College offices and departments. The College utilizes Blackboard as its learning management system. Additionally, Montgomery College promotes distance learning by providing access to online counseling, advising, library resources, tutoring, and more.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: PROGRAM RESOURCES

1. Reallocated Funds:

- Reallocated funds include existing faculty salaries allocated to support the technical writing certificate. All faculty who teach the certificate courses teach courses that are applicable to several disciplines beyond the certificate program, and they teach General Education courses required of Montgomery College students.

2. Tuition and Fee Revenue:

- The credit hour rate is based on 2020 in-county tuition and includes both tuition and fees. The first credit hour is \$201 (\$132 plus minimum \$50 consolidated fee and other fees); the rate is \$177.40 for two or more hours.
- Full-time enrollment is equivalent to 30 credit hours for the academic year; part-time enrollment is equivalent to 15 credit hours for the academic year.

3. Grants and Contracts:

- No grants or external funding needed to implement this program.

4. Other Sources:

- No additional funds needed to implement this program.

5. Total Year:

- Program resources reflect a conservative projection of full-time and part-time student enrollment over five years.

Table 1: Program Resources					
Resource Categories	Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)	Year 4 (2024-25)	Year 5 (2025-26)
1. Reallocated Funds	\$164,808	\$169,022	\$173,356	\$177,812	\$198,598
2. Tuition/Fee Revenue (c + g below)	\$29,271	\$30,063	\$39,270	\$40,278	\$50,133
a. Number of F/T Students	3	3	4	4	5
b. Annual Tuition/Fee Rate	\$5,322	\$5,466	\$5,610	\$5,754	\$5,898
c. Total F/T Revenue (a x b)	\$15,966	\$16,398	\$22,440	\$23,016	\$29,490
d. Number of P/T Students	5	5	6	6	7
e. Credit Hour Rate	\$177.40	\$182.20	\$187.00	\$191.80	\$196.60
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$13,305	\$13,665	\$16,830	\$17,262	\$20,643
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$194,079	\$199,085	\$212,626	\$218,090	\$248,731

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES

1. Faculty (# FTE, Salary, and Benefits):

- The faculty below currently support the technical writing certificate while also teaching English Foundation courses required of all Montgomery College students as well as a variety of other General Education courses. The same faculty will support the revised program. Part-time faculty are hired as needed per semester.
- Faculty salaries based on an annual increase of 2.75 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Bryant Davis	Full-time Professor	60%
Anna Deadrick	Full-time Professor	10%
Trienne Glover	Full-time Professor	10%
Mary Robinson	Full-time Professor	10%
Marianne Szlyk	Full-Time Faculty	10%
Paul Baker	Part-Time Faculty	5%
Eric Grosse	Part-Time Faculty	5%
Maurice Johnson	Part-Time Faculty	5%
Keiva Jones	Part-Time Faculty	5%
Mitch Tropin	Part-Time Faculty	5%
Sileshi (David) Shewaneh	Part-Time Faculty	5%
Thomas Young	Part-Time Faculty	5%

2. Administrative Staff (# FTE, Salary, and Benefits):

- The administrators below currently support the technical writing certificate program. The same administrators will support the revised program.
- Administrative staff salaries based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Sharon Anthony	Department Chair	15%
Elizabeth Benton	Dean	10%

3. Support Staff (# FTE, Salary, and Benefits):

- The staff below currently support the technical writing certificate program. The same staff will support the revised program.
- Support staff salaries based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Elisa Merendino	Administrative Aide II	10%

4. Equipment:

- No additional equipment needed to implement this program.

5. Library:

- No additional library resources needed to implement this program.

6. New and/or Renovated Space:

- No additional facilities needed to implement this program.

7. Other Expenses:

- No other expenses anticipated to implement this program.

8. Total Year:

- Expenditures include faculty, administrator, and administrative staff salaries currently supporting the technical writing certificate program. The same positions will support the revised program.

Table 2: Program Expenditures					
Expenditure Categories	Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)	Year 4 (2024-25)	Year 5 (2025-26)
1. Faculty (b + c below)	\$120,415	\$123,392	\$126,451	\$129,595	\$132,824
a. Number of FTE	1.35	1.35	1.35	1.35	1.35
b. Total Salary	\$100,571	\$103,337	\$106,179	\$109,099	\$112,099
c. Total Benefits	\$19,844	\$20,055	\$20,273	\$20,496	\$20,726
2. Admin. Staff (b + c below)	\$37,494	\$38,551	\$39,640	\$40,762	\$41,917
a. Number of FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	\$32,739	\$33,721	\$34,733	\$35,775	\$36,848
c. Total Benefits	\$4,755	\$4,830	\$4,907	\$4,987	\$5,069
3. Support Staff (b + c below)	\$6,899	\$7,079	\$7,264	\$7,455	\$7,652
a. Number of FTE	0.10	0.10	0.10	0.10	0.10
b. Total Salary	\$5,573	\$5,740	\$5,912	\$6,090	\$6,272
c. Total Benefits	\$1,326	\$1,339	\$1,352	\$1,366	\$1,380
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$8,552
5. Library	\$0	\$0	\$0	\$0	\$7,652
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$164,808	\$169,022	\$173,356	\$177,812	\$198,598

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

The College assesses and reviews programs on a regular basis based on the information noted in section G.3. All courses and programs at Montgomery College have clearly stated learning outcomes. The program learning outcomes align with and support the student learning outcomes of the individual courses that form a degree's curriculum. The program assessment process involves assessment planning, data collection, review of results, action plan development and implementation, and reassessment. The cyclical loop is closed by using the assessment results to improve teaching and learning experiences.

College faculty undergo an extensive and comprehensive evaluation process in compliance with the agreements between the College and the Montgomery College Chapter of American Association of University Professors (full-time faculty) and the Service Employees International Union (part-time faculty). This process includes student evaluations, self-evaluations, peer reviews, classroom observations, department chair reviews, and dean evaluation. The evaluation schedule varies from annually to every five years, depending on the faculty contract type and contract year. Evaluations determine if faculty members demonstrate high-quality performance in their teaching assignments, seek professional growth in their teaching area, are available to students, meet special objectives from preceding evaluations, and demonstrate substantial progress in service to their campus, College, and/or community. The purpose of a performance review is to promote the highest quality teaching techniques, to ensure knowledge of subject matter, to encourage professional growth and development of faculty, to assess strengths and weaknesses in faculty performance, and to assess service to the College community.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

All programs at Montgomery College go through an academic program review every five years to determine program viability. The academic program review ensures all programs effectively use the College's instructional resources, support the College's mission, and serve the needs of students and the

College community. The technical writing certificate program will go through the academic program review process as do all other programs at Montgomery College.

Montgomery College is proud to be selected as an Achieving the Dream (ATD) institution. ATD is a nationwide network of higher education institutions committed to systemic change to increase student success and completion, especially among disadvantaged students. As an ATD institution, Montgomery College works to build a culture of evidence that uses data to make informed decisions for student success. One example of the College's use of data is the [Student Success Score Card](#), which is a summary of indicators used to track student achievement.

The academic program review process and the Student Success Score Card provide actionable information to help the College assess and improve its focus on achievement and the success of every student.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Montgomery College is committed to creating a welcoming and inclusive environment for all students. As a whole, the Montgomery College community promotes an equity and inclusion focus where radical inclusion—or deeply rooted values of welcoming all individuals seeking higher education or continuing education—are an essential element of the College's fabric. The College's steadfast commitment to radical inclusion creates an inclusive, respectful learning environment that fosters critical thinking and civil discourse.

The technical writing certificate is committed to serving Montgomery College's diverse student body and promoting equity and inclusion by: (1) increasing the recruitment of women and minority students to promote diversity in the student body and technical writing professions as a whole, (2) providing a safe space for growth, and (3) providing a solid, skills-based curriculum designed to promote student success, retention, completion, and access to career opportunities.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable. This program is not related to low-productivity programs identified by the Maryland Higher Education Commission.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

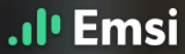
1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Montgomery College is eligible to provide distance education programs. The College currently offers numerous online programs and a variety of online and blended courses. Following submission of substantial modifications to the technical writing certificate, the College will pursue a change in modality to include a fully-online delivery option for the program.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

The Middle States Commission on Higher Education is the accrediting body for Montgomery College. The College received a positive outcome at the last reaccreditation in 2018.

Appendix A – Emsi Technical Writing Occupation Report
Emsi Q4 2020 Data Set



Technical Writing Occupations

Within a 50-Mile Radius from Montgomery College

0 Data Set |

Contents

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What is Emsi Data?

Emsi data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99 percent of all workers in the United States. This core offering is then enriched with data from online social profiles, resumes, and job postings to give you a complete view of the workforce.

Emsi data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

The Atlantic

Forbes

**Harvard
Business
Review**

*The
New York
Times*

WSJ

**USA
TODAY**

Report Parameters

3 Occupations

27-3041	Editors
---------	---------

27-3042	Technical Writers
---------	-------------------

27-3043	Writers and Authors
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20 Counties

11001	District of ColumbiaCounty, DC
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24003	Anne Arundel County, MD
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24005	Baltimore County, MD
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24013	Carroll County, MD
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24017	Charles County, MD
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24021	Frederick County, MD
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24027	Howard County, MD
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24031	Montgomery County, MD
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24033	Prince George's County, MD
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See Appendix A for all 20 Counties

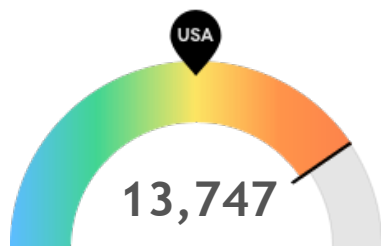
Class of Worker

QCEW Employees and Non-QCEW Employees

The information in this report pertains to the chosen occupations and geographical areas.

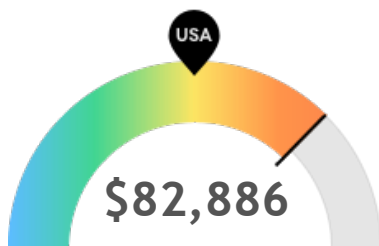
Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



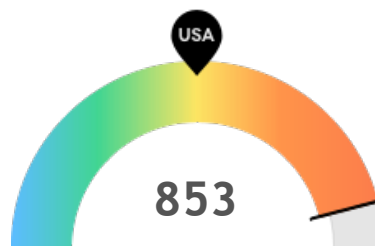
Jobs (2020)

Your area is a hotspot for this kind of job. The national average for an area this size is 5,727* employees, while there are 13,747 here.



Compensation

Earnings are high in your area. The national median salary for your occupations is \$65,178, compared to \$82,886 here.



Job Posting Demand

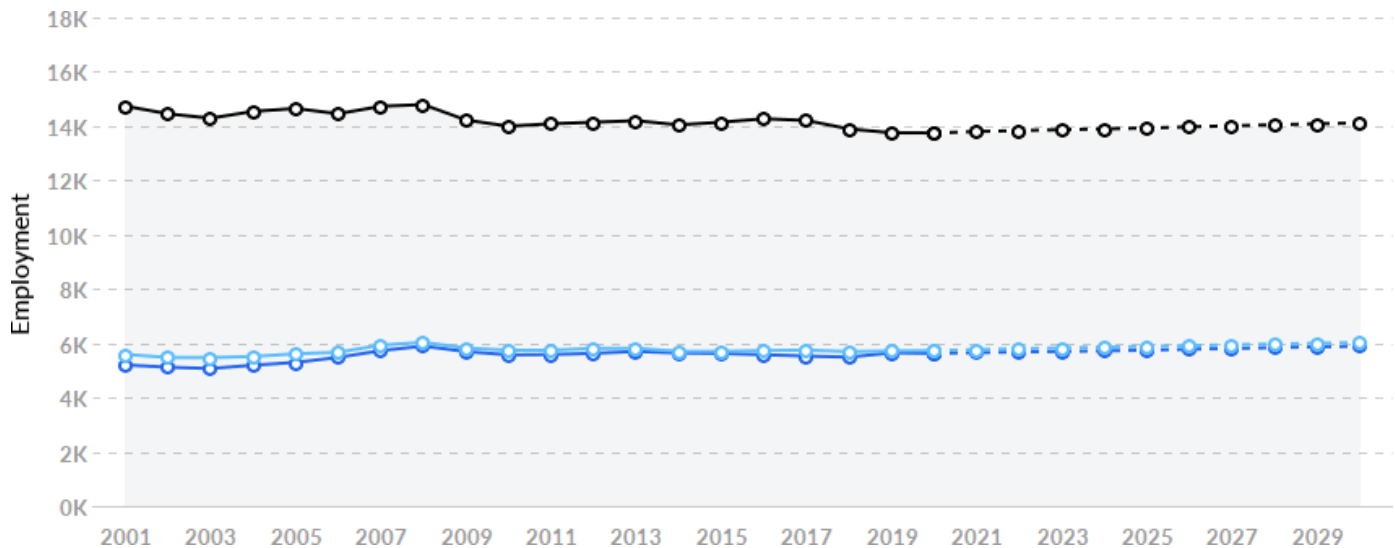
Job posting activity is high in your area. The national average for an area this size is 234* job postings/mo, while there are 853 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

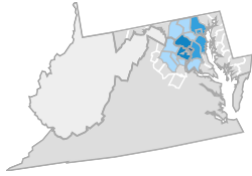
An average area of this size typically has 5,727* jobs, while there are 13,747 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



	Region	2020 Jobs	2030 Jobs	Change	% Change
A	50-Mile Radius from				
	the College	13,747	14,116	370	2.7%
A	National Average	5,727	6,025	298	5.2%
A	Maryland	5,625	5,891	266	4.7%

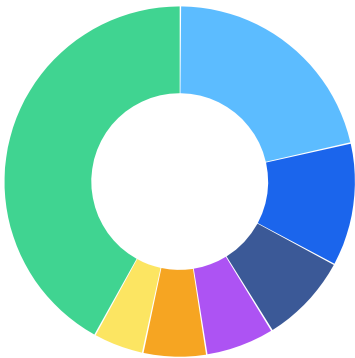
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2020 Jobs
District of Columbia County, DC	5,102
Fairfax County, VA	1,946
Montgomery County, MD	1,628
Baltimore City County, MD	957
Arlington County, VA	945

Most Jobs are Found in the Newspaper, Periodical, Book, and Directory Publishers Industry Sector

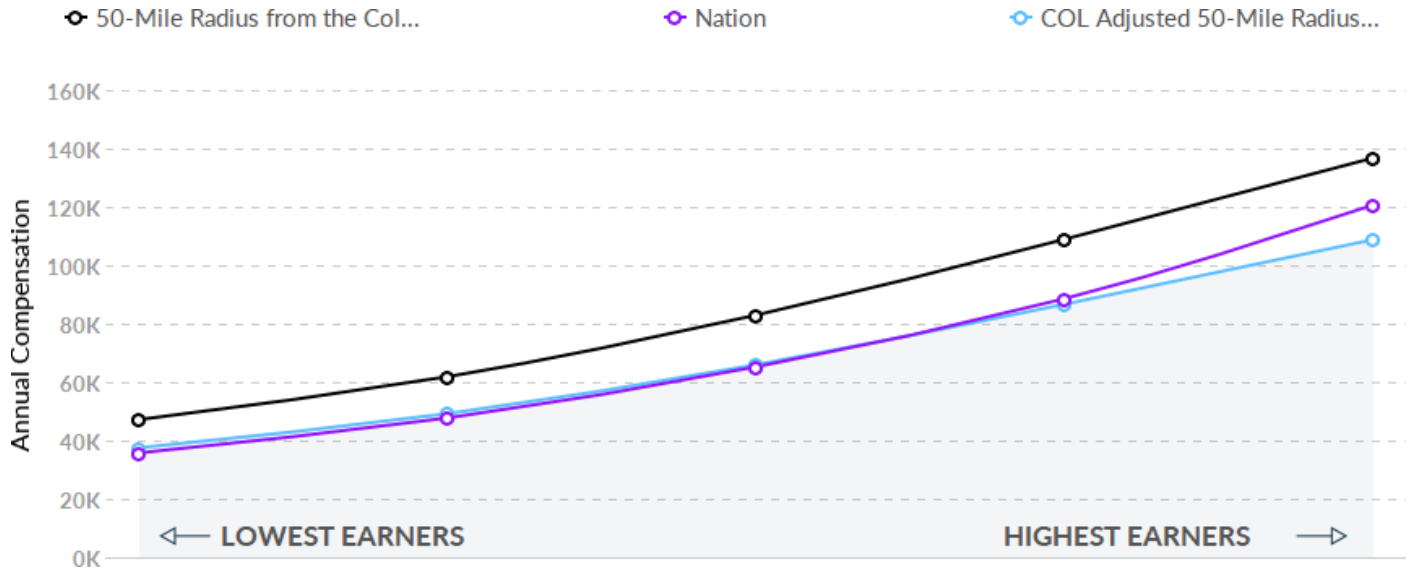


Industry	% of Occupation in Industry (2020)
A Newspaper, Periodical, Book, and Directory Publishers	21.4%
A Computer Systems Design and Related Services	11.4%
A Management, Scientific, and Technical Consulting Services	8.3%
A Business, Professional, Labor, Political, and Similar Organizations	6.3%
A Federal Government, Civilian	5.9%
A Advertising, Public Relations, and Related Services	4.6%
A Other	42.0%

Compensation

Regional Compensation Is 27% Higher Than National Compensation

For your occupations, the 2019 median wage in your area is \$82,886, while the national median wage is \$65,178.



Job Posting Activity



8,527 Unique Job Postings

The number of unique postings for this job from Jan 2020 to Oct 2020.



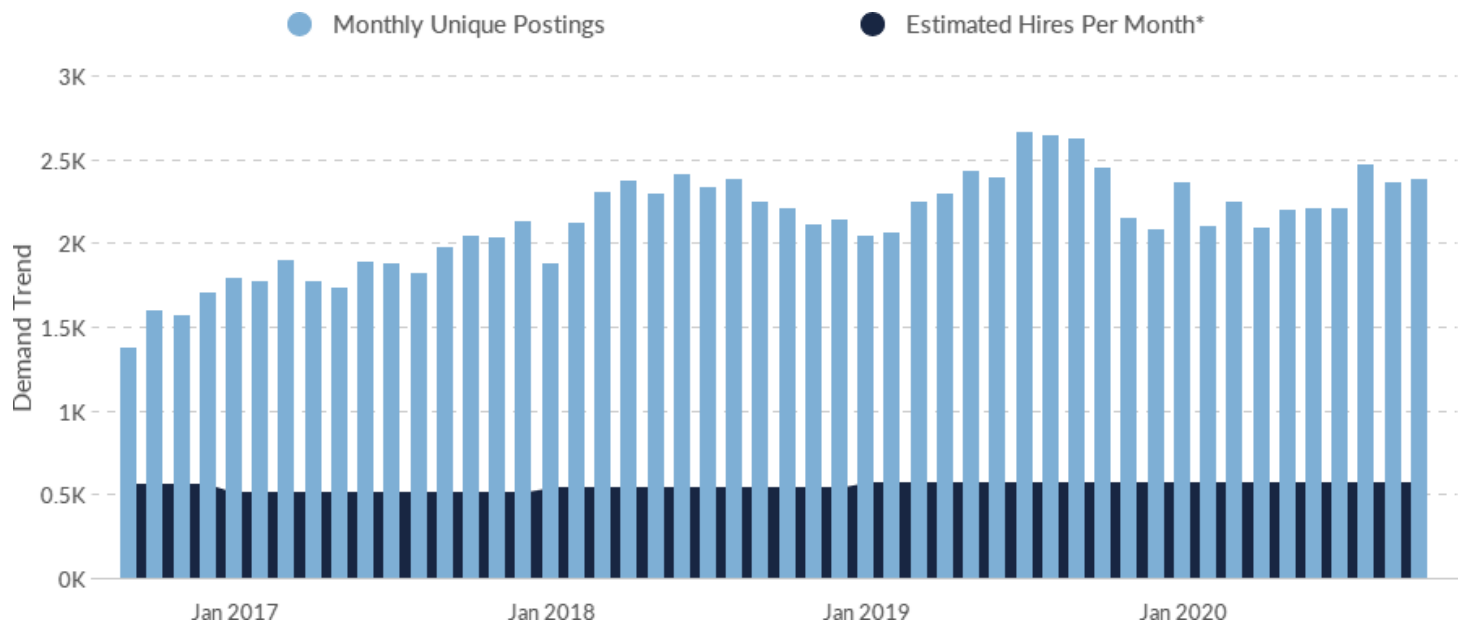
2,802 Employers Competing

All employers in the region who posted for this job from Jan 2020 to Oct 2020.



35 Day Median Duration

Posting duration is 1 day shorter than what's typical in the region.

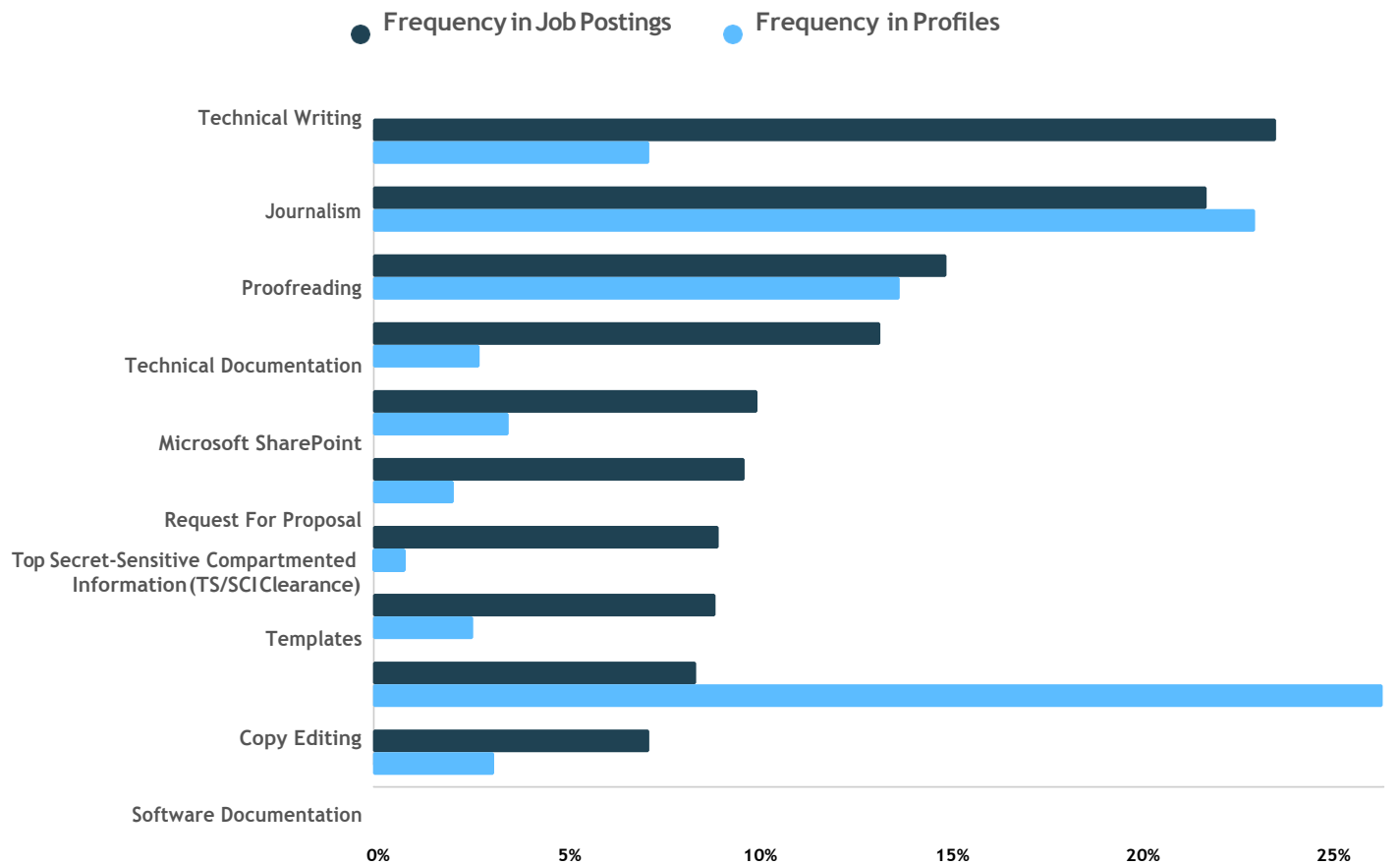


Occupation	Avg Monthly Postings (Jan 2020 - Oct 2020)	Avg Monthly Hires (Jan 2020 - Oct 2020)
Technical Writers	1,497	177
Editors	629	266
Writers and Authors	137	128

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Emsi hires are calculated using a combination of Emsi jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

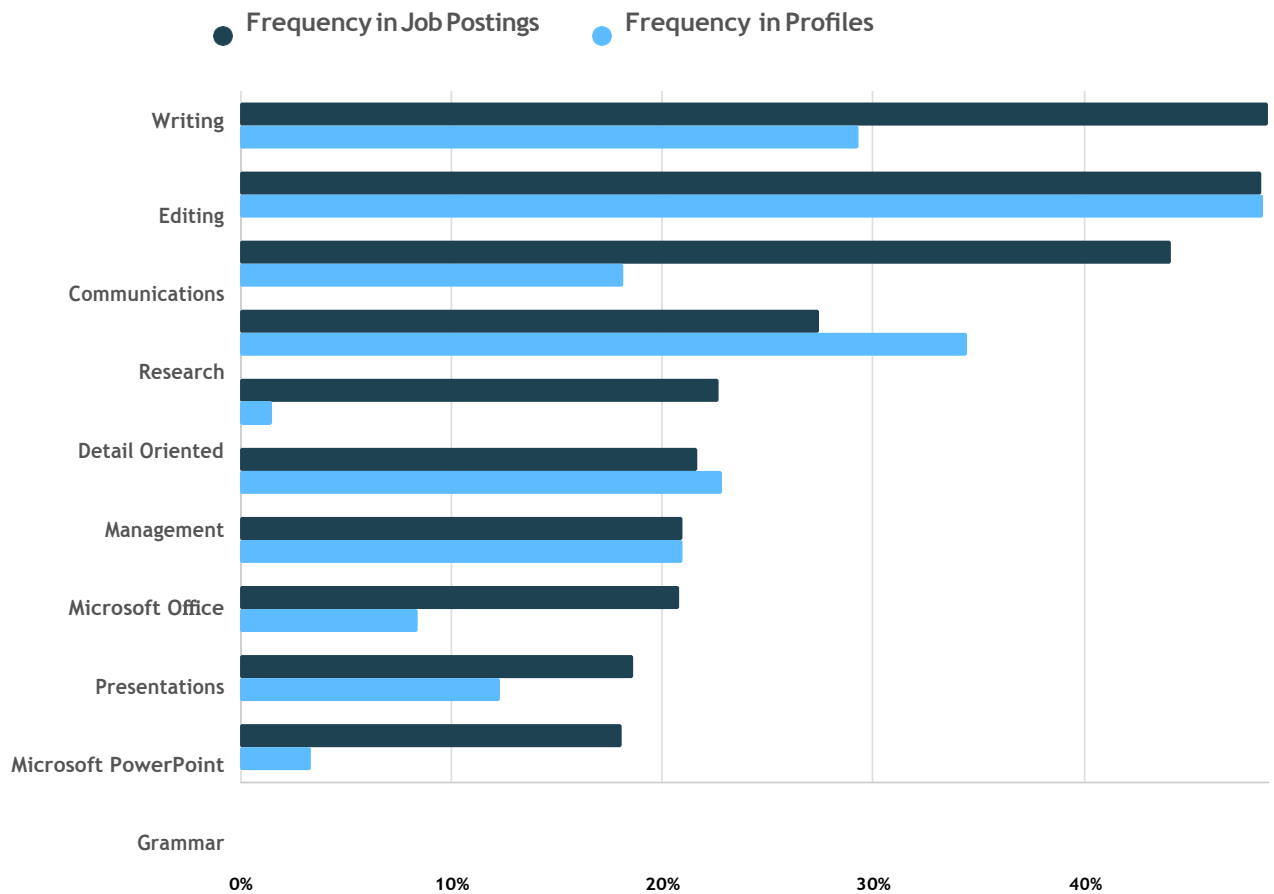
Top Companies	Unique Postings	Top Job Titles	Unique Postings
Leidos Holdings, Inc.	245 	Technical Writers	2,427 
General Dynamics Corporation	109 	Proposal Writers	622 
Caci International Inc.	107 	Copywriters	251 
ScienceApplicationsInternational	97 	Technical Writers/Editors	232 
Perspecta, Inc.	91 	Technical Editors	221 
Creative Circle LLC	78 	Technical Proposal Writers	217 
Oracle Corporation	78 	Editors	154 
BAE SYSTEMS PLC	71 	Copy Editors	113 
Latitude Inc.	71 	Managing Editors	108 
Mantech International Corporation	69 	Content Writers	94 

Top Hard Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Technical Writing	8,417	24%	1,828	7%
Journalism	7,767	22%	5,819	23%
Proofreading	5,342	15%	3,472	14%
Technical Documentation	4,731	13%	703	3%
Microsoft SharePoint	3,586	10%	893	4%
Request For Proposal	3,458	10%	533	2%
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	3,223	9%	216	1%
Templates	3,190	9%	663	3%
Copy Editing	3,007	8%	6,664	26%
Software Documentation	2,578	7%	805	3%

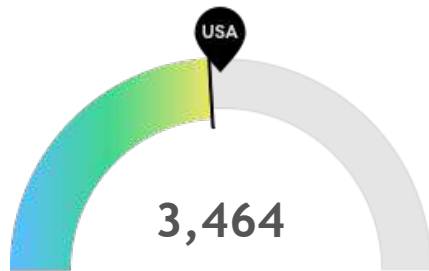
Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Writing	17,366	49%	7,396	29%
Editing	17,248	48%	12,244	49%
Communications	15,736	44%	4,592	18%
Research	9,790	27%	8,700	35%
Detail Oriented	8,094	23%	369	1%
Management	7,714	22%	5,769	23%
Microsoft Office	7,476	21%	5,302	21%
Presentations	7,426	21%	2,133	8%
Microsoft PowerPoint	6,642	19%	3,113	12%
Grammar	6,438	18%	839	3%

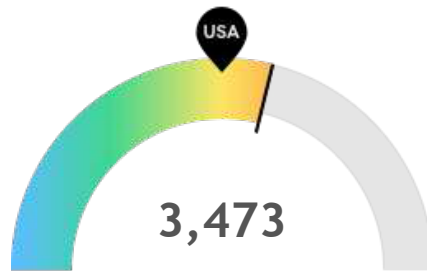
Demographics

Retirement Risk Is About Average, While Overall Diversity Is High



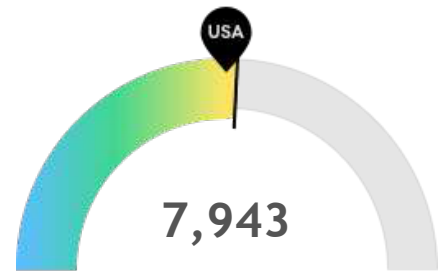
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 3,646* employees 55 or older, while there are 3,464 here.



Racial Diversity

Racial diversity is high in your area. The national average for an area this size is 2,797* racially diverse employees, while there are 3,473 here.

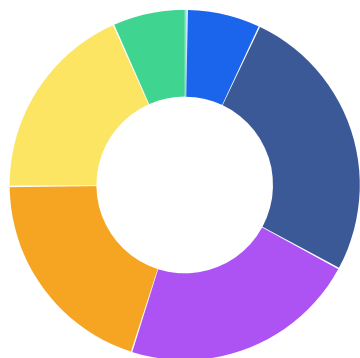


Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 7,578* female employees, while there are 7,943 here.

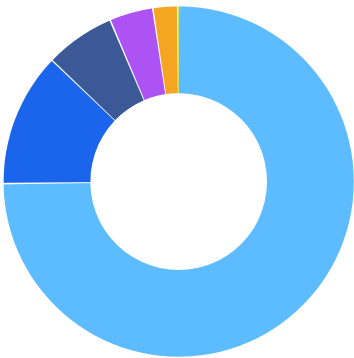
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



		% of Jobs	Jobs
A	14-18	0.1%	19
A	19-24	6.8%	935
A	25-34	25.9%	3,561
A	35-44	22.0%	3,024
A	45-54	20.0%	2,744
A	55-64	18.5%	2,538
A	65+	6.7%	926

Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
A White	74.7%	10,274
A Black or African American	12.3%	1,696
A Asian	6.5%	887
A Hispanic or Latino	4.0%	553
A Two or More Races	2.3%	313
A American Indian or Alaska Native	0.1%	18
A Native Hawaiian or Other Pacific Islander	0.0%	5

Occupation Gender Breakdown



	% of Jobs	Jobs
A Males	42.2%	5,804
A Females	57.8%	7,943

Occupational Programs



16 Programs

Of the programs that can train for this job, 16 have produced completions in the last 5 years.



2,627 Completions (2019)






The completions from all regional institutions for all degree types.



1,482 Openings (2019)

The average number of openings for an occupation in the region is 692.

CIP Code	Top Programs	Completions (2019)
09.0101	Speech Communication and Rhetoric	862 <div></div>
09.0102	Mass Communication/Media Studies	391 <div></div>
09.0401	Journalism	348 <div></div>
09.0100	Communication, General	239 <div></div>
23.1304	Rhetoric and Composition	236 <div></div>
23.1302	Creative Writing	196 <div></div>
09.9999	Communication, Journalism, and Related Programs, Other	124 <div></div>
23.1303	Professional, Technical, Business, and Scientific Writing	65 <div></div>
52.0501	Business/Corporate Communications	46 <div></div>
09.1001	Publishing	42 <div></div>

Top Schools	Completions (2019)	
University of Maryland-College Park	457	
Towson University	358	
George Mason University	278	
American University	265	
Johns Hopkins University	237	
George Washington University	165	
University of Maryland-University College	154	
Loyola University Maryland	122	
Howard University	112	
University of Maryland-Baltimore County	66	

Appendix A (Geographies)

Code	Description
11001	District of Columbia County, DC
24003	Anne Arundel County, MD
24005	Baltimore County, MD
24013	Carroll County, MD
24017	Charles County, MD
24021	Frederick County, MD
24027	Howard County, MD
24031	Montgomery County, MD
24033	Prince George's County, MD
24510	Baltimore City County, MD

Code	Description
51013	Arlington County, VA
51059	Fairfax County, VA
51061	Fauquier County, VA
51107	Loudoun County, VA
51153	Prince William County, VA
51510	Alexandria City County, VA
51600	Fairfax City County, VA
51610	Falls Church City County, VA
51683	Manassas City County, VA
51685	Manassas Park City County, VA