**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

**COMMISSION ON COLLEGES**

**SUBSTANTIVE CHANGE PROSPECTUS**

**UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE**

**B.A. in Writing, Rhetoric and Digital Studies**

|  |  |
| --- | --- |
| Name of Institution:  University of North Carolina at Charlotte | |
| Location:  9201 University City Blvd., Charlotte, NC 28223 | |
| Name and Title of Individual Completing the Prospectus:  Dr. Joan Mullin, Chair & Professor, Department of Writing, Rhetoric, and Digital Studies  Dr. Christine Robinson, Executive Director, Office of Assessment and Accreditation  Ms. Harriet Hobbs  Director of Assessment Systems and University Accreditation, Office of Assessment and Accreditation | Telephone:  (704) 687-1987  (704) 687-5385  (704) 687-1692 |
| Internet Address:  jmulli40@uncc.edu  crobinson@uncc.edu  hhobbs2@uncc.edu |
| Fax Number:  (704) 687-1408  (704) 687-0966 |
| Date Submitted:  November 1, 2019 | |

**List of Degrees**

[List degrees](Supporting%20Docs/List%20of%20Degrees.pdf) that the institution is authorized to grant. As a subset of each degree, list majors available.

**List of Existing Approved Off-campus Sites and Addresses**

[List of existing approved off-campus sites](Supporting%20Docs/SACSCOCApprDistEdSchSites4-26-19.pdf) and their addresses (An approved site is one for which a prospectus has been submitted and which SACSCOC has approved to offer 50% or more of a program)

**1. ABSTRACT B.A. in Writing, Rhetoric, and Digital Studies**

The proposed Bachelor of Arts (B.A.) in Writing, Rhetoric, and Digital Studies (WRDS) major will prepare students to read, analyze, and compose across academic, workplace, and public spheres. It will provide students opportunities to apply an interdisciplinary examination and application of rhetoric and writing technologies. It will cultivate students’ capacities in writing across civic, personal, and professional futures. The interactive courses in the program will improve reading, critical thinking, argumentation, narrative, and problem-solving abilities as students evaluate the implications of print, digital, and social media compositions in both local and global contexts. Students will learn how to be flexible composers who apply rhetorical strategies and digital skills to their current environments, as well as adapt emerging technologies to new contexts. With these skills, students will be able to navigate known, new, and emerging writing situations and media.

The B.A. in WRDS program will be administered through face-to-face courses on the University of North Carolina at Charlotte’s (UNC Charlotte) main campus. The program seeks to recruit students interested in digital writing. It will be an ongoing program that requires 120 credit hours of study spanning four years. The B.A. in WRDS anticipates enrolling 27 students (25 full-time and 2 part-time) in its first year of implementation, which will start in the 2020 fall semester, and will increase the enrollment to 170 students (150 full-time and 20 part-time) by its fourth year.

UNC Charlotte’s main strength in undertaking the B.A. in WRDS program is it is built on the University’s national, award winning first-year writing program’s student learning outcomes (College Composition and Communication’s 2018 Writing Program Certificate of Excellence; see [National Program Award](Supporting%20Docs/H1%20National%20Program%20Award.pdf)). A second strength of the program is its curriculum. While peer institutions offer similar coursework focused on professional and technical writing, those programs lack the direct focus on digital rhetoric and multimodal writing. The focus of digital study will make the B.A. in WRDS stand out from peer competitors because the instruction prepares students for all academic disciplines and is applicable to any career. The major will provide an advantage to students pursuing many careers after graduation. The local feasibility and national employment studies note critical thinking and the flexibility to work across print and online texts as essential to all fields, including health sciences (social work, public health, health management), business (marketing, economics, management, operations), arts (art education, architecture, museum studies, art history) and STEM fields. Graduates of the B.A. in WRDS may also qualify for a variety of graduate programs at the M.A./Ph.D. level, such as Law; Journalism; Computing and Informatics; Digital Media; Culture and Media; and Information Design. Graduates may also qualify for programs in Rhetoric, Writing, Technical Communication or English that require digital composing undergraduate degrees.

**2. DETERMINATION OF NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE REQUIREMENTS**

**2.1. Supports UNC Charlotte’s Mission and Strategic Plan**

The proposed B.A. in WRDS aligns with the mission, strategic plans, and goals of academic and administrative levels of the University. First, it aligns with the University Mission to offer competitive programs of research and exemplary undergraduate degrees focusing on community engagement, particularly for the needs of the greater Charlotte area—the state’s largest and fastest growing city. In the last four months, two businesses have relocated to Charlotte, announcing a need for 2,100 high-paying white-collar jobs, many of which include writing as a major skill requirement. [Business.org](https://www.wsoctv.com/news/local/how-charlotte-stacks-up-to-other-cities-on-salaries-for-tech-workers/962975599) has ranked the 100 largest metro areas in the U.S. based on their average tech salaries with Charlotte at No. 14 and an average tech salary of $94,217 in 2018, This represents a 4% income growth from the year before, with continued growth inevitable given the economy—even in the predicted downturn.

Second, with its emphasis on communication, critical thinking, workforce preparation, and civic engagement, along with its focus on global contexts, culture, and accessibility, the proposed major aligns with a number of UNC Charlotte’s Strategic Goals including those which

#### “Deliver a high quality, accessible, affordable, and integrated academic experience that produces responsible global citizens and a competitive workforce” (UNC Charlotte’s Strategic Goal #1).

#### “Enhance economic impact and community engagement, stimulate increased research, creative activities, and community engagement with a focus on programs and partnerships that address the major needs of the Charlotte region” (UNC Charlotte’s Strategic Goal #2).

#### “Enhance opportunities for learning and working together in a socially and culturally diverse world” (UNC Charlotte’s Strategic Goal #5).

#### “Build local, state and national awareness of and respect for the work of the University and its people” (UNC Charlotte’s Strategic Goal #7).

Third, the proposed B.A. in WRDS aligns with the goals of the Office of Academic Affairs and the goals of College of Liberal Arts & Science, which include:

*The goals of preparing students to read, analyze, and compose across academic, workplace, and public spheres align with the Academic Affairs’ goal to “educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century” (Goal #1 of Academic Affairs and the College). Sample endorsements from campus noted the value it will bring to our students (*[*Internal Endorsement Letters*](Supporting%20Docs/H2%20%20Internal%20Endorsements.pdf) *and* [*External Endorsement Letters*](Supporting%20Docs/H4%20%20External%20Endorsements.pdf)*).*

#### Faculty teaching in the Department of Writing, Rhetoric, and Digital Studies (WRDS) already contribute to the research mission of the University and the College as stated in the goal “to expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education” (Goal #2 of Academic Affairs and the College). The degree will allow the Department of WRDS to expand its productivity through internship, interdisciplinary and other partnerships that lend themselves to research.

#### The proposed B.A. in WRDS major would further opportunities to involve undergraduates in research, solving real communication problems as part of their active learning in coursework, and the proposed capstone would have students working with community partners. This aligns with the goal “to engage community partners in mutually beneficial programs which enhance the economic, civic, and cultural vitality of the region” (Goal #3 of Academic Affairs and the College).

**2.2. Determination of Need**

The institution determined a need to offer the new degree program after a feasibility study was conducted by Hanover Research. The study indicated a strong national and regional demand for degrees in digital media and design and a strong demand in WRDS related occupations. Also, the institution reviewed national data from other writing programs and consulted with campus stakeholders, governing bodies and other writing programs in North Carolina about the new program. These findings strengthened the support to offer the B.A. in WRDS.

***2.2.1. Feasibility Study***

In fall 2017, the feasibility study conducted by Hanover Research examined local and national demands for a major focusing on writing, rhetoric, and technologies ([Hanover Research Feasibility Study](Supporting%20Docs/H3%20%20Feasibility%20Study%20Hanover.pdf)). The Hanover report used the National Center for Education Statistics (NCES) degree completions data and Classification of Instructional Programs (CIP) codes to evaluate national, regional, and local demands. The feasibility study also utilized the Bureau of Labor Statistics’ (BLS) long-term employment projections data and pertinent secondary sources to evaluate the present and future labor market demand of occupations related to writing, rhetoric, and digital studies.

First, Hanover Research’s review of the current literature on employability and writing, *Writing Skills for Career Entry and Advancement*, clearly lists reasons for the adaptability of this major to many occupations. Their relevant key findings include:

* Employees in the workplace today may be asked to do a variety of types of writing. An analysis by [Burning Glass Technologies](Supporting%20Docs/Burning%20Glass%20Technologies.pdf), which studies job trends in real time by mining data from employment advertisements, found that [writing and communications](Supporting%20Docs/Writing%20Coherent.pdf) are the most requested job requirements across nearly every industry, even fields as varied as information technology and engineering.
* The American Association of Colleges and Universities’ [2013 survey](Supporting%20Docs/2013_EmployerSurvey.pdf) agreed with the follow-up [2015 survey](Supporting%20Docs/2015employerstudentsurvey.pdf) of businesses: “Nearly all employers (91%) agree that for career success, ‘a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important **than his or her undergraduate major**.’”
* Employers in all sectors require written materials to be accurate, clear, and grammatically correct.

An extended environmental scanning in the writing, rhetoric, and technology related majors conveyed the growing need in the stand-alone major of WRDS. For example, Hanover’s 2017 feasibility study to potentially offer a Ph.D. in Digital Cultures and Communication program indicates that based on the current job outlook, there is a strong need for stand-alone majors like WRDS, even at the undergraduate level.

One of the responses from an external evaluator in the field of Writing Studies noted that the proposed B.A. in WRDS “is poised to show tremendous workforce growth in the next few years—growth that has already begun” (See External Endorsement Letters).

Second, Hanover Research indicated a growing demand in digital-media related fields nationally, in the southeast region, and locally. According to Hanover Research’s employment projections:

* National employment projections indicate steady demand for WRDS-related occupations. Overall, WRDS-related fields are projected for about as fast as average growth (7.1%) from 2014 to 2024 compared to all fields nationally (6.5%).
* The North Carolina workforce is expected to grow more quickly (12.3%) than the national workforce through 2024 (6.5%) and aggregated WRDS occupations are expected to grow at an about as fast as average rate compared to the overall state average, at 15.2% growth.
* WRDS-related occupations are expected to grow about as fast as average (21.3%) in the southwest region compared to the region overall (16.8%).

A University review revealed that there are no programs within writing and rhetoric 100 miles of UNC Charlotte. According to a review of peer institutions, there is little direct competition for student enrollment in the proposed B.A. in WRDS. While peer institutions offer similar coursework focused on professional and technical writing, those degree programs lack the direct focus on digital rhetoric and multimodal writing for all academic disciplines and careers. This focus will make the B.A. in WRDS noticeable to potential students.

The Department of WRDS collected enrollment and graduation data from other writing degree granting programs across the country and consulted with campus and UNC System stakeholders about the need for the degree in writing at UNC Charlotte. Each confirmed the need for a B.A. in WRDS. There are strong and growing demands in the writing, rhetoric, and digital technologies’ fields and parallel demands for writing abilities across discipline and professions. Employers in various industries and graduate programs call for the skills that the B.A. in WRDS teaches students: to apply critical thinking, communication, and problem solving to multiple contexts. Stakeholders’ responses match Hanover Research’s feasibility study and national employment studies, all of which point specifically to critical thinking and the flexibility to work across print and online texts as essential to health sciences (social work, public health, health management), business (marketing, economics, management, operations), arts (art education, architecture, museum studies, art history), and STEM fields. A B.A. in WRDS degree would qualify students for a variety of graduate programs at the M.A./Ph.D. level: Law; Journalism; Computing & Informatics; Digital Media; Culture & Media, and Information Design. Additionally, it would qualify students for programs in Rhetoric, Writing, Technical Communication or English that require digital composing.

***2.2.2. Student Demand***

To measure students’ general interests and demand in the proposed B.A. in WRDS, 1,200 first-year UNC Charlotte students were surveyed in spring 2018. Forty percent (n=480) responded anonymously to questions asking whether they would take courses that teach them 1) how to analyze websites and social media; 2) how to determine whether an online source is credible; 3) how to effectively write in print and on social media; 4) how to use visuals and/or sound in print and digital texts. On average, 70% responded “yes” or “maybe” to each of these questions. Though these were students already committed to majors, largely from business, engineering, and the sciences, 21% indicated an interest in a major in Writing, Rhetoric, and Digital Studies. The survey results demonstrate that the proposed B.A. in WRDS already has a good pool of potential students for recruitment and that students welcome the opportunity to pursue the B.A. in WRDS at UNC Charlotte.

***2.2.3. Interdisciplinary and Departmental Demand***

Currently, the Department of Communication Studies has over 800 majors. Some students in these majors find themselves more interested in writing than in the Communication Studies curriculum, but now have no alternative major to enter. Research showed that the unsuitable or unfitted majors of students are negatively influence students’ time to degree and retention. The B.A. in WRDS would provide an option for these group of students as a major.

Courses from the B.A. in WRDS would also benefit health science, business, arts or other majors. WRDS can be included either as a minor or a second degree for students in the aforementioned majors. Students surveyed noted that the B.A. in WRDS could open other job opportunities or increase competitiveness for graduate programs without extending their time to degree completion. Finally, the WRDS degree would be the only one of its kind in the state and may serve students interested in digital writing degrees who may otherwise seek alternative degrees not completely aligned with their interests.

**2.3. Approval Process**

The proposed B.A. in WRDS will be housed in the Department of WRDS. The request of establishing B.A. in WRDS has been reviewed and commented by faculty, administrators, industry advisory boards at UNC Charlotte, and an external consultant (Hanover Research). The Request to Establish has been approved by all the faculty governing bodies on campus, the Provost, the Chancellor and the Board of Governors. The detailed reviewing and approving process are described below. The evidence of approval from the Board of Governors is included.

First, Hanover Research helped the Department of WRDS conduct a market analysis and delivered a report to the university in fall 2017 (Hanover Research Feasibility Study). Second, the proposed major was designed in consultation with the Departments of English, Communication Studies, and Computing and Informatics and then reviewed and approved through departmental committees and representative Internal Endorsement Letters were solicited. External reviews were also solicited from comparable national writing degree experts: The Department Chair of Writing and Linguistics program at Georgia Southern University, the Department Chair of Writing and Rhetoric program at the University of Central Florida, and the president of the Independent Writing Departments and Programs Association. External Endorsement Letters highlighted the national academic and professional needs that the B.A. in WRDS can fill and supported the interdisciplinary feature of the proposed program. Third, the Request to Plan and the Request to Establish were sent to the College and University Faculty Curriculum Committees for review and approval. In addition, the proposed major was sent for a [vote by the College of Liberal Arts and Sciences Faculty Council](Supporting%20Docs/H7%20CLAS_FC_Minutes_April%2020,%202018.pdf) (representing all departments and curricular programs), and then to University Faculty Council which represents all departments and programs in the University. Approvals by our College Assessment Director, the Office of Accreditation and Assessment, and the College Dean are documented within the institution’s electronic [Curriculog System](Supporting%20Docs/H8%20WRDS%20Curriculog%20approvals.pdf).

**3. REQUIRED INFORMATION FOR THE SPECIFIC SUBSTANTIVE CHANGE REQUIREMENTS**

**3.1. Admission and Graduation Requirements**

Requirements for Admission to the B.A. in WRDS include:

1. Students, including transfers from within UNC Charlotte, must have a 2.0 cumulative GPA unless it is the student's first semester at UNC Charlotte and a cumulative GPA has not been established.

2. All students should declare and be accepted into a major by the time they have earned 60 semester hours of credit; transfer students entering with more than 60 credit hours should make that declaration upon enrollment or during their first semester of attendance.

3. For transfer admission, a minimum of twenty-four semester hours of college transferable coursework is required.

All students must meet UNC Charlotte requirements for undergraduate admission. The review focuses on the academic history of the applicant and considers all relevant factors. The intent of the university is to offer admission to applicants whose credentials indicate a strong likelihood for success in their selected curricula. Additional details about admission requirements are [provided](Supporting%20Docs/A1%20Admission%20Degree%20Requirement.docx).

The B.A. in WRDS requires students to complete general education requirements and complete 36 credit hours of study within the major. All baccalaureate degrees require completion of a minimum of 120 credit hours to include the completion of the General Education requirements.

To graduate from the UNC Charlotte, students must earn at least 25% of their degree requirements at UNC Charlotte, including the last 12 credit hours of work in the major and, if applicable, at least 6 credit hours of a minor at UNC Charlotte. They must also be in good academic standing and must have earned a minimum grade point average of at least 2.0 in the major/minor.

Proposed Curriculum: General Education requirements (37-43 credit hours)

Major courses (36 credit hours)

Electives (47-53 credit hours)

TOTAL DEGREE REQUIREMENTS: 120 credit hours

**3.2. Major Course Requirements**

Core Courses (9 hours)

* WRDS 3220--Current Theories and Applications of Writing (3)

(Select 1 of the following):

* WRDS 3211--Online Writing: Ethics, Appropriation, and Social Media or (3)
* WRDS 3215--Information Literacy and Digital Composing (3)

(Select 1 of the following):

* \*WRDS 4400--Senior Internship Practicum (3)
* \*WRDS 4900--Senior Research Capstone (3)

Application of Writing and Rhetoric in Print and Digital Environments (9 hours)

(Select 3 of the following electives; two must be in WRDS):

* WRDS 2101--Advanced Writing: Research and Critical Analysis (3)
* WRDS 3102--The Effective Sentence: A Writing Course for all Majors (3)
* WRDS 3140--Arguing with Images (3)
* WRDS 4011--Topics in Writing Technologies (3)
* WRDS 4210--Contemporary Rhetorical Theory (3)
* ENGL 3180--Language and Digital Technology (3)
* ENGL 4168--Multimodality and Text Description (3)
* ENGL 4181--Writing and Designing User Documents (3)
* ENGL 4182--Information Design and Digital Publishing (3)
* ENGL 4183--Editing with Digital Technologies (3)

Community and Culture (9 hours)

(Select 3 of the following; two must be in WRDS):

* COMM 3150--Gender/Culture and Communication (3)
* COMM 3110--Gender and Communication (3)
* COMM 3126--Globalization and Digital Tools (3)
* WRDS 4021--Topics in Writing and Reading (3)
* WRDS 4201--Composing Across Borders: Transnational Digital Composition (3)
* \*WRDS 4225--Writing Research Methods (3)
* WRDS 4330--Reading, Writing & Archiving: Charlotte (3)

Approved Elective Courses (9 hours)

(Select 3 of the following):

* Any 3000 or 4000 level WRDS courses excluding courses already applied toward the major
* COMM 3110--Gender and Communication (3)
* COMM 3150--Gender/Culture and Communication (3)
* COMM 3125--New Media for Communication (3)
* COMM 3126--Globalization and Digital Tools (3)
* ENGL 3162--Language and the Virtual World (3)
* ENGL 3180--Language and Digital Technology (3)
* ENGL 4168--Multimodality and Text Description (3)
* ENGL 4181--Writing and Designing User Documents (3)
* ENGL 4182--Information Design and Digital Publishing (3)
* ENGL 4183--Editing with Digital Technologies (3)
* ITIS 3130--Human-Centered Design (3)
* ITIS 3200--Introduction to Information Security and Privacy (3)

\*Indicates new courses

[Descriptions](Supporting%20Docs/A2%20Course%20Descriptions.docx) of these courses and a [Schedule of Course Offerings](Supporting%20Docs/H9%20WRDS%20Course%20Rotation%20for%20the%20next%204%20years.pdf) are provided.

**3.3. Student Learning Outcomes**

The B.A. in WRDS prepares students to use print and digital technologies in writing and will cultivate students’ skills in evaluating the efficacy of various media, using a variety of writing tools to compose in multiple contexts.

The student learning outcomes for the B.A. in WRDS are:

**SLO #1:** Students will demonstrate the ability to examine literacy as a social practice influenced by cultures.

**SLO #2:** Students will demonstrate the ability to conduct research, analyze and assess the effectiveness of a variety of texts.

**SLO #3**: Students will demonstrate the ability to create texts appropriate for contexts and audiences using both print and digital technologies.

Our evaluation plans for the proposed B.A. in WRDS integrates the criteria to evaluate the quality and effectiveness of the program as well as the student learning outcomes (SLO). The [rubrics](Supporting%20Docs/A3%20WRDS-SLO-Rubrics.docx) and [SLO Assessment Plan](Supporting%20Docs/A4%20WRDS-SLO%20Assessment%20Plan.doc) for the program are included.

**3.4. Definition of a Credit Hour**

The course and curriculum development process is governed by the [Standing Rules of the Faculty Council.](Supporting%20Docs/Standing_Rules_Faculty%20Council03-14-19.pdf) Faculty members in academic departments develop and complete the [required steps in Curriculog, the University’s online course and curriculum change system,](Supporting%20Docs/Required%20Steps%20in%20Curriculog.pdf) for new courses and revisions to courses. As part of the proposal, faculty are asked to provide a [draft catalog copy](Supporting%20Docs/Draft%20Catalog%20copy.pdf) for the course that includes the amount of credit to be awarded. The departmental and collegiate curriculum committees are responsible for verifying the credit hours for new courses and revisions to courses based on documentation of the amount of work expected by faculty in the class.

Existing and new courses represent best practices of credit calculations nationwide by following the federal definition of Carnegie Units. It is recommended that faculty members include the [Suggested Standard Syllabus Policies](Supporting%20Docs/Suggested%20Syllabus%20Policies%20&%20Notices.pdf) (p. 2). All departments are required to verify that the credit awarded for new courses conform to federal and Commission policy and will indicate such through a checkbox on the Course and Curriculum Proposal.

**3.5. Administrative Oversight**

Figure 1. Organizational Chart of the Department of Writing, Rhetoric, and Digital Studies



The *Office of Academic Affairs*, led by the *Provost and Vice Chancellor for Academic Affairs*, is responsible for setting policy regarding the operation of all undergraduate programs at the University of North Carolina Charlotte. These policies cover minimum admission standards and performance requirements for successful completion of graduate degree programs. The B.A. in WRDS is subject to the rules and policies of the Office of Academic Affairs and the Undergraduate Council.

The *Associate Provost for Undergraduate Education & Dean of University College* is the administrative officer with primary responsibility for the supervision of undergraduate programs. As appropriate, the Associate Provost will communicate with the deans on important programmatic issues. The Associate Provost’s primary duties include:

* Final admission of students
* Approval of programs of study
* Admission of students to candidacy

*Dean of the College of Liberal Arts & Sciences* has the administrative responsibility for supervision of all departments and programs housed within the College.

*Chair of WRDS* has administrative responsibility for operating budgets and supervising expenditures and all faculty teaching within the unit. The Chair also evaluates the program faculty in accordance with the College of Liberal Arts and Sciences and the University’s rules and guidelines.

*Undergraduate Curriculum Coordinator* coordinates the FYW schedule of courses with scheduling of all other WRDS courses; oversees advising for the minor and major; chairs the Undergraduate Curriculum Committee; handles transfer questions for the degree WRDS; takes on other duties relevant to the curriculum and acts in place of the Chair as needed. The Chair and Undergraduate Curriculum Coordinator work with the Curriculum Committee to maintain and aggregate longitudinal studies and yearly assessments of curriculum effectiveness.

*First Year Writing* *Director* manages and coordinates the teaching and assessment of multiple sections of the First-Year Writing course for students fulfilling their general education requirement each year; provides faculty development for that course to ensure quality control; observes and evaluates the teaching and instructors of First-Year Writing; researches current pedagogical practices and coordinates First-Year Writing with the language and practices of teaching writing across other first year experiences on campus.

*Faculty* in the Department of WRDS teach, research and serve on departmental, college and university committee. More than half the faculty are taking or have taken the Quality Matters (QM) training, which is a national certification program for teaching online according to best practices. Two faculty are QM Writing fellows and mentor faculty in QM certification across campus. All faculty teach at least one hybrid First-Year Writing course per year in addition to the University’s critical thinking and communication courses in WRDS.

*The* *Writing Resource Center* provides tutorial services for students, faculty, and staff. The Writing Resource Center serves not only as a support service for the entire university, but will also be a site for undergraduate researchers and internships in the B.A. in WRDS.

*Administrative Support Associate*: Two support staff serve the multiple operations necessitated by 26 faculty who serve over 3,000 students per year in courses and over 4,000 student tutorials.

**4. FACULTY QUALIFICATIONS, REQUIREMENTS AND CAPACITY**

Faculty in the Department of WRDS is composed of 28 full-time faculty members with expertise in various aspects of writing, rhetoric and digital studies. As noted in the [WRDS Faculty Roster,](Supporting%20Docs/H5%20%20WRDS-faculty%20Roster%202019%20final%20HHobbs%2010302019.pdf) 17 faculty will be teaching in the major. This demonstrates that faculty possess the required credentials or demonstrated competencies and achievements to teach in the program. Each of these faculty are full-time. No part-time faculty or graduate assistants will teach in the degree program This demonstrates that both the number and percentage of full-time faculty are adequate to perform the basic functions of the academic programs.

**5. LIBRARY AND LEARNING RESOURCES**

[J. Murrey Atkins Library](Supporting%20Docs/J.%20Murrey%20Atkins%20Library.pdf) is the primary library at the UNC Charlotte and will be the main library for the B.A. in WRDS. The Atkins library has 91 employees, including 35 faculty members and 56 support staff. The Atkins Library facilities contain approximately 285,000 square feet, most of which is devoted to the Library’s million-volume collection. The Atkins Library facilities contain approximately 285,000 square feet, most of which is devoted to the Library’s million-volume collection. The Library’s main collections consist of materials in many formats: over 3.8 million volumes, including 1.2 million e-books, over 650 databases, and approximately 222,000 journals, the vast majority available electronically.

The present holdings of J. Murrey Atkins Library at UNC Charlotte are sufficient to support the instructional and research needs of the B.A. in WRDS. This include print and online resources. Listed below are the relevant Library of Congress classes and subclasses: note that there is an overlap between the main class (Philology, Linguistics) and the three subclasses that are relevant to this degree program:

**Table 1. WRDS Relevant Holdings of J. Murrey Atkins Library at UNC Charlotte**

|  |  |  |
| --- | --- | --- |
| **LCS Subject Heading** | **Books** | **eBooks** |
| P1 - P1081 (Philology. Linguistics) | 5,864 | 4,701 |
| P87-96 (Communication. Mass Media) | 1,290 | 4,150 |
| P95-95.6 (Oral communication. Speech) | 108 | 568 |
| P101-410 (Language. Linguistic theory. Comparative grammar) | 3,133 | 1,960 |

The library’s database subscriptions are adequate to support the program. Sample databases include:

**Table 2. WRDS Sample Databases of J. Murrey Atkins Library at UNC Charlotte**

|  |  |
| --- | --- |
| **Category** | **Database** |
| Philosophy | [Past Masters](https://librarylink.uncc.edu/login?url=http://library.nlx.com/xtf/search?browse-collections=true) |
| [Philosopher's Index](http://librarylink.uncc.edu/login?url=http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=ehost&defaultdb=phl) |
| [PhilPapers](https://librarylink.uncc.edu/login?url=http://librarylink.uncc.edu/login?url=http://philpapers.org) |
| [Project Muse](https://librarylink.uncc.edu/login?url=https://librarylink.uncc.edu/login?url=http://muse.jhu.edu/search) |
| Linguistics | Linguistics Database via ProQuest |
| [Linguistics and Language Behavior Abstracts (LLBA)](http://librarylink.uncc.edu/login?url=http://search.proquest.com/llba/advanced?accountid=14605) |
| Communication; Mass Media | [Communication and Mass Media Complete](http://librarylink.uncc.edu/login?url=http://search.ebscohost.com/login.asp?profile=ehost&defaultdb=ufh) |
| [Media Education Foundation Collection (Kanopy)](http://librarylink.uncc.edu/login?url=https://uncc.kanopy.com/category/supplier/media-education-foundation) |
| Web of Science |
| Oral communication, Speech | [Encyclopedia of Rhetoric](http://librarylink.uncc.edu/login?url=http://www.oxfordreference.com/view/10.1093/acref/9780195125955.001.0001/acref-9780195125955) |
| [Films on Demand](http://librarylink.uncc.edu/login?url=http://fod.infobase.com/PortalPlayLists.aspx?wid=149262&u=unc-charlotte) |
| [Vital Speeches of the Day](https://librarylink.uncc.edu/login?url=https://librarylink.uncc.edu/login?url=http://search.ebscohost.com/direct.asp?db=a9h&jid=VIT&scope=site) |
| Language; Linguistic theory; Comparative grammar | [Linguistics and Language Behavior Abstracts (LLBA)](http://librarylink.uncc.edu/login?url=http://search.proquest.com/llba/advanced?accountid=14605) |
| [Linguistics Database (via ProQuest)](http://librarylink.uncc.edu/login?url=http://www.nclive.org/cgi-bin/nclsm?rsrc=399) |

However, many other library general academic databases, such as MLA International Bibliography, JSTOR, Academic Search Complete, and specific disciplinary data bases, such as PsycINFO, would be useful for the WRDS major studying a particular area (e.g., medical rhetoric, the rhetoric of patient-doctor privacy conversations; the rhetoric of coding). The library also provides interlibrary loan service to all students and faculty. If students are unable to find a particular journal article or book within the library’s own collection, they may request to have the item delivered from another library, either electronically or by mail. Articles take 24-48 hours to arrive, books take 5-7 business days. There is no charge for this service.

Faculty and students have access to a range of online resources that support this program. A majority of the journals and books in the field are open access and online: e.g., [CWPA resource list](Supporting%20Docs/CWPA%20resouce%20list.pdf), the [WAC Clearinghouse](Supporting%20Docs/WAC%20Clearinghouse.pdf), [Kairos](Supporting%20Docs/Kairos.pdf), [XChanges](Supporting%20Docs/Xchanges.pdf), [Young Scholars in Writing](Supporting%20Docs/Young%20Scholars%20In%20Writing.pdf), [Rhetoric Society of America](Supporting%20Docs/Rhetorical%20Society%20of%20America.pdf), [Enculturation](Supporting%20Docs/Enculturation.pdf), [Hybrid Pedagogy](Supporting%20Docs/Hybrid%20Pedagogy.pdf), [Present Tense](Supporting%20Docs/Present%20Tense.pdf). Students will use these and other discipline’s and professional open access journals, as well as social media, web sites and other accessible online sources for their own research and projects.

Our subject librarian is the Instruction and Curriculum Engagement Coordinator at the J. Murrey Atkins Library; she is available to help students connect to local resources. The Coordinator works closely with students currently enrolled in the Department of WRDS. She will also work with faculty in the Department of WRDS to a list of core and supplementary titles for the program. Books will be purchased in electronic (e-book) format whenever possible. Titles that are not available or cost-effective to purchase as e-books will be purchased in print with the option for students to have books shipped to their house or to have chapters scanned and emailed to them. This offers an economical way to add high-priced texts to the collection. The acquisition of e-books is a top priority for the library. The library’s current database subscriptions should remain sufficient to serve the B.A. WRDS program and the Department of WRDS as it grows.

Enrolled students can request research assistance in person, by telephone, chat, text, or email from the library’s homepage. [Research Guides](Supporting%20Docs/Research%20Guides.pdf) are available electronically 24/7 for assistance with a specific course or particular subject area. The J. Murrey Atkins Library has a librarian available to train students on the use EndNote citation management software. Currently, the library provides EndNote to the Bachelor and Master of Science students and will continue to provide training for doctoral students.

There are currently no plans to formally partner with other libraries within the UNC system to provide services to WRDS students. Students who are able to visit other UNC-system libraries may check out items through [UNC’s Cooperative Library Direct Borrowing Agreement](Supporting%20Docs/UNC%20Cooperative%20Library%20Agreement.pdf)). In addition, students may visit these UNC-system libraries and use the databases in-house.

**5.1. Learning Resources**

In addition to instruction about technologies that students receive in WRDS courses, multiple UNC Charlotte departments are involved in fostering, training, and supporting the use of technology to enhance student learning. The primary mission of the Center for Teaching and Learning (CTL) is to help faculty develop meaningful and pedagogically sound approaches to their teaching. The Center provides professional development workshops, software, and support to allow faculty to teach effectively with technology.

The [Center for Teaching and Learning](Supporting%20Docs/The%20Center%20for%20Teaching%20and%20Learning.pdf) (CTL) hosts the platform for the University’s Learning Management System (LMS). Canvas is the center point for the delivery of technology in support of teaching. Every student enrolled at the University automatically has access to Canvas, which has online, chat, and telephone support systems available twenty-four hours a day. In addition, Canvas is the single point of entry for other important learning tools such as Video Content Management, Document Collaboration, Secure Testing, Synchronous Learning, Integrated Response Systems (clickers), and plagiarism detection. The Center for Teaching and Learning provides training to faculty who teach online and blended courses. The Center offers courses on Canvas, course design, Quality Matters, etc.

Working in conjunction with CTL are the [Information and Technology Services Departments (ITS)](Supporting%20Docs/Information%20Technology%20Services.pdf), with ITS departments in each of the colleges. ITS provides both the [software](Supporting%20Docs/Software.pdf) and the [training](Supporting%20Docs/Training.pdf) for students to make the best use of the technology resources available on campus. In addition, a wide variety of professionally developed training courses are available through the [Skillport System](Supporting%20Docs/Skillport%20System.pdf).

The Atkins Library Information Commons (IC) staff provides online resources and classes for students in the Library. The curriculum ranges from foundational instruction for the first-year writing program to differentiated instruction for upper-level course in the WRDS major.

The College ITS groups provide dedicated support for faculty and students to help them make the best use of the technology in discipline-specific ways. Assistance provided by the college ITS groups includes helping faculty find pedagogically appropriate technologies for their classroom instruction, tailoring computer labs to specific instructional needs, and assisting students with their needs.

[Audiovisual Integration Support for Learning Environments (AISLE)](Supporting%20Docs/Audiovisual%20Integration%20and%20Support%20for%20Learning%20Environments%20(AISLE).pdf)provides support for the video conferencing and teleclass facilities that support both traditional educational programs and distance learning programs. The state-of-the-art technology for the classrooms on campus and ensures that faculty have access to modern tools such as smartboards and video capture. The Academic Media Production Team works with individual faculty to create custom, high quality, and engaging digital media elements for academic courses.

Additionally, faculty are provided with training in webinars, seminars, and a full range of workshops on utilization of electronic tools include Respondus, e-portfolios, and Webex, a videoconferencing tool. Students in the B.A. in WRDS who may be working full or part-time and may be geographically removed from the Charlotte area will have structured access to faculty by phone and WebEx conferencing tools. Assistance is also provided by the Audiovisual Integration Team which designs and installs the systems in the learning and common spaces.

**6. STUDENT SUPPORT SERVICES**

Working with offices in the Division of Academic Affairs and the Division of Student Affairs, students have access to a broad range of services that support their educational experience and success. Examples include, but are not limited to:

* [Dean of Students Office](Supporting%20Docs/Dean%20of%20Students%20Office.pdf) manages a variety of activities such as women’s programs, new student programs, volunteer outreach, student conduct, off-campus student services, SAFE mentoring program, sorority and fraternity life, Niner Nation Family program, and veteran students outreach.
* [Disability Services](Supporting%20Docs/Office%20of%20Disability%20Services.pdf) ensures access to academic programs and campus facilities by providing verification of medical documentation, academic accommodations, counseling, testing, note-taking, and scholarships.
* [Office of International Programs](Supporting%20Docs/The%20Office%20of%20International%20Programs%20_%20...pdf) works with international students and scholars and organizes activities related to acclimating to an American model of higher education.
* [Office of Academic Diversity and Inclusion](Supporting%20Docs/Office%20of%20Academic%20Diversity%20and%20Inclusion.pdf) is committed to assisting traditionally underrepresented populations in the awareness and availability of academic support services.
* [University Career Center](Supporting%20Docs/University%20Career%20Center.pdf) offers career assessment, internships, co-ops, service-learning, job preparation, and job interview opportunities. This center connects industry and community partners with graduate students in a variety of ways.
* [University Center for Academic Excellence](Supporting%20Docs/University%20Center%20for%20Academic%20Excellence.pdf) offers activities such as tutoring, supplemental instruction, academic success workshops, peer mentoring, academic success seminars, a learning lab, and individual consultations, all to support the effort to retain and graduate students. Students in the B.A. in WRDS will be able to utilize the resources provide by the Center.
* [Writing Resource Center](Supporting%20Docs/Writing%20Resources%20Center.pdf) offers one-to-one writing instruction in writing across the disciplines from first-year to graduate students and faculty and staff. Face-to-face and online consultations assist students with writing assignments, creating presentations, multimodal or PowerPoint shows, and workshops. It is housed in the Department of WRDS and will serve as a support service and site for undergraduate researchers in the B.A. WRDS.
* [The Community Engagement Advisory Council (CEAC)](Supporting%20Docs/Community%20Engagement%20Advisory%20Council.pdf)is a network of faculty and staff that champions community-engaged research and teaching. CEAC serves as a hub for connecting student and faculty researchers to the community and is central to the proposed major’s internship option. The office will also assist faculty in connecting courses such as “Reading, Writing and Archiving: Charlotte,” or the “Writing Research Methods” course to sites that require qualitative and quantitative community research.

**7. PHYSICAL RESOURCES**

Current facilities are adequate for the B.A. in WRDS and will not have an impact on the current physical facilities or equipment. There is a seminar room, four classrooms, a main office area, faculty offices, the Writing Resource Center, a small student conference room and a small meeting room for student collaborations and committee meetings. All faculty and staff of the proposed B.A. in WRDS are in the Cameron Building. The College provides each faculty member and instructor with the computer and software needed for their teaching and research. This includes the usual Office suite, Adobe suite, NVivo (coding and data gathering), iMovie and other visual, audio and print software. Faculty also use the University library’s Area 49, a Maker Space, for 3D and other classroom work.

**7.1. Equipment**

The proposed program will not have an impact on current physical facilities or equipment. Given the interdisciplinary features of the B.A. in WRDS, students will take courses in multiple buildings on campus. The entire campus (all buildings/classrooms/offices) is wired for both guest and secure wireless connectivity. In addition to classrooms across campus, The Department of WRDS has four classrooms with teacher podiums that are technically rich. All classrooms are equipped with the campus SMART room standard, which include an LCD projector, DVD/VCR unit, instructor computer, document camera, and SMART Technologies Sympodium. The Department of WRDS has one classroom with a 19-person capacity that includes a teacher podium plus four screens for student collaborations and interactive instruction. The Department of WRDS has access to another classroom with a 35-person capacity with six interactive screens for student collaborations and interactive instruction. The Cameron building contains open student meeting space and student amenities.

The Writing Resource Center is located in Cameron where the faculty offices and WRDS classrooms are housed. The Center is equipped with five workstations in semi-private cubicles and a large open area for students and tutors to use with dividers provided for privacy. A smaller accessible office is available if students need additional space. In addition, there is a reception area with a public computer for intake information and numerous outlets to charge computers and phones. Adjacent to the WRC is a large office for tutor training, workshops, small group tutoring, and research projects.

**8. FINANCIAL SUPPORT**

The United States Department of Education has imposed no limitations, suspensions, or terminations with respect to the Title IV student financial aid programs. UNC Charlotte operates on the electronic transfer/advance payment method with respect to its federal funds and has not been placed on the reimbursement method. It has not been obligated to post a letter of credit on behalf of the U.S. Department of Education or another financial regulatory agency. There have been no complaints filed with the Department of Education regarding UNC Charlotte, and there are no impending litigation issues with respect to financial aid activities. The University is not aware of any infractions to regulations that would jeopardize Title IV funding.

The North Carolina Legislature, as part of the overall State budget, allocates funding for the University of North Carolina system, including UNC Charlotte. Within the UNC Charlotte budget, the State allocates a building reserve fund to cover maintenance and operation of existing facilities (housekeeping, maintenance, information technology, utilities, security, etc.), administered by the UNC Charlotte Division of Business Affairs. Day-to-day operating costs for colleges, departments, and units (office supplies, phone service, student workers, etc.) are funded through the Division of Academic Affairs, under the direction of the Provost. Support for the B.A. in WRDS will come from the College of Liberal Arts and Sciences.

New faculty will not be added to the Department of WRDS. The College of Liberal Arts & Sciences has been gradually growing capacity for the teaching of writing in the proposed major. The Chair of the Department of WRDS, a twelve-month appointment is a full professor and current staff support (one administrative assistant and one support staff) are sufficient to manage office operations. The two faculty who we are currently sharing with the English Department will become full-time faculty members in the Department of WRDS. Therefore, our current faculty enables delivery of the major in the first year without additional faculty.

In Year one, we anticipate $300 will be used for printing and binding (advertising the major). No facility renovations are required to deliver this program. There will be no expenditures to external institutions or organizations for contractual or support services. Ongoing library appropriations are sufficient to support the program. The year one budget for the B.A. in WRDS is included as **Table 3**.

**Table 3. SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM (Year 1)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ADDITIONAL FUNDS REQUIRED - BY SOURCE | | | | |
|  | Reallocation of Present Institutional Resources | Projected Differential Tuition | Enrollment Increase Funds | Other New Allocations (Identify) | Total |
| EPA/SPA Regular Salaries |  |  |  |  |  |
| (Identify positions) | $ - | $ - | $ - | $ - | $ - |
| EPA Academic Salaries |  |  |  |  |  |
| (Identify positions) | $ - | $ - | $ - | $ - | $ - |
| Social Security | $ - | $ - | $ - | $ - | $ - |
| State Retirement | $ - | $ - | $ - | $ - | $ - |
| Medical Insurance | $ - | $ - | $ - | $ - | $ - |
| Graduate Stipends |  |  |  |  |  |
| (Identify number, amount) | $ - | $ - | $ - | $ - | $ - |
| Supplies and Materials |  |  |  |  |  |
| (Identify) | $ - | $ - | $ - | $ - | $ - |
| Current Services |  |  |  |  |  |
| (Identify) | $ - | $ - | $ - | $ - | $ - |
| Travel | $ - | $ - | $ - | $ - | $ - |
| Communications | $ - | $ - | $ - | $ - | $ - |
| Printing and Binding | $ - | $ - | $ - | $ - | $ - |
| Advertising | $300.00 | $ - | $ - | $ - | $300.00 |
| Fixed Charges |  |  |  |  |  |
| (Identify) | $ - | $ - | $ - | $ - | $ - |
| Capital Outlay (Equipment) |  |  |  |  |  |
| (Identify) | $ - | $ - | $ - | $ - | $ - |
| Libraries | $ - | $ - | $ - | $ - | $ - |
| **TOTAL ADDITIONAL COSTS** | **$300.00** | **$ -** | **$ -** | **$ -** | **$300.00** |

**9. DESCRIPTION OF INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES FOR THE CHANGE**

**9.1. Student Learning Outcomes**

As part of the Annual Report, departments must submit an annual [Student Learning Outcomes Assessment Plan and Report.](Supporting%20Docs/SLOs%20Asst.%20Plan%20&%20Report%202015%20Template.pdf) For each program this report documents student learning outcome assessment plans (which consist of student learning outcomes, effectiveness measures, assessment methodology, and performance outcomes), assessment data, changes made based on assessment data, and the impact of changes on student learning. Student learning outcomes for programs offered through the online delivery mode are the same as for programs offered face-to-face. Student Learning Outcomes Assessment Plans and Reports from all colleges at both the undergraduate and graduate levels and from online and face-to-face delivery modes are required to be completed. A sample Student Learning Outcomes Assessment Plan for the [B.S. in WRDS](Supporting%20Docs/A4%20WRDS-SLO%20Assessment%20Plan.doc) is provided.

College Assessment Directors (CADs) are appointed to oversee the student learning outcomes assessment process in their respective Colleges. CADs work with department chairs and program coordinators on developing Student Learning Outcomes Assessment Plans and Reports, and documenting assessment data and the impact of changes on student learning. Also, CADs act as liaisons with faculty and Office of Assessment and Accreditation (OAA) team members to improve the quality and completion of reports. OAA reviews and provides feedback on the evaluation and improvement of program student learning outcomes; the Office also conducts faculty and staff professional development workshops.

**9.2. Planning**

Each year, each division develops expected outcomes and measurement plans to assess the accomplishment of its goals and objectives. In the planning process, departments and units within each division align their goals and objectives with division goals and objectives. At the division level, vice chancellors review [report templates](Supporting%20Docs/2015-20%20Strategic%20Plan%20Template.pdf) and develop scorecards to note the accomplishments of division goals and objectives and continuous improvement. The Institutional Effectiveness Oversight Committee (IEOC) uses these completed reports and scorecards to annually review and prepare a [University scorecard](Supporting%20Docs/University%20Scorecard%20%202011-2016.pdf) of findings for the Chancellor to discuss with his Cabinet.

As indicated previously, all colleges and departments within Academic Affairs complete five-year strategic plans. In addition, colleges and departments submit an Annual Report which highlights the major accomplishments for the year. A [strategic plan and report](Supporting%20Docs/2015-2020%20CLAS%20Strategic%20Plan.pdf) from the College of Liberal Arts and Sciences is provided. These reports are used to complete the Academic Affairs Annual [Highlights](Supporting%20Docs/H6%20WRDS%20Assessment%20Annual%20Highlights%20Report.docx).