



# UNC CHARLOTTE

## Office of the Chancellor

9201 University City Boulevard, Charlotte, NC 28223-0001  
t/ 704.687.5700 f/ 704.687.1700 www.uncc.edu

January 7, 2019

Dr. Kimberly van Noort  
Vice President for Academic Programs and Instructional Strategy  
University of North Carolina  
Post Office Box 2688  
Chapel Hill, North Carolina 27515-2688

Dear Kim:

Enclosed is UNC Charlotte's Request to Establish a B.A. in Writing, Rhetoric and Digital Studies. The enclosed feasibility study and national employment statistics illuminate the need for critical thinking and the ability to work across print and online texts, and the proposed program fills that need by preparing students to design, create and evaluate print, digital and social media in local and global contexts.

Thank you for your consideration of this request. Provost Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

A handwritten signature in black ink, appearing to read "Phil".

Philip L. Dubois  
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs  
Nancy Gutierrez, Dean, College of Liberal Arts & Sciences  
Rollinda Thomas, Associate Vice President for Academic Programs





THE  
UNIVERSITY OF  
NORTH CAROLINA  
SYSTEM

## Request to Establish New Academic Degree Program

The following approvals must be obtained prior to sending the Request to Establish a New Academic Degree Program to the UNC System Office.

**Institution:** University of North Carolina Charlotte

**Degree Program Title (e.g. M.A. in Biology) \_\_BA in Writing, Rhetoric and Digital Studies\_\_**

**Reviewed and Approved By (Name and title only. No signature required in this section.)  
Check box to indicate participation in review. (Provost is required.)**

- Provost: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs**
- Faculty Senate Chair (as appropriate): n/a**
- Graduate Council (as appropriate): n/a**
- Undergraduate or Graduate Dean (as appropriate): n/a**
- Academic College Dean: Nancy Gutierrez, Dean, College of Liberal Arts and Sciences**
- Department Chair: n/a**
- Program Director/Coordinator: Joan Mullin, Executive Director, University Writing Program**

### **New Academic Program Process**

New academic programs are initiated and developed by the faculty members. Approval of the Request to Establish a New Academic Degree Program must be obtained from department chairs and college deans or equivalent administrators before submission to the UNC System Office review.

Directions: Please provide a succinct, yet thorough response to each section. Obtain the Provost's signature and submit the proposal to the UNC System Vice President for Academic Program, Faculty, and Research, for review and approval by the UNC System Office. Once the Request to Establish is approved, UNC System Office staff can submit the proposal for review and approval by the UNC Board of Governors.

**Request to Establish a New Academic Degree Program**

<b>Institution</b>	University of North Carolina Charlotte
<b>Joint Degree Program (Yes or No)? If so, list partner campus.</b>	No
<b>Degree Program Title (e.g. M.A. in Biology)</b>	BA in Writing, Rhetoric and Digital Studies
<b>CIP Code and CIP Title (May be found at <a href="#">National Center for Education Statistics</a>)</b>	23.1301
<b>Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).</b>	No
<b>Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.</b>	Campus
<b>If requesting online delivery, indicate if program (or one or more courses) will be listed in UNC Online.</b>	
<b>If requesting site-based delivery, indicate address(es), city, county, state, and maximum % offered at site.</b>	
<b>Proposed Term to Enroll First Students (e.g. Spring 2019)</b>	Fall 2019

Do the following sections of your previously submitted and approved Letter of Intent to Develop a New Academic Degree Program document require any change or updated information? If yes, note the items and explain.

<b>Category</b>	<b>Yes or No</b>	<b>Explanation (if applicable)</b>
<b>SACSCOC Liaison Statement</b>	No	
<b>Review Status (campus bodies that reviewed and commented on Letter of Intent)</b>	No	

<b>Program Summary</b>	No	
<b>Student Demand</b>	No	
<b>Societal Demand</b>	No	

**I. Program Planning and Unnecessary Duplication:**

- a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program). Programs at UNC institutions may be found on the UNC System [website](#).

As noted in Appendix 1 in the Letter of Intent, UNC Chapel Hill’s Department of English and Comparative Literature offers a minor in Composition, Rhetoric and Digital Literacy and Wake Forest offers an Interdisciplinary Writing minor. Professional and technical writing minors, tracks, emphases or concentrations exist in five other North Carolina institutions; however, there are no similar majors in the State of North Carolina. Concentrations and emphases in Departments of English require courses from across the subdisciplines of English (e.g., linguistics, literature) or focus on technical, professional or scientific communication. These concentrations have their purposes, but the goal of the proposed major is to provide rhetorical and writing strategies for print and digital writing that are *portable across* disciplines, professions, civic and personal contexts. In particular, the opportunity to take courses in coding and computing, as well as plans to continue collaborating on courses with the College of Computing and Informatics, affords students rhetorical and practical skills they can adjust to future technologies and jobs that we can’t yet imagine.

<b>Institution</b>				
<b>Program Title</b>				
	Year	Year	Year	Year
<b>Enrollment</b>				
<b>Degrees Awarded</b>				

- b. Describe what was learned in consultation with other programs regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

The Letter of Intent reported on the feasibility study and on information gathered about similar degrees across the country (Appendix 6 and 7 attached to the Letter of Intent). In addition, at the 2018 Council of Writing Program Administrators annual conference we further interviewed a sample of chairs from other departments with similar degrees across the country. Responses to questions about enrollment remain consistent: majors begin with modest enrollment, with year one and two enrollments averaging between 15 to 30 majors. Also consistent are growth rates thereafter.

We provide here the two ends of the enrollment spectrum that helped determine where our projections fall: DePaul (Chicago), where, despite the sharp enrollment declines over the last two years in their College of Liberal Arts and Sciences, enrollment began to increase in their previously dwindling major, and Florida State which enrolled 25 students its first year and 800 majors its second year. The chair of DePaul's Writing, Rhetoric and Discourse Studies (WRDS) reports they have more majors than ever before. Even as students and resources are going to the College of Computing and Digital Media, the WRDS chair notes that their enrollments continue to grow, even though they have not aggressively recruited majors. Had they the resources to do so, he believes they could double the majors they currently have. Students flocked to Florida State's major because, unlike UNC Charlotte, there were no departments that offered courses in journalism or media studies. The proposed UNC Charlotte major combines the focus on writing and rhetoric (DePaul's major) with the focus on digital studies offered by Florida State.

In interviews with chairs in national writing departments with a writing degree, growth in their majors was consistent, even in colleges or institutions affected by enrollment downturns overall. We have factored into our figures UNC Charlotte's robust enrollment. We believe that with our planned marketing, we can attract students from our current target areas, just as other degree programs in writing report. For example, this past year enrollment overall is down at Georgia Southern, yet the writing major and retention is robust, accounting for 1% of total graduates—even though the major has only been in place for four years. The retention for the first year cohort at Georgia Southern is 90.9%. The University of Kentucky reports that while they are a new department and major, they also see increasing demand, without recruitment. The University of Utah, in place since 2012, has grown steadily, planning to top out around 150 majors.

At UNC Charlotte, Communication Studies is one of the largest degree programs. The feasibility study commissioned for this proposed degree (see Letter of Intent, Appendix 1) as well as writing degrees in universities with Communication Studies departments report a mutual exchange of students: that is, some students start in Communication Studies and realize that Writing Studies serves them better, and vice versa. The programs work together to find the right fit for students, thus increasing the retention of satisfied students in both programs (noted especially by Syracuse University). Given the support of the UNC Charlotte Department of Communication Studies (see Appendix 2), this model comprises part of our estimates for enrollment, but we emphasize here that the national figures and interviews note we will attract new students as well.

We have piloted two courses in our already approved minor and each filled to 73% capacity. We have received a request from the University Transitional Opportunities Program to offer one WRDS 2101 (Advanced Writing: Research and Critical Analysis) spring semester and will do so, expecting it to fill to capacity. Given the response by faculty to our proposed major, and with purposeful advertising to students, faculty and advisors, we believe enrollment in our courses and major will continue to increase.

In addition, we are in discussions with the College of Computing and Informatics. This realizes one goal of this major: to create a rich collaboration between technological sciences and what has been considered a discipline in the humanities. Our mutual focus on human computing includes designing together future required courses for each of our majors. Computing and Informatics has already agreed to open as electives to our majors some of the courses in their curriculum that do not have prerequisites (ITCS 3130 Human Computer Interaction and ITCS 3200 Introduction to Information Security and Privacy). Two areas of importance for those writing for digital media.

- c. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

#### *Institutional Collaborations*

As detailed in the Letter of Intent, the chair of UNC Charlotte's Department of Communication Studies speaks to the high demand for courses in writing by their 800+ majors. He believes some of these majors would be better served in this proposed major and that other Communication Studies' students have indicated their need for more courses of the kind proposed in this major.

UNC Charlotte's Department of English has had steady enrollment in their concentration called "Language and Digital Technology," composed of course selections from linguistics, rhetoric and professional and technical writing. This concentration and the proposed major would complement each other, since some of the courses in the English concentration and Writing Rhetoric and Digital Studies courses relevant to each emphasis could be cross-listed. This allows students more opportunities to shape a major that suits their future, a practice that not only respects the two different disciplinary emphases, but also anticipates the concierge-type degree forecast as the future of higher education.

#### *System and State-Wide Collaborations*

As stated in the Letter of Intent, the Council of Carolinas Writing Program Administrators (CCWPA) represents program directors from most public and many private NC institutions. We have kept this group informed of our plans for this major, being mindful of the need for non-duplication. We are also collaborating with colleagues at East Carolina University who are interested in developing a professional and technical writing degree similar to Appalachian State's (see Letter of Intent). As noted in the attached letter (see Appendix 1), the proposed degree would be the only one in North Carolina offered through

a unit solely focused on the critical skills needed for digital composition and writing as applicable across majors and employment fields.

- d. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provided similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

There are no competing programs and, therefore, this does not create unnecessary duplication.

- e. Admission. List the following:

- i. Admissions requirements for proposed programs (indicate minimum requirements and general requirements).

All students must meet UNC Charlotte requirements for admission for undergraduate students. In addition, students 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. General advising for prospective and newly declared majors will introduce students to the curriculum and degree requirements so as not to delay graduation or result in higher costs to students.

UNC Charlotte advises that 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.

- ii. Documents to be submitted for admission (listing)

Applications for admission are reviewed when all required credentials are received. 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. The Curriculum Committee may make exceptions to the minimum criteria for applicants who are judged to have potential or talent not revealed by test scores and academic performance.

#### First-Year (“Freshman”) Students’ Criteria

The Office of Undergraduate Admissions considers applicants whose minimum qualifications include high school graduation or a General Education Diploma (GED). For international applicants, guidelines provided by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NAFSA: Association of International Educators and World Evaluation Services are used to determine if an applicant has met requirements for high school graduation in their country.

Applicants for first-year admission must submit the following to complete their application:

1. The online application for admission
2. \$60 application fee or approved fee waiver
3. Official high school transcript reflecting completed coursework in grades 9-11. Final transcripts reflecting senior grades and graduation date must be provided prior to enrollment.
4. Official SAT or ACT scores.
5. Internationally-educated students must have their foreign credentials translated and evaluated by an approved, accredited credential evaluation service.

Applicants for freshman admission are evaluated for admission with primary consideration given to the following High School Performance criteria:

- Academic Courses in Grades 9-11. Applicants must have the minimum course requirements as stated by the UNC system. These courses include 4 units of English, 4 units of Math (including an advanced math), 3 units of Science, 2 units of History/Social Studies, and 2 units of the same foreign language.
- Grade Point Average. The middle 50% of the freshman class has a GPA between 3.7 to 4.3; average GPA is 4.1.
- Senior Year Course Selection. In addition to English and math, we encourage students to take science and foreign languages in their senior year. We expect to see a solid academic schedule. SAT or ACT scores. The middle 50% of the freshman class have SAT scores ranging from 1540-1770 and/or ACT scores ranging from 22-27.

### Transfer Criteria

A minimum of twenty-four semester hours of college transferable coursework is required for transfer admission. Transfer admission is based on grade point average achieved and specific courses completed. Transfer admission policies are clearly presented on the Undergraduate Admissions website and in the transfer recruitment brochure. In addition, transfer requirements are presented at community college visits, transfer advising sessions at Open House, and in daily information sessions in the Admissions Office.

In addition to the application and \$60 fee, official transcripts from every college attended, and an official high school transcript, the following requirements apply:

- Transfer students under the age of 21 are required to have completed the Minimum Course Requirements in high school: four units of English; 4 units of Math; 3 units of Science; 2 units of Social Science/History; and 2 units of Foreign Language.
- Applicants must present an overall 2.0 grade point average according to calculations performed by the Undergraduate Admissions office.



- Students who do not meet freshman admission requirements must present a minimum of 24 semester hours (or 36 quarter hours) of transfer credits.
- Internationally-educated students must have their foreign credentials translated and evaluated by an accredited credential evaluation service. Transfer applicants must have a “course by course report” completed by the service, and they must present the equivalent of a high school diploma in addition to college-transferable coursework.
- Applicants must in good standing at and eligible to return to the last institution attended.
- Transfers from within UNC Charlotte must have a cumulative GPA of 2.0.

f. Degree requirements. List the following:

i. Total hours required. State requirements for Major, Minor, General Education, etc.

120 hours for graduation:

The proposed BA in Writing, Rhetoric and Digital Studies will require students to complete general education requirements and complete 36 credit hours of study within the major. There will be no pre-requisites beyond those courses required for general education. The program will not seek specialized accreditation; accordingly, barriers to degree progression will be avoided. 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**

ii. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, “second major,” etc.).

**FOUNDATIONAL COURSE (3 Credit hours)**

UWRT 1103 or UWRT 1104 (grade of C or better) or transfer credit equivalent

**Language Requirement:** Students must complete either a 2000-level course in a foreign language that uses the Latin alphabet or a 1202-level course in a language that is not written in the Latin alphabet. Intermediate American Sign Language is also accepted. Non-native speakers of English may complete the foreign language requirement by passing UWRT 1103 or UWRT 1104, or the equivalent.

**MAJOR COURSES (36 credit hours)**

The Major Courses are designed to provide a thorough understanding of fundamental Writing, Rhetoric and Digital Studies principles and are structured into four categories:

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):

- 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):

- COMM 3050-- Gender/Culture and Comm (Topic: Gender/Culture and Comm) (3)
- COMM 3110-- Gender and Comm (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 Comm (3)
- COMM 3050-- Gender/Culture and Comm (3)
- COMM 3125-- New Media for Comm (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)

Three new courses were created to complete the degree program for the major:

**4225 Writing Research Methods**

This course covers a broad range of theories and methods for studying various aspects of identity, authority, organizations, and communication through the lens of community based qualitative and quantitative research. Students will be able to apply these methods to any research site or professional setting to answer questions about how people use, create, distribute and empower texts.

**4400 WRDS Internship Practicum (3 credit hours)**

At their internship site students will be part of and reflect on the constantly changing flow of communication between people and examine the activities texts create. This internship asks students to use the range of theories and methods from previous courses to study various aspects of identity, authority, organizations, and communication flows. Students work 8-10 hours (3 hours credit) per week.

**4900 Senior Research Capstone**

Students complete an article-length research paper under the supervision of a faculty member. The paper must involve quantitative or other methods of writing research.

- g. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site, etc.)

	Campus	Online	Site	Full-Time	Part-Time
<b>Year 1</b>	27	n/a	n/a	25	2
<b>Year 4</b>	170	n/a	n/a	150	20

- h. For graduate programs only, please also answer the following:

<b>Grades required</b>	
<b>Amount of transfer credit accepted</b>	

<b>Language and/or research requirements</b>	
<b>Any time limits for completion</b>	

- i. For all programs, provide a degree plan showing the sequence of courses to be taken each year. List courses by title and number and indicate those that are required. Include an explanation of numbering system. Indicate new courses proposed. A possible format is offered below as an example. If your institution uses a different format that provides the required information, it may be submitted instead.

Please see Appendix 3 for the “Logic of Course Numbering.”

### SUGGESTED PLAN OF STUDY

Freshman Year					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
GEOG 1103	Geography or any natural science course that fulfills general education requirements	3	X		
UWRT 1104	Writing And Inquiry In Academic Contexts	4	X		Required, with a grade of “C” or better
MATH 1XXX	Math or any mathematical or logical reasoning course that fulfills general education requirements	3	X		
LBST 110X	LBST 1100 Series: Arts And Society	3	x		Required, General Education
COMM 1101	Public Speaking	3	X	O	
<i>Spring Semester</i>					
ITSC 1110	Intro To Computer Science Principles	3	X		
ANTH 2141	Principles of biological anthropology or any course in the social sciences that fulfills general education requirements	3	X		

ANTH 2141 L	Anthropology Lab	1			
PSYC 1101	General psychology or any natural science course that fulfills general education requirements	3	X		
PSYC LAB	General Psychology Lab	1	X		
GEOG 1105	The Location Of Human Activity	3	X		

**30 Credit Hours for Year**

Sophomore Year					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
WRDS (LBST) 2301	The Rhetoric of Place	3	X		Required, General Education
LBST 21XX	Any LBST course that fulfills general education requirements	3	X		
WRDS 2101	Advanced Writing	3		W	
COMM 3050	Gender/Culture In Communications	3			
ITIS 3130	Human-Centered Design	3			Fulfills elective requirement
<i>Spring Semester</i>					
LBST 22XX	Any LBST course that fulfills General Education requirements	3			
WRDS 3211	Online Writing: Ethics, Appropriation, And Social Media	3			Required Core Course
WRDS 3220	Current Theories And Applications Of Writing	3			Required Core Course
ITIS 3200	Introduction to Information Security and Privacy	3			Fulfills elective requirement
SPAN 2201	Intermediate Spanish	3			Required Language Course

**30 Credit Hours for Year**

**Junior Year**

Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
WRDS 3215	Information Literacy And Digital Composing	3		W	
WRDS 4201	Composing Across Borders	3			Fulfills community and culture requirement
ENGL 4183	Editing With Digital Technology	3			
COMM 3126	Globalization And Digital Tools	3			Fulfills elective requirement
SPAN 3201	Advanced Spanish Grammar and Composition	3			
<i>Spring Semester</i>					
WRDS 3140	Arguing With Images	3			Fulfills application requirement
ENGL 4181	Writing And Designing User Documents	3			
COMM 3125	New Media For Communication	3			
WRDS 4210	Contemporary Rhetorical Theory	3			Fulfills application requirement
WRDS 4225	Writing Research Methods	3		O	Fulfills community and culture requirement

**30 Credit Hours for Year**

Senior Year					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
WRDS 4400	Senior Internship Practicum	3			
ENGL 4182	Information Design And Digital Publishing	3			
WRDS 4011	Topics In Writing Technologies: Sound	3			

WRDS 3102	The Effective Sentence	3			Fulfills application requirement
WRDS 4330	Reading, Writing, And Archiving	3			Fulfills community and culture requirement
<i>Spring Semester</i>					
WRDS 4900	Senior Research Capstone	3			Fulfills core requirement
WRDS 4021	Topics In Writing And Reading: Rhetoric of Photography	3			
ENGL 3180	Language And Digital Technology	3			
COMM 3126	Globalization and Digital Media	3			
WRDS 4011	Topics in Writing Technologies: Accessibility	3			

**30 Credit Hours for Year**

**Total Four-Year Degree Credit Hours: 120**

## II Faculty

- a. (For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. For master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

The following faculty will be associated with the proposed program. Biographies for each faculty follow.

1. Heather Blain Vorhies (Ph.D.) Assistant Professor, University Writing Program & Department of English
2. Justin Cary, (M.A.) Lecturer, University Writing Program
3. Amy Colombo ((Ph.D.) Lecturer, University Writing Program
4. Julie Cook (M.A.) Senior Lecturer, University Writing Program
5. Heather Crickenberger (Ph.D.) Senior Lecturer, University Writing Program
6. Debarat Dutta (M.A.) Senior Lecturer, University Writing Program
7. Aaron Kashton (Ph.D.) Lecturer, University Writing Program
8. Cat Mahaffey (M.A. 36 credits towards Ph.D.) Senior Lecturer, University Writing Program
9. Angela Mitchell (Ph.D.) Lecturer, University Writing Program
10. Anne Moore (Ph.D.) Professor, Dean of Atkins Library

11. Joan Mullin (Ph.D.) Professor, University Writing Program & Department of English
12. Jan Rieman (Ph.D.) Senior Lecturer, University Writing Program
13. Consuelo Salas (Ph.D.) Assistant Professor, University Writing Program & Department of English
14. Albert Wray (M.A., ABD University of South Carolina) Lecturer, University Writing Program

**Heather Blain Vorhies** (Ph.D.) is an Assistant Professor of English and Director of the Writing Resources Center at the University of North Carolina at Charlotte. As a feminist historian of scientific and technical communication, she is particularly interested in the ties between religion and medicine during the early American republic. Her work appears in *Rhetoric Review*, *Peitho* and in *WLN*. She serves as a reader for the journals *WLN*, *Southern Discourse in the Center*, and *Southern African Linguistics and Applied Studies*.

**Consuelo Carr Salas** (Ph.D.), Assistant Professor, Department of English and the University Writing Program, holds a Ph.D. in Rhetoric and Composition. She researches visual rhetoric and food studies and the application of these fields with community partners. Dr. Salas has taught courses in First-Year Writing, Critical Thinking and Communication, Visual Rhetoric, and the Rhetoric of Food. She was awarded the 2018 Faculty Engagement Award by the J. Murrey Atkins Library for her collaboration with Instructional Research Librarians in her classrooms and she was awarded a grant from the Association for the Study of Food and Society for her co-organized symposium: *Latinx Foodways in the New South*. Her co-edited collection *Latin@s' Presence in the Food Industry: Changing How We Think About Food* (2016), University of Arkansas Press, was awarded the Gourmand World Cookbook third best in the world in the category of Professionals in 2017. Her work can also be found in edited collection, such as *Visual Imagery, Metadata, and Multimodal Literacies Across the Curriculum* (2017), IGI Global, *Food Feminism and Rhetoric* (2017), Southern Illinois University Press, as well as in peer reviewed journals, such as the *Community Literacy Journal* (2015).

**Justin Cary** (M.A.) is a Lecturer in the University Writing Program whose work in digital composition studies concerns electronic texts, technologies and digital teaching pedagogies. His research is driven by a combination of classic rhetorical writing strategies, modern digital composing technologies and cutting edge writing studies research around digitally enabled social networks, video games and web-based writing practice. He explores video games as writing tools and online writing communities as centers for modern critical reading in *RE: Composing* and will be pursuing work on a Ph.D. in Digital Studies.

**Amy Colombo** (Ph.D., M.F.A.) is a Lecturer in the University Writing Program. She has particular interests in first-year writing, digital media theory and practice, photography, Victorian art history, and multimodal writing. Dr. Colombo has taught courses in journalism, creative writing, drawing, photography, first-year writing, and the research and craft of argument.



**Julie Cook** (M.A.) is Senior Lecturer in the University Writing Program and co-editor of *RE: Composing*, a grassroots writing studies journal housed in First Year Writing. She is currently developing an undergraduate research journal for popular music inquiry, *Frontier 2.0*. Her research takes interdisciplinary approaches to the study of writing in such areas as transfer, genre, and reflection studies, and her scholarship appears in local, national, and international publications such as the *Linguistic Society of America*, Cambridge Scholars Publishing and the *Journal of Writing Assessment Reading List*.

**Heather Marcelle Crickenberger** (Ph.D.) is a Senior Lecturer in the University Writing Program at UNC-Charlotte. Her work as a teacher of writing, her scholarship in new media and rhetorical theory and her interdisciplinary work with engineering and the visual arts have resulted in publications and presentations in a variety of media over the years. Between 2002-2004, she created a literary e-zine called *The Lemming* using code to build a digital platform for sharing cartoons, graphic arts, and creative writing. She expanded on this platform between 2004-2007 in her online digital dissertation, '*The Structure of Awakening*': *Walter Benjamin and Progressive Scholarship in New Media*. Her artistic installations of sculpture, painting, photography and creative writing have appeared in Charlotte's Light Factory (*Containment in 2007*) and most recently as an immersive multimedia installation for NC State's Hunt Library (*Projections: Reading and Writing in Emerging Technologies or How an Apparatus Becomes Self-Aware*, 2014-present). She has delivered conference presentations on STEM-based approaches to writing and recently published a book chapter, "Science Fiction as Platform for Problem-Based Learning and Teaching Writing as Design," (*Creative Ways of Knowing in Engineering*, Springer 2017). She is currently working to incorporate soundscape design and virtual reality into the First-Year Writing and proposed WRDS curriculum.

**Debarati Dutta** (M.A.) is a Senior Lecturer in the University Writing Program. She has completed her doctoral course work in rhetorical studies of genre, theories of personal writing, and race and gender in antebellum America from the Department of English at Texas Christian University (ABD). Her MA in English from the University of Calcutta and post-graduate certificate in Journalism and Mass Communication from Jadavpur University (India) inform her current teaching and research on transdisciplinary conversations about globalization and field-specific developments in World Englishes, translanguing composition, sociolinguistic theories of language development, and rhetorical genre studies. She is especially interested in writing curriculum development, medical and health rhetorics, and translanguing and transnational theories of writing education, having consulted on these topics in a number of international institutions, from India to Peru.

**Aaron Kashtan** (Ph.D.) received his Ph.D. in English from the University of Florida, and has also taught at Georgia Tech and Miami (OH). His teaching focuses on issues of multimodal communication and visual, digital and material rhetoric, and his area of expertise is comics studies. His first book, *Between Pen and Pixel: Comics, Materiality, and the Book of the Future*, was published by Ohio State University Press in spring 2018. He has published essays in journals such as *Composition Studies*, *Digital Humanities Quarterly*, *Studies in the Novel*,

and *Journal of Graphic Novels and Comics*. He is a member of the executive committee of the Modern Language Association Forum for Comics and Graphic Narratives.

**Cat Mahaffey** (M.A.) is Senior Lecturer in the University Writing Program at UNC Charlotte and a PhD candidate in the Technical Communication and Rhetoric program at Texas Tech University. She also serves as a Quality Matters Associate Faculty Fellow, creating faculty workshops for best practices in delivering online writing instruction. She has taught First-Year Writing, Access and the Rhetoric of Digital Texts, and is designing Accessibility in Digital Contexts for the proposed major. Her most recent article, "Developing a Writing About Writing Curriculum," reflects her research interests that also include online writing instruction (OWI), digital composition, technical and professional writing, and accessibility. An active member of the Writing Studies community, she maintains regional and national professional affiliations, most notably with the Council of Writing Program Administrators and the OWI Standing Group of the Conference on College Composition and Communication.

**Angela Mitchell** (Ph.D.) was Director of First-Year Writing, Writing across the Curriculum and Chair of the English Department for over a decade at Belmont Abbey College before her current position as Director of First-Year Writing at the University of North Carolina at Charlotte. She has taught Advanced Composition, Honors Advanced Rhetoric, Contemporary Rhetorical Theory, Writing for the World Wide Web, and The Rhetoric of Graffiti, as well as numerous upper-level literature and Great Books courses. Her current research interests focus on performativity in various contexts, the rhetoric of graffiti and street art, as well as on finding curricular and pedagogical strategies to support diversity and inclusion for historically underrepresented groups, and establishing policies that support writing transfer.

**Anne Cooper Moore** (Ph.D.), Dean, J. Murrey Atkins Library, holds an MS in Library and Information Science and Ph.D. in Educational Management and Development. She enthusiastically strives to shape library facilities, collections, and services that meet the continuously evolving needs of a diverse and inclusive public university community. Her research interests include assessment of library activities, library facilities, and information literacy. She has designed study, collaboration, academic support, and classroom spaces in four different academic libraries. She has taught undergraduate and graduate courses in college skills and writing, information literacy, management, and research methods at five different universities.

**Joan Mullin** (Ph.D.) is Professor of English and Executive Director of the University Writing Program at the University of North Carolina Charlotte. Her career in writing across the curriculum (WAC) and writing centers provided the foundation for national and international publications interrogating writing in a variety of disciplines and cultures. In addition to publications, Mullin co-designed a database of writing research that aggregates data driven writing studies (The Research Exchange: A Research Database of Writing Studies) and serves as series co-editor of the International Exchanges on the Studies of Writing an imprint and

open access series addressing worldwide perspectives on teaching writing and scholarly writing practices that draw on scholarship across national and disciplinary borders. She has taught undergraduates and graduate students in a variety of rhetoric and writing courses, as well as designed writing workshops and writing programs for faculty, programs and institutions.

**Jan Rieman** (Ph.D.) is a Senior Lecturer and Interim Associate Executive Director in the University Writing Program at the University of North Carolina Charlotte. Dr. Rieman has taught courses in First-Year Writing, literature, rhetoric and a graduate course in Teaching College English. She researches, presents and publishes work on writing program assessment, curriculum redesign, anti-racist writing pedagogy, and program and faculty development. She is co-editor of the forthcoming collection, *Next Steps: New Directions In/For Writing about Writing*. Dr. Rieman currently serves at the Vice President of the Independent Writing Departments and Programs Association and as the At-Large, North Carolina Representative of the Carolinas Writing Program Administration, a regional affiliate of The Council of Writing Program Administrators, a national association of college and university faculty with professional interests in directing writing programs.

**Albert Wray**, (M.A.) Lecturer in the University Writing Program at University of North Carolina Charlotte, has taught university writing courses for 13 years at both UNC Charlotte and the University of South Carolina, where he earned graduate credits in his PhD to ABD status. His writing research interests are in digital composition, collaboration, and student motivation, and he has regularly presented this work at national and regional conferences. He participated in the course design and development of the Writing Rhetoric and Digital Studies minor and major at UNC Charlotte.

- j. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

n/a

- k. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

Due to curricular changes in First-Year Writing, current faculty have the capacity to support the new major for the first year without additional hires. One lecturer currently has a half appointment in the University Writing Program and English but is scheduled in either department where the need is greatest. All other full time lecturer lines will enable delivery of the major as long as there are replacement hires for any unanticipated resignations or retirements. Growth in faculty will be contingent on growth in the major and the demands on the First Year Writing and

Critical Thinking and Writing courses. We expect to shift some of the lecturer positions to tenure track positions as we are able to enable growth in research in the discipline. Assuming projections are met, we would request an assistant professor position in Year 3 and Year 4 of the program.

1. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

Lecturers' and Senior Lecturers' primary teaching responsibility has been in general education, teaching first-year writing and Critical Thinking and Communication courses, with required 4/4 loads. Lecturers, who created most of the courses in the WRDS minor, mix this primary obligation with teaching in the minor—the same will be true of the major.

This capacity is possible since students are more often getting credit for first-year writing prior to entering the university. For example, the Board of Governors' new rule to accept AP scores of three and above as general education writing credit will reduce the need for sections of First-Year Writing and free up faculty to teach in the major. Meanwhile, tenure-line faculty currently co-teaching in English will shift their teaching entirely to the new major. Their loads, consistent with that of research-active faculty, will remain unchanged.

Two courses, "Reading, Writing, & Archiving: Charlotte", and the Internship course, will connect the unit to the community and expand our public service and outreach. Faculty research in the community will continue combined with offerings of summer teaching institutes and outreach such as the Latinx Foodways in the New South symposium. Community engagement will increase with anticipated hires, especially those researching community and workplace digital literacies.

In addition, courses in the major will promote undergraduate research partnerships with faculty in the WRDS classrooms as they study writing across contexts and as they research the one-on-one writing support in the Writing Resource Center. We anticipate WRDS faculty and student research partnerships with faculty and students across the disciplines, particularly in the College of Computing and Informatics.

**II. Delivery Considerations.** Provide assurances of the following (not to exceed 250 words per lettered item):

- a. *Access* (online, site-based distance education, and off-campus programs).

n/a

- b. *Curriculum delivery* (online and site-based distance education only).

n/a

- c. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

n/a

- d. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

n/a

### III. Library

- a. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

The present holdings of J. Murrey Atkins Library at UNC Charlotte are sufficient to support the instructional and research needs of the BA in Writing, Rhetoric, and Digital Studies program. This is true both in terms of print and online resources.

In terms of print resources, the library has the following number of print monographs in the relevant Library of Congress classes and subclasses. Note that there is overlap between the main class (Philology. Linguistics) and the three subclasses that are relevant to this degree program.

P1 - P1081 (Philology. Linguistics): 5,864

P87-96 (Communication. Mass Media): 1,290

P95-95.6 (Oral communication. Speech): 108

P101-410 (Language. Linguistic theory. Comparative grammar): 3,133

In addition, there are a number of e-books in the relevant Library of Congress classes and subclasses, with overlap between the main class (Philology. Linguistics) and the three subclasses that are relevant to this degree program:

P1 - P1081 (Philology. Linguistics): 4,701

P87-96 (Communication. Mass Media): 4,150

P95-95.6 (Oral communication. Speech): 568

P101-410 (Language. Linguistic theory. Comparative grammar): 1,960

Faculty and students have access to a range of online resources that support this program. Among these resources are academic databases such as MLA International Bibliography, Linguistics and Language Behavior Abstracts, Academic Search Complete, ERIC, PsycINFO, and Communication and Mass Media Complete.

- b. If applicable, state how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

Present holdings are adequate to support the program. However, Atkins Library may look at adding subject liaison responsibilities for the degree program to an existing subject librarian's portfolio to support the program in the future.

- c. Discuss the use of other institutional libraries.

Atkins Library provides access to resources from other libraries both within and outside the University of North Carolina system through its interlibrary loan service. Through this service, library users may request a variety of materials, including books and journal articles, from other institutions and have them delivered to Atkins Library. Students in the Writing, Rhetoric, and Digital Studies program also have library privileges at other system libraries through the University Library Advisory Council Cooperative Direct Borrowing Agreement.

- d. For doctoral programs, provide a systematic needs assessment of the current holdings to meet the needs of the program.

#### **IV. Facilities and Equipment**

- a. Describe facilities available for the proposed program.

Current facilities are adequate: 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.

- b. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

Plans to move the Writing Resource Center to the library will free up space that will serve classrooms for the major, a computer lab, and/or offices for additional faculty. Areas currently used for swing space while renovation of buildings occur may also serve the major if it rapidly expands and as renovations are completed.

- c. Describe information technology and services available for the proposed program.

Classrooms and our access to Cameron 180 (technologically rich classroom) provide standard, required technology; faculty have their computers

- d. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

Existing technology services at the institution are adequate to support the proposed program.

## V. Administration

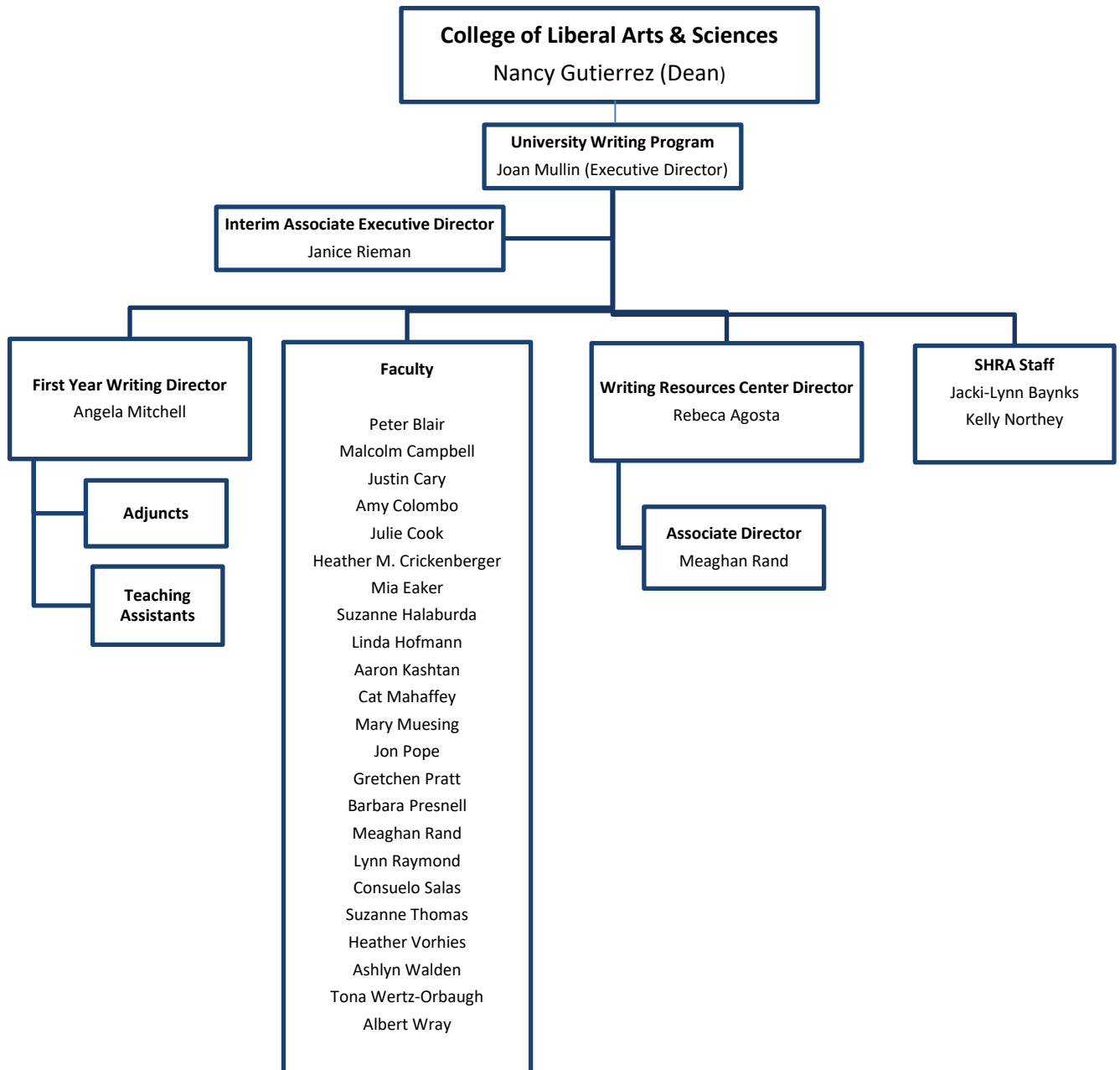
- a. Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The program will be located in the University Writing Program (UWP) in the College of Liberal Arts and Sciences (CLAS). The Executive Director of the University Writing Program (UWP) reports to the dean of CLAS and is responsible for three areas that comprise the UWP: a minor in Writing, Rhetoric and Digital Studies (as of Spring, 2019), the First-Year Writing (FYW) Program that teaches the general education writing requirement to over 2,000 students every year, and the Writing Resource Center (WRC), which provides one-on-one, online, and group peer and professional tutoring in writing to thousands of undergraduates and graduate students. The current structure aims to develop writing horizontally (across students' first-year) and vertically (through senior year and beyond):

- 1) Executive Director provides leadership for budget, personnel, policy and curriculum, and ensures assessment and program data on student writing is gathered and used to inform the proposed degree and first-year writing (FYW);
- 2) The Associate Executive Director serves as chair of Curriculum Committee that approves the growing and new curriculum; sets up a structure for advising for the minor (and proposed major) and participates in advising and student information activities; assists with a longitudinal study of writing transfer across campus; coordinates faculty rotations and schedules for FYW, WRDS, and liberal studies courses which, together, serve over 3500 students each year; assists with grant writing; coordinates PR for the unit; and stands in for the Executive Director at meetings as needed;
- 3) FYW Director manages and coordinates the teaching and assessment of multiple sections of writing for students fulfilling their general education requirement each year; provides faculty development to ensure quality control; observes and evaluates courses; researches current pedagogical practices and coordinates FYW with the language and practices of teaching writing across other first year experiences on campus;
- 4) WRC Director and Associate Director manage writing tutoring in three locations; the training of tutors; the tutoring of the student-client population; assessment of tutoring; and data gathering from students about their writing across the curriculum. They also conduct presentations to faculty and students; graduate and undergraduate workshops for targeted areas of need in writing; and participate in Resource Fairs and other student support activities on campus;

- 5) 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.

Current capacity is sufficient for delivering the proposed curriculum the first years. Current support staff and work-study students are yet sufficient support for the proposed major.



- b. For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners:
- i. Admission process
  - ii. Registration and enrollment process for students
  - iii. Committee process for graduate students
  - iv. Plan for charging and distributing tuition and fees



- v. Management of transcripts and permanent records
- vi. Participation in graduation
- vii. Design of diploma

n/a

## **VI. Additional Program Support**

- a. Will additional administrative staff, new master's program graduate student assistantships, etc. be required? If so, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.

The program can initially function with current staff, provided the Interim Associate Executive Director position can be made permanent.

If the program grows as anticipated, the program will need a dedicated Advisor and Internship director (\$45,000 + benefits).

## **VII. Accreditation and Licensure**

- a. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

n/a

- b. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

n/a

- c. If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?

Based on the Policy Statement on Substantive Change for Accredited Institutions from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification and a prospectus, and obtain approval prior to the implementation of the new degree program.

- d. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam.

n/a

## VIII. Supporting Fields

- a. Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program.

Students can complete their degrees by taking courses only in the proposed curricular area (WRDS). However, based on consultations with relevant units, students can also select courses to take as electives from an approved list of courses delivered by the Departments of English and Communication Studies, the Women's and Gender Studies Program and in the College of Computing and Informatics.

- b. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

n/a

## IX. Additional Information. Include any additional information deemed pertinent to the review of this new degree program proposal.

## X. Budget

- a. Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

See Appendix 4

- b. Based on the campus' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), will the campus:
  - i. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

The program will require enrollment increase funds to support faculty salary as described in the detail of the budget.

- ii. Require differential tuition supplements or program-specific fees? If so, please elaborate.
  1. State the amount of tuition differential or program-specific fees that will be requested.
  2. Describe specifically how the campus will spend the revenues generated.

3. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

n/a

- c. If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

This is an undergraduate program designed to serve existing need, but as UNC Charlotte continues to grow, we anticipate that demand for this program will also grow. In order to meet both current and future growth, enrollment increase funding will be dedicated to this program. Without enrollment growth funds, it will be necessary to repurpose funds from slower growing programs to serve these students.

## **XI. Evaluation Plans**

- a. What student learning outcomes will be met by the proposed program and how will student proficiency be measured? These items may be updated as necessary to meet student and program needs.

Please see Appendix 5 for the Student Learning Outcomes Rubric used for proficiency measurement.

- b. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation (to include types of measurement, frequency, and scope of program review).

Please see Appendix 6 for our Student Learning Outcomes Assessment Plan.

## **XII. Attachments.** Attach the final approved Letter of Intent as the first attachment following this document.

Appendix 1: Letter of Intent

Appendix 2: Letter of Endorsement: UNC Charlotte Department of Communication Studies

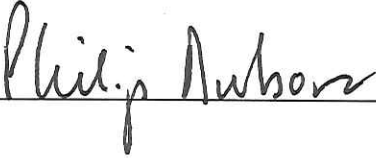
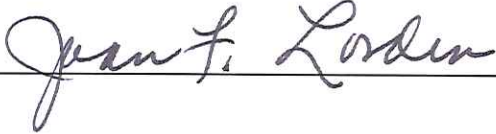
Appendix 3: Logic of Course Numbering

Appendix 4: Budget Template

Appendix 5: Student Learning Outcomes Rubric

Appendix 6: Student Learning Outcomes Assessment Plan

This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities.

Position Title	Signature	Date
Chancellor		1/7/19
Chancellor (Joint Partner Campus)		
Provost		1/9/19



## Letter of Intent to Develop New Academic Degree Program

The following approvals must be obtained prior to sending the Letter of Intent to Develop a New Academic Degree Program to the UNC System Office.

**Institution** University of North Carolina Charlotte

**Degree Program Title (e.g. M.A. in Biology)** BA Writing, Rhetoric and Digital Studies

**Reviewed and Approved By (Name and title only. No signature required in this section.)**

**Check box to indicate participation in review. (Provost is required.)**

- Provost: Joan F. Lorden**
- Faculty Senate Chair (as appropriate): n/a**
- Graduate Council (as appropriate): n/a**
- Undergraduate or Graduate Dean (as appropriate): n/a**
- Academic College Dean: Nancy Gutierrez**
- Department Chair: n/a**
- Program Director/Coordinator: Joan Mullin**

### **New Academic Proposal Process**

New academic programs are initiated and developed by the faculty members. Approval of the Letter of Intent to Develop a New Academic Degree Program must be obtained from department chairs and college deans or equivalent administrators before submission to the UNC System Office review.

Directions: Please provide a succinct, yet thorough response to each section. Obtain the Provost's signature and submit the proposal via the PREP system to the UNC System Vice President for Academic Programs, Faculty, and Research, for review and approval by the UNC System Office. Once the Letter of Intent to Develop is approved, the institution can begin work on the formal Request to Establish a New Degree Program.

## Letter of Intent to Develop a New Academic Degree Program

Institution	University of North Carolina Charlotte
Joint Degree Program (Yes or No)? If so, list partner campus.	No
Degree Program Title (e.g. M.A. in Biology)	BA in Writing, Rhetoric and Digital Studies
CIP Code and CIP Title (May be found at <a href="#">National Center for Education Statistics</a> )	23.1301
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Campus
Proposed Term to Enroll First Students (e.g. Spring 2019)	Fall 2019
List other programs in the UNC System (may be found at <a href="#">UNC System website</a> )	None

**SACSCOC Liaison Statement:** *(Provide a brief statement from the University SACSCOC liaison regarding whether the new program is or is not a substantive change.)*

Based on the Policy Statement on Substantive Change for Accredited Institutions from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification and a prospectus, and obtain approval prior to the implementation of the new degree program.

**Program Summary:** *(Briefly describe the proposed program and summarize the overall rationale.)*  
Maximum of 1,000 words.

Include the following in your narrative:

- Ways in which the proposed program is distinct from others already offered in the UNC System (use the 4-digit CIP as a guide). Information on other programs may be found on the UNC System [website](#).
- How this program supports specific university and UNC System [missions](#).
- Collaborative opportunities with other UNC institutions as appropriate.

**Description**

Using print and digital technologies to create, design, and produce texts now requires new ways of thinking about writing as a concept and practice. Using an interdisciplinary approach, interactive courses are designed to improve reading, critical thinking, argumentation and problem-solving abilities in and across media. Students become flexible composers, who navigate known, new and emerging digital texts through the use of visual, auditory, alphabetical and gestural tools to meet the expectations of target audiences.

These skills will serve across academic, workplace, and public spheres, preparing students to evaluate the implications of print, digital, and social media in both local and global contexts by meeting five Student Learning Outcomes:

1. Students will understand how print and digital literacy is a social practice influenced by the values of a culture;
2. Students will demonstrate the skills and behaviors that make a strong writer across media;
3. Students will understand the major concepts of the field that shape the variety of online and print reading and writing practices in which they need to engage;
4. Students will demonstrate their understanding of digital and print technologies by applying them to contexts and audiences appropriately;
5. Students will demonstrate their understanding of current global influences on textual communication.

While Departments of English within many UNC system institutions offer majors with a concentration or emphasis using a variety of sub-disciplinary approaches (see Appendix 1) [no institution in the UNC system](#) offers a major under this CIP designation in [Writing](#) (Appendix 2). In fact, sample endorsements from faculty in writing studies find the degree “cutting edge, addressing the changing nature of writing in the twenty-first century” (Appendix 3).

**Supports UNC System Mission**

This proposed degree would initially address nine of the ten Institute for the Future’s “‘new’ critical skills necessary for success in the workforce:” novel and adaptive thinking, sense making, social intelligence, transdisciplinarity, new media literacy, cognitive load management, design mindset, cross-cultural competency, and virtual collaboration. The tenth, “computational thinking” would be addressed through methods of data collection and interpretation as well as through courses that teach coding as rhetoric and use and interpretation of data. Benchmark II, Focus IV, under Student Success in the Strategic Plan of the University of North Carolina references the Institute for the Future’s findings, noting that “This list is representative of what may be termed ‘21st century skills’, or those skills deemed critical by employers operating in today’s dynamic, global, and fast-paced economy.”

[https://www.northcarolina.edu/sites/default/files/student\\_success\\_benchmark\\_ii.pdf](https://www.northcarolina.edu/sites/default/files/student_success_benchmark_ii.pdf)

The proposed program in Writing, Rhetoric and Digital Studies (WRDS) is also supported by data from a survey of UNC System faculty in 2013: critical thinking and writing emerged as the most important system-wide student learning outcomes for general education. WRDS meets both those goals explicitly. In addition, the UNC Strategic Plan calls for “The development of competencies – critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration, among others – for a meaningful engagement in 21st-century life, including, but not limited to the workforce” ([https://www.northcarolina.edu/strategic-planning#spsm\\_ss](https://www.northcarolina.edu/strategic-planning#spsm_ss)). The proposed major develops all of these competencies, with a capstone course that focuses on the application of “critical thinking, life-long learning, technological mastery, resilience, effective communication, flexibility, and collaboration” through community engagement projects. In addition, digitally-based communication production and content analysis is now integral to all aspects of our culture: the economy, education, environment, health, social, government services. Graduates with the proposed skills would serve local and regional communication and analysis needs in one of the fastest growing areas in the country.

### ***Supports UNC Charlotte Mission and Strategic Plan***

This program aligns with UNC Charlotte’s mission to offer competitive programs of research and exemplary undergraduate degrees focusing on community engagement, particularly for the needs of the greater Charlotte area. With its emphasis on communication, critical thinking, workforce preparation and civic engagement, the proposed major also aligns with University’s plan 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). Sample endorsements from two departments and UNC Charlotte’s library note the value it will bring to our students (Appendix 4).

Faculty teaching in the University Writing Program already contribute to the research mission of the university (Goal #2), but the proposed major would further opportunities to involve undergraduates in research, solving real communication problems as part of their active learning in coursework. The proposed capstone would engage students with community partners (Goal #3). The major’s emphasis on global contexts, culture and accessibility “enhances opportunities for learning and working together in a socially and culturally diverse world (Goal #5). Finally, the proposed major is built on UNC Charlotte’s national, award winning first-year writing program’s student learning outcomes (College Composition and Communication’s 2018 Writing Program Certificate of Excellence, Appendix 5), and bears the potential to continue contributing to “build local, state and national awareness of and respect for the work of the University and its people” (Goal #6).

### ***Potential System and Statewide Collaborations***

The Council of Carolinas Writing Program Administrators (CCWPA) represents program directors from most public and many private NC institutions. The group meets formally twice a year and also communicates about curricula and policy through its listserv. As a member of this organization, University Writing Program (UWP) administrators stay in contact with writing programs across both Carolinas, creating research and other collaborations as possible. Mindful of the need for non-duplication, exchanges about current and future degrees is a focus of interchanges.



In summer 2017 colleagues from East Carolina University contacted UNC Charlotte’s University Writing Program about this new degree-in-process: they are also interested in offering a degree in “professional writing” that does not compete with ours, but complements it. We will be collaborating with a member of the curriculum committee designing that degree. In addition, eight programs from around the country that offer degrees in writing closer in content to that being proposed report continued or increasing enrollments. Each notes that demand depends on institutional and contexts; while a similar degree in Professional Writing is offered through the English Department at Appalachian State, the proposed degree would be the only one in North Carolina offered through a unit solely focused on the critical skills needed for digital composition and writing as applicable across majors and employment fields.

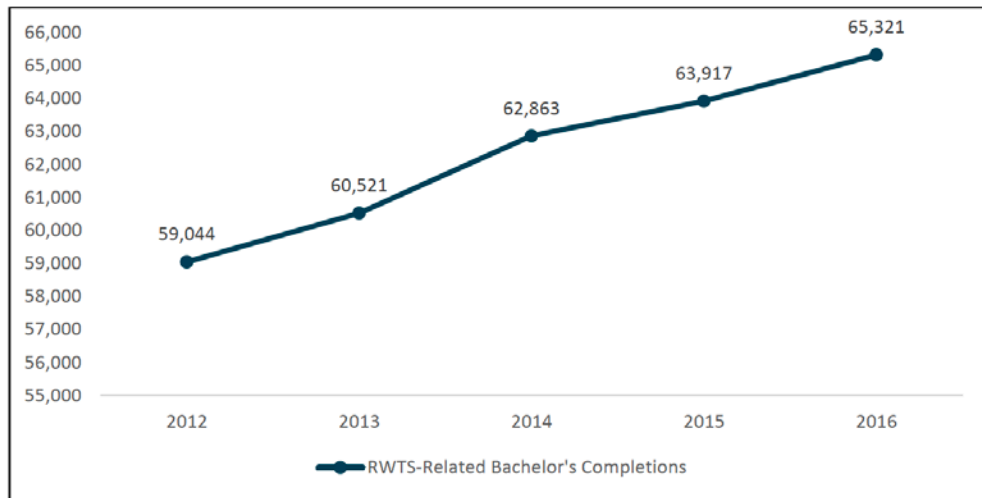
These on-going conversations about degree programs will also ensure that students already taking courses in writing and digital studies concentrations would be able to transfer appropriately related credits to each other’s majors.

**Student Demand:** *(Provide evidence of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Maximum length 1,000 words.)*

Hanover Research performed a feasibility study (Appendix 6) for this proposal and notes that nationally there is a pool of students not served because of a growing demand for degrees comparable to Writing Rhetoric and Digital Studies (WRDS):

National bachelor’s degree completions in WRDS-related fields indicate a growing demand for degrees in these fields (Figure 1.1 and Figure 1.2). Overall completions for WRDS-related fields grew at an annualized rate of 2.6 percent from 2012 to 2016 compared to 1.7 percent annualized growth for all degree fields. Also of note, *Speech Communication and Rhetoric* bachelor’s completions accounted for nearly 90 percent of total completions for selected rhetoric and composition-related fields in 2016.

**Figure 1.1: Summary of National Completions, 2012-2016**



Source: IPEDS

Hanover found there was slightly less demand for existing programs with a curricular emphasis on Speech Communication and Rhetoric within 100 miles of Charlotte, but there is no program within a 100 miles of Charlotte offering the CIP coded *major* as proposed. The fact that the proposed program is not equivalent to traditional rhetoric and composition programs often offered through English Departments argues for this new program: Hanover reports that, “completions in *Rhetoric and Composition* declined from 2012 to 2016, while completions in *Communication, General, Digital Communication and Media/Multimedia*, and *Digital Arts* experienced greater-than-average growth.” These latter are the areas addressed in the proposed major.

To measure general interest in such a proposed major at UNC Charlotte, 1200 first-year students were surveyed in Spring of 2018. Forty percent (n=480) responded anonymously to questions asking whether they would take courses that teach them a) how to analyze websites and social media; b) how to determine whether an online source is credible; c) how to effectively write in print and social media; d) how to use visuals and/or sound in print or digital texts. On average, 70% replied “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.

Following national trends, UNC Charlotte students understand the importance of learning what the proposed major delivers: expertise and flexibility in digital communication; in moving texts from print to online and in visual forms; in understanding data-driven analyses; in the design of multimodal as well as digital-born texts; in universal design that provides access; in global, rhetorical competency. Across the country, degrees in writing, rhetoric and technology have been increasing because of need. Institutions surveyed report enrollment in writing majors have been robust and new departments dedicated to writing and digital technologies have maintained enrollments in environments where overall university populations have receded (Appendix 7).

Our student responses and these reported general trends point to expected initial enrollments in the

proposed major in Writing Rhetoric and Digital Studies. Georgia Southern, reporting data from the last four years, started with 16 majors in 2014, and program growth thereafter:

2015: 127 majors

2016: 120 majors

2017: 118 majors

Their latest retention rate for first-year cohort is from 2015: 90.9% and degree completion rates are a steady 85%.

University of Central Florida reports similar growth:

2014 : 39 majors

2015: 86 majors

2016: 95 majors

2017: 100 majors

And the University of Utah parallels student demand:

2012: 22 (minors)

2012: 16 majors

2014: 44 majors

2015 57 majors

2016 105 majors

2017 113 declared

Retention rates from both of these last departments of writing are 91% and 92% respectively with degree completions at both institutions averaging (2012-17) 87%.

As enrollment at UNC Charlotte continues to grow, majors would come from new students looking for programs that improve their abilities in writing and digital composition and provide the employment flexibility currently being sought. The major also provides the communication and social media skills needed by young entrepreneurs creating their own start-ups, consulting and innovative businesses. (See Societal Demand below.)

With UNC Charlotte growth also comes pressures on the capacity of majors that offer degrees with courses in communication. For example, the proposed major could alleviate pressures on Communication Studies, already over capacity in serving its 800+ majors, whose students, as consultations with the department indicate, may be better served by the proposed courses and WRDS degree. The Department of English has difficulty stretching faculty to staff its sub-disciplinary menu of courses (e.g., linguistics, technical writing, American literature, children's literature, and providing courses for licensure in Education). A department with current capacity to offer a focused writing and digital studies major might ease pressures where needed and more accurately place students in majors

that serve them.

Finally, courses from WRDS would benefit a health sciences, business, arts or other major, and as a minor would further open job markets or increase competitiveness if students apply for graduate programs, without extending their time to degree completion.

**Societal Demand:** *(Provide evidence of societal demand and employability of graduates from each of the following source types. Maximum length 1,000 words)*

- Labor market information (projections, job posting analyses, and wages)
  - Specific to North Carolina (such as [ncworks.gov](http://ncworks.gov), [nctower.com](http://nctower.com), or outside vendors such as [Burning Glass](#))
  - Available from national occupational and industry projections (such as the [U.S. Bureau of Labor Statistics](#))
- Projections from professional associations or industry reports
- Other (alumni surveys, insights from existing programs, etc.)
  - a. Labor market information (projections, job posting analyses, and wages)
    - i. specific to North Carolina (such as [ncworks.gov](http://ncworks.gov), [nctower.com](http://nctower.com), outside vendors such as [Burning Glass](#))
    - ii. available from national occupational and industry projections (such as BLS).

Traditional measures of labor market data provide some challenges for the analysis of employability for WRDS graduates. Available labor market data are based on traditional categories rather than on the skills currently called for by employers. For example, the [nctower.com](http://nctower.com) site's most recent data is for 2003-2004: many of the technologies and forms of communication now taught in universities and used in occupations did not even exist fourteen years ago. Data USA also collapses writing majors into "common jobs" of teaching, lawyers, magistrates and judicial workers. Similarly, [Ncworks.gov](http://Ncworks.gov) connects "Rhetoric and Composition" to three job areas: copy editors, editors; English Language and Literature teachers; poets, lyricists and creative writing. However, as Hanover's 2017 feasibility study for UNC Charlotte's PhD in Digital Cultures and Communication indicates, the current job outlook for stand-alone majors such as WRDS is wide open. One of the responses from an external evaluator in the field of Writing Studies noted that the proposed major "is poised to show tremendous workforce growth in the next few years—growth that has already begun" (Appendix 8).

Banking, customer service, tech companies, website and social media developers, community service organizations, historical societies, museums and arts organizations, educational organizations, Human Resources, food and restaurant businesses, advertising, marketing: any job that requires communicating with targeted audiences through a variety of media are well-served by a writing major. The BLS lists occupations in particular classifications, many of which an WRDS graduate would qualify for at entry level.

Taken upon graduation, a 2016 survey of eighty-five University of California Berkley undergraduates who matriculated in "Rhetoric" that year showed that of the 21% who responded: 50% were already

employed; 28% were attending graduate school; 17% were searching for a job and 6% responded “other.” Of those with jobs, 70% were working in “for Profit” sectors, 10% in nonprofit and 20% in education; the average salary across all these sectors was \$50,776. Businesses who hired these graduates in Rhetoric, a degree that at the time did not include a strong digital component, ranged from marketing, luxury resort management, public radio and the Spanish Ministry of Education, Culture & Sport. Students pursuing further education primarily entered law (Appendix 9).

#### Projections from professional associations or industry reports

The search term “writing” in the U.S. Department of Labor Occupational Outlook Handbook produces 577 results, many of which provide information on jobs for undergraduates with a single writing degree as well as jobs with a high demand of writing (e.g., financial managers, forensic science tech) that would make someone with a WRDS major or minor more marketable. 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:

- **Employees in the workplace today may be asked to do a variety of types of writing.** An analysis by Burning Glass Technologies<sup>1</sup>, which studies job trends in real time by mining data from employment ads, found that writing and communications are the most requested job requirements across nearly every industry, even fields such as information technology and engineering<sup>2</sup>.
- The American Association of Colleges and Universities’ 2013 survey<sup>3</sup> agreed with the follow-up 2015 survey 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**.’ ” ). The proposed major teaches students to apply critical thinking, communication and problem solving to multiple contexts including other disciplines.
- **Employers in all sectors require written materials to be accurate, clear, and grammatically correct.** A survey by the National Commission on Writing, these characteristics of writing are described as “extremely important” by overwhelming majorities of respondents. Meanwhile, scientific precision and visual appeal are generally considered to be slightly less important. However, employers note that the purpose and intended audience of written communication inform the writing requirements and standards. For example, while clarity and rigor are crucial aspects of financial analyses, scientific precision is most important for technical reports<sup>5</sup>. Surveys of employers about the importance of written accuracy continue

---

<sup>1</sup> <http://www.burning-glass.com/research-project/baseline-skills/>

<sup>2</sup> [https://www.washingtonpost.com/news/grade-point/wp/2017/08/11/why-cant-college-graduates-write/?utm\\_term=.a35a7639e2e4](https://www.washingtonpost.com/news/grade-point/wp/2017/08/11/why-cant-college-graduates-write/?utm_term=.a35a7639e2e4)

<sup>3</sup> <https://www.aacu.org/leap/presidentstrust/compact/2013SurveySummar>

<sup>4</sup> <https://www.aacu.org/leap/public-opinion-research>

<sup>5</sup> [http://www.collegeboard.com/prod\\_downloads/writingcom/writing-ticket-to-work.pdf](http://www.collegeboard.com/prod_downloads/writingcom/writing-ticket-to-work.pdf)

to support these 2004 findings (see also Harvard Business Review, “I Won’t Hire People Who Use Poor Grammar<sup>6</sup>”).

**Students and employers have different views of students' writing skills, with employers generally expressing more skepticism about students' writing preparedness.** In a 2015 survey of employers and college students, the majority of students (65%) state that they are well-prepared for effective written communication in the workplace, while less than one-third of employers (27%) agree (page 12<sup>7</sup>). Surveys of employers continually name the learning outcomes of the proposed major as crucial to success. (See also Appendix 10).

Other (alumni surveys, insights from existing programs, etc.)

In sum, employers state that they can often teach critical thinkers entry level skills specific to a job, but they cannot spend the time or money teaching their highest desired employee requirements: writing, creativity and communicative flexibility. Alumni surveys are not available for UNC Charlotte; however, a 2008 University of Texas study of alumni confirms information cited in part 4 b above: writing in multiple forms, in particular in electronic forms, are increasing in demand; this ten-year old data is supported by industry reports cited in 4a and b above:

1. Alumni from virtually all majors wished they had done more writing in college.
2. Alumni from all fields also wished they had had more dedicated writing instruction.
3. Alumni wanted more and better feedback on their writing and felt somewhat cheated that they had not received it.
4. Many alumni found it hard to adjust to new audiences outside of college, and they cited conciseness as a particular challenge in their post-college writing (page 11<sup>8</sup>).

In sum: Hanover Research’s feasibility study as well as national employment studies point 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 WRDS degree would also qualify students for variety of graduate programs at the MA/PhD level: Law; Journalism; Computing & Informatics; Digital Media; Culture & Media; Information Design; and programs in Rhetoric, Writing, Technical Communication or English that require digital composing undergraduate degrees.

### **For Doctoral Programs Only:**

Describe the following (maximum length 2,000 words):

- The research and scholarly infrastructure in place (including faculty) to support the proposed program.

---

<sup>6</sup> <https://hbr.org/2012/07/i-wont-hire-people-who-use-poo>

<sup>7</sup> <https://www.aacu.org/sites/default/files/files/LEAP/2015employerstudentsurvey.pdf>

<sup>8</sup> <http://wac.colostate.edu/journal/vol18/mullin.pdf>

- Method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.
- State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

**Contact:** (List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.)

Position Title	Name	E-mail Address	Telephone
Executive Director	Joan Mullin	Jmulli40@uncc.edu	704-697-1897
Dean, College of Liberal Arts and Sciences	Nancy Gutierrez	ngutierr@uncc.edu	704-687-0081

This Letter of Intent to Plan a New Program has been reviewed and approved by the appropriate campus authorities.

Position Title	Signature	Date
Provost		5/7/2018
Provost (Joint Partner Campus)		



## Appendix 1

**North Carolina Colleges and Universities  
Writing Concentrations, Minors and Majors**

Name of institution/Department	Department/Program website	Degree w/ Concentration/emphasis	Minor	Major
Appalachian State Department of English	<a href="https://english.appstate.edu/">https://english.appstate.edu/</a>	BA, English, Professional Writing <b>concentration</b>		
Elizabeth State University Department of Language, Literature and Communication	<a href="http://www.ecsu.edu/academics/department/literature-language-communication/degree-programs.html">http://www.ecsu.edu/academics/department/literature-language-communication/degree-programs.html</a>	BA, English, Mass Communication, News Media <b>concentration</b>		
Elon, Department of English	<a href="https://www.elon.edu/u/academics/arts-and-sciences/english/majors-minors/">https://www.elon.edu/u/academics/arts-and-sciences/english/majors-minors/</a>	BA, English, Professional Writing and Rhetoric <b>concentration</b>		
Fayetteville State University, Department of English	<a href="https://www.uncfsu.edu/academics/colleges-schools-and-departments/college-of-arts-and-sciences/department-of-">https://www.uncfsu.edu/academics/colleges-schools-and-departments/college-of-arts-and-sciences/department-of-</a>	English BA	Professional Writing	

	english/professional-writing-(minor)			
Gardner Webb University, Department of English Language and Literature	<a href="http://gardner-webb.edu/academic-programs-and-resources/colleges-and-schools/arts-and-sciences/schools-and-departments/english/undergraduate-programs/english/index">http://gardner-webb.edu/academic-programs-and-resources/colleges-and-schools/arts-and-sciences/schools-and-departments/english/undergraduate-programs/english/index</a>	BA, English, Writing <b>emphasis</b>		
Guilford College, English and Media Studies Department	<a href="https://www.guilford.edu/academics/departments/english-and-creative-writing#34386">https://www.guilford.edu/academics/departments/english-and-creative-writing#34386</a>	BA, English and Media Studies		English and Media Studies
Meredith College, Department of English	<a href="https://www.meredith.edu/english/english-program-of-study">https://www.meredith.edu/english/english-program-of-study</a>	Interdisciplinary <b>minor</b> with journalism, art, business, computing, coordinated by English	Professional Writing and Presentation Media	
University of Mount Olive, Department of English	<a href="https://umo.edu/daytime-student/english/">https://umo.edu/daytime-student/english/</a>	English BA	Publishing Studies, Technical and Professional Communication	

North Carolina AT&T University, Department of English	<a href="http://www.ncat.edu/cahss/departments/engl/Undergraduate%20Programs/index.html#minor">http://www.ncat.edu/cahss/departments/engl/Undergraduate%20Programs/index.html#minor</a>	BA English, Technical Writing <b>Concentration</b>		
North Carolina Central University, Department of English	<a href="http://ecatalog.nccu.edu/preview_program.php?catoid=3&amp;poid=311&amp;returnto=837">http://ecatalog.nccu.edu/preview_program.php?catoid=3&amp;poid=311&amp;returnto=837</a>	BA English, Writing <b>Concentration</b>		
North Carolina State University, Department of English	<a href="https://english.chass.ncsu.edu/undergraduate/">https://english.chass.ncsu.edu/undergraduate/</a>	BA, Language, Writing & Rhetoric <b>Concentration</b>	Technical & Scientific Communication	
University of North Carolina, Chapel Hill, Department of English & Comparative Literature	<a href="http://englishcomplit.unc.edu/english/undergrad/requirements">http://englishcomplit.unc.edu/english/undergrad/requirements</a>	English <b>minor</b>	Composition, Rhetoric & Digital Literacy	
University of North Carolina, Charlotte, Department of English	<a href="https://english.uncc.edu/undergraduate-program-information">https://english.uncc.edu/undergraduate-program-information</a>	BA, English, Language and Digital Technology <b>concentration</b>	Technical and Professional writing	
University of North Carolina, Pembroke, Department of English	<a href="http://catalog.uncp.edu/preview_program.php?catoid=9&amp;poid=3728">http://catalog.uncp.edu/preview_program.php?catoid=9&amp;poid=3728</a>	BA English, Professional Writing <b>emphasis</b>		
University of North Carolina, Wilmington Department of English	<a href="https://uncw.edu/english/undergraduate/professionalwritingtrack.html">https://uncw.edu/english/undergraduate/professionalwritingtrack.html</a>	BA, English, Professional Writing <b>track</b>		

Wake Forest, The Writing Program	<a href="http://college.wfu.edu/writingprogram/writing-minor">http://college.wfu.edu/writingprogram/writing-minor</a>		Interdisciplinary Writing minor	
Western Carolina University	<a href="https://www.wcu.edu/learn/departments-schools-colleges/cas/humanities/english/undergraduate-english/">https://www.wcu.edu/learn/departments-schools-colleges/cas/humanities/english/undergraduate-english/</a>	BA, English Professional Writing Concentration		

## Appendix 2

CIP Code	Program Title	Campus	Program Type	Subject Area	Level	Degree Awarded	Class Location	Status
23.1302	Creative Writing	UNC Wilmington	Degree Program	23	Bachelor's	BFA	On Campus	Active
23.0101	English	NC Agricultural and Technical State University	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	Winston-Salem State University	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	UNC Wilmington	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	Appalachian State University	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	UNC Asheville	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	East Carolina University	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	Elizabeth City State University	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	North Carolina Central University	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	UNC Pembroke	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	NC State University	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	UNC-Chapel Hill	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	UNC Charlotte	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	UNC Greensboro	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English	Western Carolina University	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English (Joint with the National University of Singapore)	UNC-Chapel Hill	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English (Joint with the National University of Singapore)	National University of Singapore	Degree Program	23	Bachelor's	BA	On Campus	Active
23.0101	English, Language and Literature	Fayetteville State University	Degree Program	23	Bachelor's	BA	On Campus	Active

## Appendix 3





16 April 2018

Professor Joan Mullin  
UNC-Charlotte | 134 Cameron  
9201 University City Blvd.  
Charlotte, NC 28223

Dear Dr. Mullin,

Please accept this letter as a strong endorsement for the proposed Writing Rhetoric and Digital Studies (WRDS) major for UNC-Charlotte. This program is timely in that it responds to a need for communicators who help bridge the gap between subject matter experts and those who must access, understand, and use their ideas and information. Nationally, we know that similar programs are thriving as employment in the kinds of positions these graduates attain increase. Because the proposed WRDS curriculum prepares students to be qualified for these growing positions nationally and globally and serves the UNC-Charlotte region specifically with its emphasis on Charlotte, this program will have a significant impact on the future of the students who are involved.

Like UNC-Charlotte, ECU is exploring the possibility of proposing a complimentary degree, a BS in Professional Writing and Information Design. To those not trained in our field, at first glance these two programs may sound alike. They are only enough similar that after some maturing of both programs, we may be able to explore collaboration initiatives on some cognates. However, what is significant to both these programs is the emphasis on regional culture and needs. WRDS as proposed prepares students to take their skills to industry within Charlotte and of course beyond. Courses like “Arguing With Images,” “Composing Across Borders: Transnational Digital Composition,” “Reading, Writing & Archiving: Charlotte” epitomizes the forward-thinking of the WRDS curriculum and how different from our thoughts about a new major for us that may emphasize health and medical communication WRDS really is.

With the implementation of WRDS, UNC-Charlotte will be blazing a trail for the UNC system. The amazing part of this program is that it will tap students who currently are fledgling and possibly not in school by providing them a relevant degree with promising employment prospects.

Sincerely,

A handwritten signature in black ink that reads "Tracy Ann Morse".

Tracy Ann Morse, PhD  
Immediate Past President, Carolinas Writing Program Administrators  
Director of Writing Foundations  
Associate Professor, English  
East Carolina University  
[morset@ecu.edu](mailto:morset@ecu.edu) | v.252.737.2040



April 25, 2018

Dr. Joan A. Mullin  
Executive Director, University Writing Program  
Professor of English  
UNC Charlotte  
134 Cameron  
9201 University City Blvd.  
Charlotte, NC 28223

Dr. Mullen:

I am writing to offer my endorsement of the proposed major in Writing, Rhetoric and Digital Studies (WRDS) at UNC Charlotte. Having reviewed both the summary of the degree, the proposed curriculum, and the descriptions of currently approved courses, I find the degree to be cutting edge and future looking, addressing the changing nature of writing in the twenty-first century. Further, in reviewing majors offered by other UNC system schools, I do not find another major that meets this specific need.

The proposed Writing, Rhetoric, and Digital Studies Major has direct relevance to the missions of both the UNC system as a whole and the mission of UNC Charlotte, specifically. As you know, the mission of the UNC system is “to discover, create, transmit, and apply knowledge to address the needs of individuals and society” through instruction that “imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives.” Arguably, the ability to read, to analyze, and to compose texts, in addition to the abilities of critical thinking and problem solving, are among the most significant skills required for responsible and productive citizenship. WRDS engages directly with the changing practices and products of reading and composing in an advancing, technological society. Learning outcomes that address both the historical foundations of reading and writing practices as well as the impacts of emerging technologies and new media on those practices maintain the necessary historical perspective while allowing careful study of our changing world of communication and the development of flexible, adaptive skills. Students’ application of their developing abilities to both local and global contexts addresses UNC Charlotte’s “commitment to addressing . . . the needs of the greater Charlotte region” while also engaging with contexts beyond the region. The course in “Reading, Writing and Archiving Charlotte” speaks directly to the local context, while the required “Composing Across Borders: Transnational Digital Composition” offers a global focus.

The proposed Writing, Rhetoric, and Digital Studies Major would be unique as an undergraduate major within the UNC system. Although there are similar programs of study at the graduate level (e.g. the Communication, Rhetoric, and Digital Media PhD program at NC State), no system school offers an undergraduate major with the focus and scope of this proposed major. Programs in graphic design, digital arts, or media studies do not have the specific focus on writing and rhetoric apparent in this program of study. Courses in advanced writing, theories of writing, and contemporary rhetorical theory maintain some of the core components of a traditional writing studies major, while courses such as “Arguing with Images” and “Rhetorics of Sound and Music” move beyond those traditional programs, and do not overlap with programs in technical communication. Further, whereas programs in graphic design studies, digital media, media studies, or graphic communication are offered Departments of Media Studies, Computer Science, or Communication, the proposed program would be delivered by a writing program, placing emphases on literacy and rhetorical skill.

The proposed course requirements and electives offer both a cutting edge and flexible plan of study. The previously mentioned courses in “Arguing with Images” and “Rhetorics of Sound and Music” recognize that while in some ways composing has always been multimodal, texts are becoming increasingly so, as technological advances allow even novice composers to integrate image and sound as means of making meaning. The required course “Online Writing: Ethics, Appropriation, and Social Media” with its focus on “issues of responsibility, ownership, and access” is timely and necessary. The hands-on, activity- and problem-based nature of the courses reflects active learning and high-impact pedagogical practices. The courses are designed such that as technology continues to change, so too will the courses. For example, one would imagine that the “various technologies” that serve as the focus of study in “Topics in Writing Technologies” would continuously evolve with advancing technologies.

I would imagine that once established, WRDS would be an “in demand” major, as it offers preparation for a wide range of careers or for further education. In its very description, the program is designed to develop the abilities most sought by employers—the abilities of reading, effective communication, critical thinking, and problem solving

The proposed Writing, Rhetoric, and Digital Studies Major is forward-thinking and answers a currently unmet need in the system; I hope to see its debut in the near future as a part of UNC Charlotte’s offerings.

Sincerely,

A handwritten signature in cursive script that reads "Robin L. Snead". The signature is written in black ink and is positioned to the left of the typed name.

Robin L. Snead, PhD  
Writing, Interacting, and Networking Program  
English, Theatre, and Foreign Languages  
UNC Pembroke



UNIVERSITY OF NORTH CAROLINA WILMINGTON

25 April 2018

RE: UNC Charlotte *Endorsement* | Major: Writing, Rhetoric, and Digital Studies

Dr. Joan Mullin  
Executive Director  
University Writing Program (UWP)  
UNC Charlotte | Cameron 134  
9201 University City Blvd.  
Charlotte, N.C. 28223-0001  
Phone: 704-687-1897

I write to formally endorse the proposed major “Writing, Rhetoric, and Digital Studies” (WRDS) initiated by UNC Charlotte, the University Writing Program (UWP), and the executive director, Dr. Joan Mullin.

The proposed major, Writing, Rhetoric, and Digital Studies reflects the foresight and due diligence of the faculty in writing and rhetoric at UNC Charlotte. Recognizing the national trends in the field of rhetoric and composition, and developing an understanding of the significant changes in writing tools and digital technologies, the proposed major, WRDS, addresses these shifts in the ways with which students and citizens interact, analyze, share, consume and produce texts and information. A major in writing, rhetoric, and digital studies necessarily illustrates the increasing need to provide students thorough, useful, and practical experiences in written communication, critical thinking, and information literacy. Increased attention to digital literacy is well-documented by the ALA (American Library Association), and writing programs across the country are responding to the need for college students to not only consume digital information but also to *produce* digital and multimodal texts. The skills needed to perform and compete in the ever-changing job market absolutely requires an education that provides high impact practices with digital writing technologies. Not providing such an education actually does students a disservice. The major proposed by UNC Charlotte is a well-thought skillfully developed curriculum including courses like “Online Writing, Ethics, Appropriation and Social Media,” requiring students to think critically about information delivered through online channels like social media, educating students, for instance, how to assess phenomena like “fake news.”

Increased changes and advancements in digital writing technologies have required writing programs of all kinds to reconsider the ways with which to teach writing and the ways with which citizens communicate with each other. Access to information continues to evolve as places like libraries move printed materials to online locations. As a result, students, and indeed, citizens find themselves navigating the challenges of understanding online databases, evaluating online sources of information, and knowing how to design, compose, and share information using online and digital methods. Courses like “Information Literacy and Digital Composition,” will require students to transfer reading and writing skills from the printed page to online environments learning new writing platforms, communication technologies, and gaining experience with newer writing and designing software. Courses and skills proposed for these courses will help students learn to navigate the sometimes ambiguous source of online information helping students to recognize the need to think critically and to exercise skills in digital information literacy. Courses like “Composing Across Borders: Transnational Digital Composition,” addresses the growing need for students to understand the power and prevalence of diversity when thinking about composing and designing information for

---

DEPARTMENT OF ENGLISH

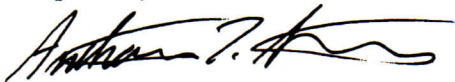
601 SOUTH COLLEGE ROAD · WILMINGTON, NORTH CAROLINA 28403-5947 · 910-962-3320 · FAX 910-962-7186

communities outside of the United States. Courses like this one not only continues to scaffold digital composing skills but also invites students to think about their own identities and the ways with which digital texts contribute to the construction and reinforcement of identity and uses of language. WRDS will join the ranks of many universities across the country who are also seeking ways to address the impact that digital information has had on the ways that both the public and private sector compose, share, and distribute significant information. Not doing so presents a risk to the very foundation of what literacy represents. Not doing so risk leaving citizens unable to participate within the fabric of society that requires engaging in the public good for others, and requires a sound robust education in reading and writing.

Lastly, WRDS was developed out of a need. A need that UNC Charlotte seeks to meet not only for its students but for the communities where those very students will become a vital part. Understanding the broad spectrum of how information is designed, composed, disseminated, and presented is imperative given the increased attention given to texts most often retrieved from online venues. WRDS will also require that students create and compose information using the newest technologies available to prepare texts, images, and information for online distribution and consumption. There is little doubt that a major proposed like WRDS will thrive at UNC Charlotte as students also begin to recognize the ubiquitous nature of online information and the variety of ways that students and citizens access and evaluate information.

I strongly support and endorse WRDS as a new major at UNC Charlotte that will strongly contribute to their already robust curriculum in writing studies. WRDS will also likely attract and retain students because of its attention to online environments, use of digital tools, the visual, and social media. UNC Charlotte and the University Writing Program (UWP) should be commended for their foresight in recognizing a significant need in their curriculum, and the due diligence taken by the faculty to construct a well-designed major to address that need.

Respectfully Submitted,



Anthony T. Atkins, Ph.D.

Associate Professor | Rhetoric and Composition

Department of English

2018 Conference on Applied Learning in Higher Education, Director

[atkinsa@uncw.edu](mailto:atkinsa@uncw.edu)

910.962.7682

## Appendix 4

February 27, 2018

Dear Joan,

We are writing to express Atkins Library's support for your proposed major, Writing, Rhetoric, and Digital Studies (WRDS). This major, as proposed, connects with existing collaborations between the University Writing Program and Atkins Library, and promises to forge even greater connection going forward.

The learning outcomes for your major align with the library profession's "Framework for Information Literacy," which emphasizes the following: Authority Is Constructed and Contextual, Information Creation as a Process, Information Has Value, Research as Inquiry, Scholarship as Conversation, and Searching as Strategic Exploration. Clear affinity between our outcomes and yours will produce collaborations similarly strong and rich as those the library enjoys with First Year Writing. The course plan for the major includes courses that will draw enthusiastic support from teaching librarians with expertise in areas of information literacy, ethics of information, critical reading, and archiving.

Along with library collections and services, new spaces in the library -- our Visualization Lab, Makerspace, STREAM Lab, EZ Video Studio, and others -- will serve as a resource and creative space for your students and faculty to "navigate known, new, and emerging writing situations and media." We anticipate that use of these spaces by those in the major will yield new and exciting partnerships and modes of composition we have yet to imagine.

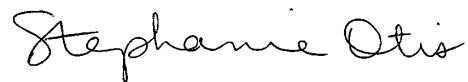
The major touches on at least three priorities of the Library: increasing our students' information literacy, providing dynamic spaces for interdisciplinary creativity, and community outreach and engagement. We see great potential for students in their capstone experience contributing to the work of the Library.

We are pleased to lend our support to such an exciting new program of study.

Sincerely:



Anne Cooper Moore, Dean



Stephanie Otis, Associate Dean for Public Services



Joan Mullin <jmulli40@uncc.edu>

---

**Re: Your endorsement?**

1 message

---

**Eric Heggstad** <edhegges@uncc.edu>  
To: Joan Mullin <jmulli40@uncc.edu>

Tue, Apr 17, 2018 at 6:14 PM

The department of Psychological Science is happy to endorse this new program. We believe that it could be very beneficial to our undergraduate majors.

Eric Heggstad

\*\*\*\*\*

*Dr. Eric D. Heggstad, Ph.D.*

*Interim Chair, Department of Psychological Science*

*Associate Professor of Psychological Science  
Associate Professor of Organizational Science*

Address: University of North Carolina at Charlotte  
Department Psychological Science  
[9201 University City Boulevard](#)  
[Charlotte, NC 28223-0001](#)

Phone: [704.687.1338](tel:704.687.1338)

Email: [edhegges@uncc.edu](mailto:edhegges@uncc.edu)

Web: <http://clas-pages.uncc.edu/ericheggstad/>

*"Purposeful prior planning prevents poor performance" (fortune cookie)*

\*\*\*\*\*



On Wed, Apr 11, 2018 at 10:26 AM, Jurgен Buchenau <[JBuchenau@uncc.edu](mailto:JBuchenau@uncc.edu)> wrote:

Hi Joan

The History Department is happy to endorse this new program; expertise in WRDS will be a useful additional qualification for our majors.

Best,

Jurgен

Jurgен Buchenau  
Professor and Chair  
Department of History  
UNC Charlotte  
Charlotte, NC 28223  
phone 704 687 5136

On Thu, Apr 5, 2018 at 4:40 PM, Joan Mullin <[jmulli40@uncc.edu](mailto:jmulli40@uncc.edu)> wrote:

**Joan Mullin** <[jmulli40@uncc.edu](mailto:jmulli40@uncc.edu)>

to Joanne

Dear Jurgен,


As you may know, our minor in Writing, Rhetoric and Digital Studies (WRDS) has just been approved by our College's curriculum committee and is on its way to the university committee. In tandem, we are preparing for the Provost & Raleigh a Request to Plan a major in WRDS. Attached is a summary of the degree and courses already approved for the minor.

Would you consider reviewing the attached summary of our major and endorsing it? I admit I am not sure what that means in the UNC system, though I have been told it is not more than a few sentences.

Let me know if you have any questions,.

Joan

--

 4:34 PM (3 minutes ago)



--  
Joan A Mullin | Executive Director, University Writing Program; Professor of English  
UNC Charlotte | 134 Cameron  
9201 University City Blvd. | Charlotte, NC 28223  
Phone:704-687-1897| Fax: 687-1408  
[jmulli40@uncc.edu](mailto:jmulli40@uncc.edu) | <http://writing.uncc.edu/>



## Appendix 5



**URBANA, ILLINOIS OFFICE**  
1111 W. Kenyon Road  
Urbana, Illinois 61801-1096

**WASHINGTON, DC OFFICE**  
444 N. Capitol Street, Suite 382A  
Washington, DC 20001

[www.ncte.org](http://www.ncte.org)

Contact: Kristen Suchor  
800-369-6283, ext. 3602  
[ksuchor@ncte.org](mailto:ksuchor@ncte.org)

### **University of North Carolina at Charlotte Awarded 2017-2018 CCCC Writing Program Certificate of Excellence**

**Urbana, IL- November 30, 2017** – University of North Carolina at Charlotte's University Writing Program has won a 2017-2018 CCCC Writing Program Certificate of Excellence. The Conference on College Composition and Communication (CCCC) is a constituent organization within the National Council of Teachers of English (NCTE). University of North Carolina at Charlotte's program is one of nine recipients of this award.

Established in 2004, this award honors up to 20 writing programs a year. To be eligible for this award, programs must be able to: demonstrate that the program imaginatively addresses the needs and opportunities of its students, instructors, institution, and locale; offer exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treat contingent faculty respectfully, humanely, and professionally; use the best current practices in the field; show that the program administrator (chair, director, coordinator, etc.) has academic credentials in writing; use effective, ongoing assessment; use effective placement procedures; create appropriate class sizes; and model diversity and/or serve diverse communities.

The application shows that the faculty at UNC Charlotte have worked hard to bring about positive change in their recently independent University Writing Program, including revamping the FYC curriculum so as to better reflect best practices in the field, including emphasizing a social constructivist approach and implementing a number of measures, both short- and long-term, to assess the effectiveness of the program. The selection committee also appreciates the program's efforts to support their diverse student population through the 20 sections offered to international/multilingual students and domestic/monolingual students, a stated commitment to equity, the completion of Safe Zone diversity training for over 50% of faculty, faculty participation on the University Diversity Committee, staff

participation on the University Staff Diversity Committee. Finally, the committee believes that program's outreach efforts through programs such as the Veterans Writing Group can be an effective model for other institutions.

Even as this program has grown quickly, it has done so in principled ways. There's much to admire in the shared governance model, the respect for adjunct instructors, and the reduction of reliance on adjunct instructors. Innovations in curriculum such as a shift to a one-semester FYW requirement with a second sophomore-level course taught by faculty across campus, with support from the UWP, continue to keep the program lively and alive. Adjunct faculty have some professional development paid for—for example, attendance at a regional conference—and importantly, adjunct instructors have voting rights within the university writing program.

The University of North Carolina at Charlotte's program will be announced as a recipient of the CCCC Writing Program Certificate of Excellence on March 16, during the 2018 CCCC Annual Convention in Kansas City, Missouri.

For more information about the CCCC Writing Program Certificate of Excellence, including past winners, see <http://www.ncte.org/cccc/awards/writingprogramcert>.

###

*The Conference on College Composition and Communication, with more than 4,500 members and subscribers, supports and promotes the teaching and study of composition, rhetoric, and communication skills at the college level, both in undergraduate and graduate programs. College Composition and Communication is the group's journal. For more information, visit <http://www.ncte.org/cccc>.*

*The National Council of Teachers of English, with 25,000 individual and institutional members worldwide, is dedicated to improving the teaching and learning of English and the language arts at all levels of education. For more information, visit <http://www.ncte.org>.*

## Appendix 6

# MARKET ANALYSIS – BA IN RHETORIC & WRITING TECHNOLOGIES

Prepared for University of North Carolina at  
Charlotte

September 2017



In the following report, Hanover Research presents a market analysis assessing the viability of a Bachelor of Arts in Rhetoric and Writing Technologies at the University of North Carolina at Charlotte. This interdisciplinary program would prepare students in utilizing new print and digital technologies in writing. In addition to evaluating demand for the proposed program, this report also studies the competitive landscape it is likely to face and profiles selected peer programs to determine common curricular elements and structures.

# TABLE OF CONTENTS

<b>Project Overview .....</b>	<b>3</b>
INTRODUCTION .....	3
REPORT STRUCTURE .....	3
KEY FINDINGS.....	4
<b>Section I: Student Demand Analysis.....</b>	<b>5</b>
STUDENT DEMAND ANALYSIS METHODOLOGY .....	5
Geographic Segmentations.....	6
NATIONAL DEMAND .....	7
SOUTHEAST REGIONAL DEMAND .....	8
DEMAND WITHIN 100 MILES OF UNC CHARLOTTE .....	10
<b>Section II: Employment Demand Analysis .....</b>	<b>12</b>
DEMAND OVERVIEW.....	12
Key Skills and Knowledge.....	12
Demand for Digital Skills in Marketing .....	13
EMPLOYMENT PROJECTIONS ANALYSIS.....	14
Methodology and SOC Code Selection .....	14
Geographic Segmentations.....	17
NATIONAL EMPLOYMENT PROJECTIONS .....	17
NORTH CAROLINA EMPLOYMENT PROJECTIONS .....	18
NORTH CAROLINA SOUTHWEST REGION EMPLOYMENT PROJECTIONS .....	19
JOB POSTING ANALYSIS .....	20
<b>Section III: Selected Peer and Competitor Program Profiles.....</b>	<b>26</b>
PEER PROGRAM OVERVIEW.....	26
Related Coursework.....	27
Double Majors .....	29
Community Outreach .....	30
PROGRAM PROFILES .....	30
University of Rhode Island: BA in Writing and Rhetoric.....	30
Old Dominion University – BA in English – Professional Writing .....	33
University of Kentucky BA/BS in Writing, Rhetoric, and Digital Studies .....	35

## PROJECT OVERVIEW

### INTRODUCTION

The University of North Carolina at Charlotte (UNC Charlotte) is considering offering a Bachelor of Arts in Rhetoric and Writing Technologies (RWTS). The University has asked Hanover Research (Hanover) to investigate the likely student and employer demand for the program and provide additional information about peer institutions offering similar programming.

**The proposed program would prepare students in utilizing new print and digital technologies in writing.** The degree program would be offered as a stand-alone, double-major, or minor, making it attractive to students pursuing degrees in a variety of occupational areas. The degree will provide students with the skills to evaluate the contexts of various media and use a variety of writing tools to compose writing and media in any writing situation.

- ✓ What is the potential *student demand* for a bachelor's degree in Rhetoric & Writing Technologies?
- ✓ What is the potential *employer demand* for a bachelor's degree in Rhetoric & Writing Technologies?
- ✓ Which of UNC Charlotte's competitors offer similar programs in Rhetoric & Writing Technologies?

### REPORT STRUCTURE

The report is divided into four sections, each of which contains two or more subsections and addresses different facets of the research questions stated above.

- **Section I: Student Demand Analysis** uses the most recent five years' worth of federal degree completions data compiled by the NCES to assess trends in student demand for RWTS-related bachelor's programs.
- **Section II: Employment Demand Analysis** uses federal Bureau of Labor Statistics and North Carolina Department of Commerce data and occupational employment projections, as well as secondary sources, to estimate workforce demand for the proposed program. It also provides an analysis of recent job postings relevant to RWTS program graduates.
- **Section III: Selected Peer and Competitor Profiles** provides an overview of program offerings from peer institutions and in-depth profiles of two peer programs and a more direct competitor program.



## KEY FINDINGS

- **Degree completions for bachelor's degrees in RWTS-related fields indicate strong national and regional demand for degrees in these fields—particularly in the areas of digital media and design.** Both national and regional bachelor's degree completions rose from 2012 through 2016, and outpaced average annualized growth across all bachelor's degree fields. Completions in communications and digital media fields experienced particularly high levels of growth, while completions in writing and rhetoric-related fields remained relatively stable. Completions at the local level (within 100 miles of UNC Charlotte) were more volatile, and declined overall from 2012-2016. However, completions in *Communication, General* experienced notable growth.
- **Employment projections for conventional writing occupations indicate limited demand in these fields nationally; however, growth in related fields, such as marketing and web development, indicates stronger demand for these occupations.** Labor market demand for RWTS-related occupations is influenced by several factors:
  - Employment in southwest North Carolina is projected for faster growth overall than the rest of North Carolina and the United States
  - Employment projections for conventional writing occupations (including *Writers and Authors* and *Editors*) indicate lower demand for these fields
  - Conversely, employment projections for marketing and web development occupations indicate strong demand for positions in these fields. Projections for marketing are bolstered by industry hiring surveys indicating hiring increases in 2017
  - The job posting analysis suggests a number of industries are hiring writers with digital backgrounds; however many are looking for several years of experience
- **Based on completions data, programs in writing and rhetoric are limited within 100 miles of UNC Charlotte, while a review of peer institutions indicates little direct competition for the technology/digital focus of the proposed BA in RWTS.** Most peer institutions offer programs focused on professional and technical writing which, while offering similar coursework and components, lack the direct focus on digital rhetoric and multimodal writing.
- **UNC Charlotte can likely drive interest in the proposed program by emphasizing the unique focus of the BA in RWTS program and highlighting the relevance of the program to high demand occupational fields outside of conventional writing fields.** With fluctuating student demand for digital and writing programs in UNC Charlotte's immediate geographical area, it is important for UNC Charlotte to both stand out from competitors with the unique focus of the RWTS program as well as promote the utility of the program to professionals in high-growth occupations. Properly marketing the program could help attract both stand-alone and double major students.

## SECTION I: STUDENT DEMAND ANALYSIS

This section analyzes the past five years' worth of National Center for Education Statistics (NCES) degree completions data to estimate recent demand for degree programs that resemble UNC Charlotte's proposed BA in RWTS. The NCES uses a taxonomic system of numeric codes called the Classification of Instructional Programs (CIP) to classify post-secondary academic programs. Institutions of higher education nationwide submit degree completions data, organized by CIP code, to the NCES' Integrated Postsecondary Education Data System (IPEDS) for aggregation into the database. Currently, IPEDS houses degree conferral information from more than 7,650 institutions.

### STUDENT DEMAND ANALYSIS METHODOLOGY

Based on the RWTS program description and the focus on rhetoric and writing, Hanover selected the following five CIP codes for analysis:

- 09.0101 Speech Communication and Rhetoric
- 23.1301 Writing, General
- 23.1303 Professional, Technical, Business, and Scientific Writing
- 23.1304 Rhetoric and Composition
- 23.1399 Rhetoric and Composition/Writing Studies, Other

In addition, based on the technology component of the proposed program, Hanover selected the following five CIP codes related to communication and digital production:

- 09.0100 Communication, General
- 09.1012 Mass Communication/Media Studies
- 09.0199 Communication and Media Studies, Other
- 09.0702 Digital Communication and Media/Multimedia
- 05.0102 Digital Arts

In addition to raw conferrals data—reported as total degree completions through first or second majors—IPEDS completions can be used to calculate other metrics that facilitate a deeper understanding of five-year conferral trends. These include:

- **CAGR**, or Compound Annual Growth Rate, reflects the percentage growth that would occur each year if the same rate of change occurred each year between 2012 and 2016. Thus, it gives an impression of a theoretical, steady growth rate.

- **AAC**, or Annual Average Change, is the average number by which completions rose or fell from year to year. This figure approximates the raw numerical growth (or decline) in the number of graduates over the course of the past five years.
- **STDEV**, or Standard Deviation of Annual Average Change, tracks the overall variability of annual growth. Larger values in this category, especially compared to the total number of degree conferrals, indicate that year-to-year growth or decline is highly variable. Substantial variability in the number of degree conferrals could indicate rapid growth or decline, or that enrollment has been unpredictable from year to year.

Although IPEDS provides the most comprehensive degree conferrals data available, there are some considerations and limitations that should be taken into account when interpreting these data. They include:

- Institutions classify their programs and report their completions data independently. Two institutions offering very similar programs could classify those programs and report degree conferrals under different CIP codes. Conversely, institutions could classify dissimilar programs under the same CIP code. Institutions may also alter how they report CIP codes when classifying a program from one year to the next, such that changes in completions data may not be entirely representative of new or stagnating degree programs.
- It cannot always be assumed that IPEDS completions data for a given CIP code have a one-to-one correspondence with a specific degree program.
- The NCES will not be able to account for new programs (i.e., opened within the past four years, and not previously reporting completions data under CIP 2010 codes). These programs could have admitted students but not yet graduated them. Similarly, IPEDS may include completions data from programs that reported completions during the 2014-15 academic year but have since closed.

## GEOGRAPHIC SEGMENTATIONS

Because UNC Charlotte is seeking to attract students nationwide but may face more pronounced competition from local and regional institutions, this analysis employs the following geographic segmentations when examining completions trends:

- **A Nationwide** segmentation tracks relevant completions across all institutions in the IPEDS universe.
- **An IPEDS Southeast Region** subgroup tracks completions in relevant CIP codes in the IPEDS Southeast region, which includes Alabama, Arkansas, Florida, Georgia,

Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.<sup>1</sup>

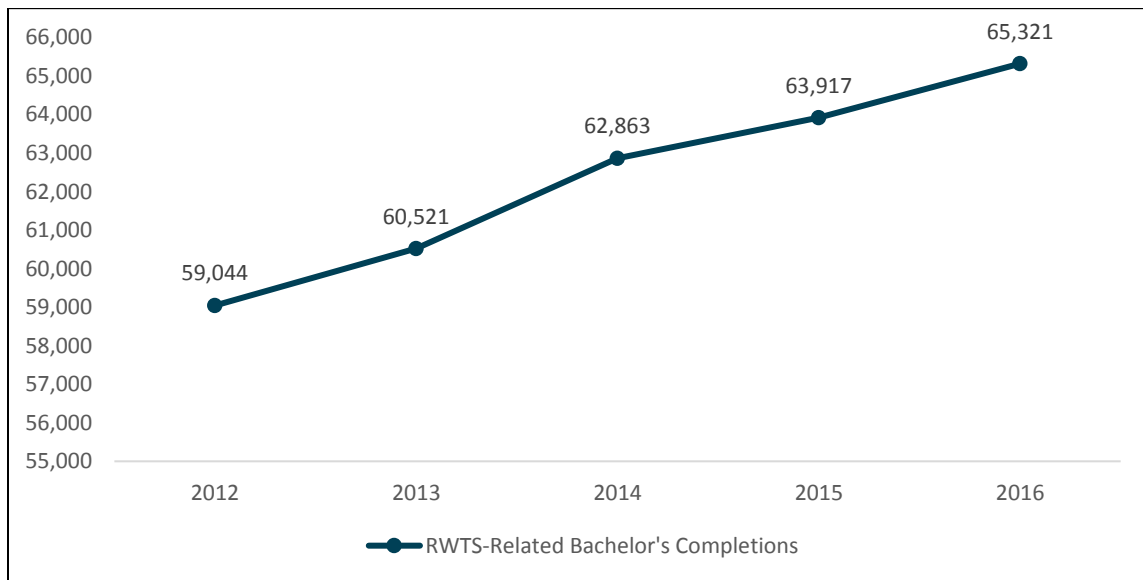
- **A Local Competitor Group** includes 28 institutions located within 100 miles of UNC Charlotte (ZIP code 28223) that reported conferring bachelor’s degrees in any of the relevant CIP codes in the past five IPEDS data years.<sup>2</sup>

## NATIONAL DEMAND

National bachelor’s degree completions in RWTS-related fields indicate a growing demand for degrees in these fields (Figure 1.1 and Figure 1.2). Overall completions for RWTS-related fields grew at an annualized rate of 2.6 percent from 2012 to 2016 compared to 1.7 percent annualized growth for all degree fields. Overall, digital media fields experienced more growth than rhetoric and composition fields, with *Digital Communication and Media/Multimedia* and *Digital Arts* experiencing particularly notable annualized growth rates of 19.2 and 25.1 percent, respectively.

Also of note, *Speech Communication and Rhetoric* bachelor’s completions accounted for nearly 90 percent of total completions for selected rhetoric and composition-related fields in 2016, and *Writing, General and Professional, Technical, Business, and Scientific Writing (Professional Writing)* both reported relatively low numbers of completions in 2016 compared to all bachelor’s completions.

**Figure 1.1: Summary of National Completions, 2012-2016**



Source: IPEDS

<sup>1</sup> Ginder, Scott, et al. “2014-15 Integrated Postsecondary Education Data System (IPEDS) Methodology Report.” National Center for Education Statistics. July 2015. p. 4. <http://nces.ed.gov/pubs2015/2015098.pdf>

<sup>2</sup> Distances are based on the NCEC College Navigator Tool. See: “College Navigator.” National Center for Education Statistics. <http://nces.ed.gov/collegenavigator/default.aspx>

**Figure 1.2: Detailed National Completions Trends by Track, 2012-2016**

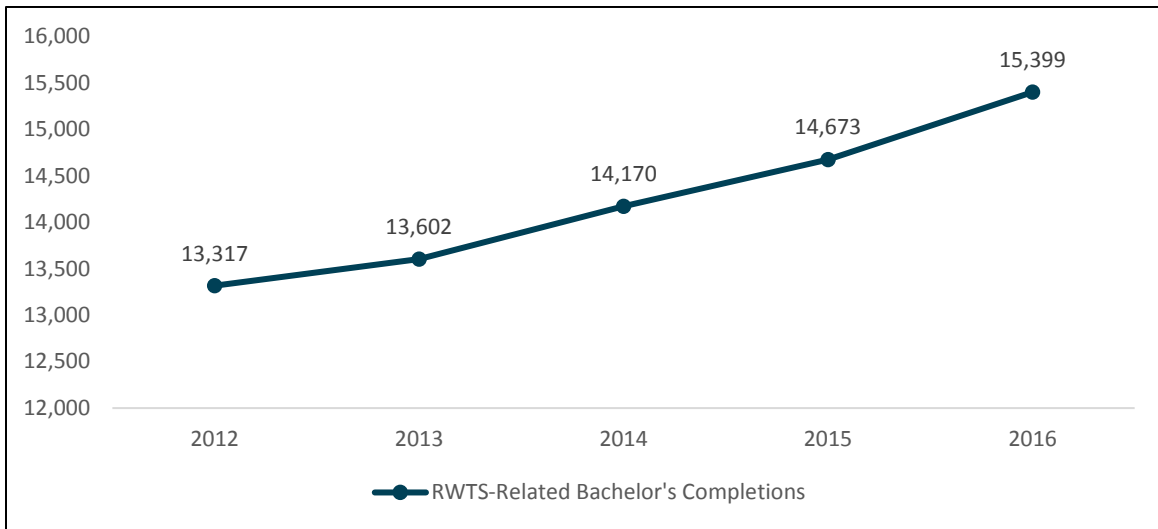
CIP CODE	2012	2013	2014	2015	2016	CAGR	AAC	STDEV
<b>Rhetoric and Composition Fields</b>								
Speech Communication and Rhetoric	32,063	32,559	33,218	34,998	35,319	2.4%	814	570
Writing, General	628	679	700	688	686	2.2%	15	24
Professional, Technical, Business, and Scientific Writing	727	716	739	755	759	1.1%	8	13
Rhetoric and Composition	5,218	5,158	5,134	3,226	2,958	-13.2%	-565	781
Rhetoric and Composition/Writing Studies, Other	34	47	35	48	37	2.1%	1	12
<b>Digital Media Fields</b>								
Communication, General	7,115	7,392	8,442	8,793	9,513	7.5%	600	310
Mass Communication/Media Studies	9,306	9,517	9,808	9,835	9,892	1.5%	147	109
Communication and Media Studies, Other	1,869	1,915	1,890	1,921	1,785	-1.1%	-21	71
Digital Communication and Media/ Multimedia	1,687	2,051	2,310	2,797	3,401	19.2%	429	130
Digital Arts	397	487	587	856	971	25.1%	144	73
<b>Total, RWTS-Related Fields</b>	<b>59,044</b>	<b>60,521</b>	<b>62,863</b>	<b>63,917</b>	<b>65,321</b>	<b>2.6%</b>	<b>1569</b>	<b>474</b>
<b>All Bachelor's Degrees</b>	<b>1,910,762</b>	<b>1,960,459</b>	<b>1,989,331</b>	<b>2,014,990</b>	<b>2,041,439</b>	<b>1.7%</b>	<b>32669</b>	<b>9902</b>

Source: IPEDS

### SOUTHEAST REGIONAL DEMAND

Regional bachelor’s degree completions in RWTS-related fields indicate a growing demand for programs in these fields (Figure 1.3 and Figure 1.4), particularly in digital-media related fields. Overall completions for RWTS related fields only grew at an annualized rate of 3.7 percent, which is higher than the 2.3 percent annualized growth for all bachelor’s fields. As with the national level, completions in *Rhetoric and Composition* declined from 2012 to 2016, while completions in *Communication, General*, *Digital Communication and Media/Multimedia*, and *Digital Arts* experienced greater-than-average growth.

**Figure 1.3: Summary of Regional Completions by Track, 2012-2016**



Source: IPEDS

**Figure 1.4: Detailed Regional Completions Trends by Track, 2012-2016**

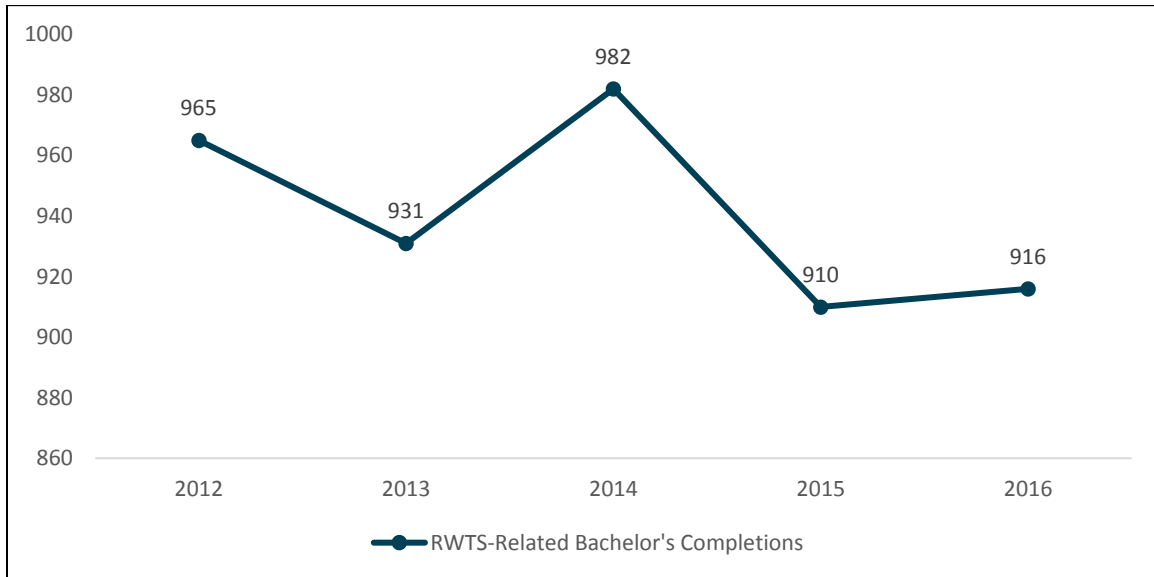
CIP CODE	2012	2013	2014	2015	2016	CAGR	AAC	STDEV
<b>Rhetoric and Composition Fields</b>								
Speech Communication and Rhetoric	6,441	6,389	6,687	6,884	7,228	2.9%	197	153
Writing, General	85	91	80	84	97	3.4%	3	9
Professional, Technical, Business, and Scientific Writing	118	119	154	153	117	-0.2%	0	25
Rhetoric and Composition	988	1,039	865	879	769	-6.1%	-55	91
Rhetoric and Composition/Writing Studies, Other	--	--	0	2	1	--	--	--
<b>Digital Media Fields</b>								
Communication, General	546	778	1,015	1,171	1,206	21.9%	165	82
Mass Communication/Media Studies	3,815	3,894	4,008	3,825	4,118	1.9%	76	170
Communication and Media Studies, Other	581	555	565	537	329	-13.3%	-63	85
Digital Communication and Media/Multimedia	565	520	594	905	1,234	21.6%	167	159
Digital Arts	178	217	202	233	300	13.9%	31	29
<b>Total, RWTS-Related Fields</b>	<b>13,317</b>	<b>13,602</b>	<b>14,170</b>	<b>14,673</b>	<b>15,399</b>	<b>3.7%</b>	<b>521</b>	<b>158</b>
<b>All Bachelor's Degrees</b>	<b>428,728</b>	<b>442,580</b>	<b>451,758</b>	<b>459,803</b>	<b>469,231</b>	<b>2.3%</b>	<b>10126</b>	<b>2214</b>

Source: IPEDS

### DEMAND WITHIN 100 MILES OF UNC CHARLOTTE

There were 28 programs within 100 miles of UNC Charlotte that reported conferrals in RWTS-related fields from 2012 to 2016. The limited number of programs in these fields combined with limited conferrals in fields other than *Speech Communication and Rhetoric* and *Mass Communications and Media/Multimedia* indicate somewhat limited demand for RWTS fields in the UNC Charlotte local area.

**Figure 1.5: Summary of Local Completions by Track, 2012-2016**



Source: IPEDS

**Figure 1.6: Local Completions Trends by Institution, CIP Code, and Track, 2012-2016**

CIP CODE	2012	2013	2014	2015	2016	CAGR	AAC	STDEV
<b>Rhetoric and Composition Fields</b>								
Speech Communication and Rhetoric	421	303	297	281	298	-8.3%	-31	52
Writing, General	3	1	0	0	0	-100.0%	-1	1
Professional, Technical, Business, and Scientific Writing	4	5	2	1	--	--	--	--
Rhetoric and Composition	4	5	2	1	--	--	--	--
<b>Digital Media Fields</b>								
Communication, General	75	175	229	197	196	27.1%	30	51
Mass Communication/Media Studies	364	362	376	340	347	-1.2%	-4	19
Communication and Media Studies, Other	31	25	21	30	23	-7.2%	-2	6
Digital Communication and Media/Multimedia	64	58	57	60	51	-5.5%	-3	5
<b>Total, RWTS-Related Fields</b>	<b>965</b>	<b>931</b>	<b>982</b>	<b>910</b>	<b>916</b>	<b>-1.3%</b>	<b>-12</b>	<b>46</b>
<b>All Bachelor's Degrees</b>	<b>26,596</b>	<b>26,913</b>	<b>27,358</b>	<b>27,684</b>	<b>27,970</b>	<b>1.3%</b>	<b>344</b>	<b>60</b>

Source: IPEDS



## SECTION II: EMPLOYMENT DEMAND ANALYSIS

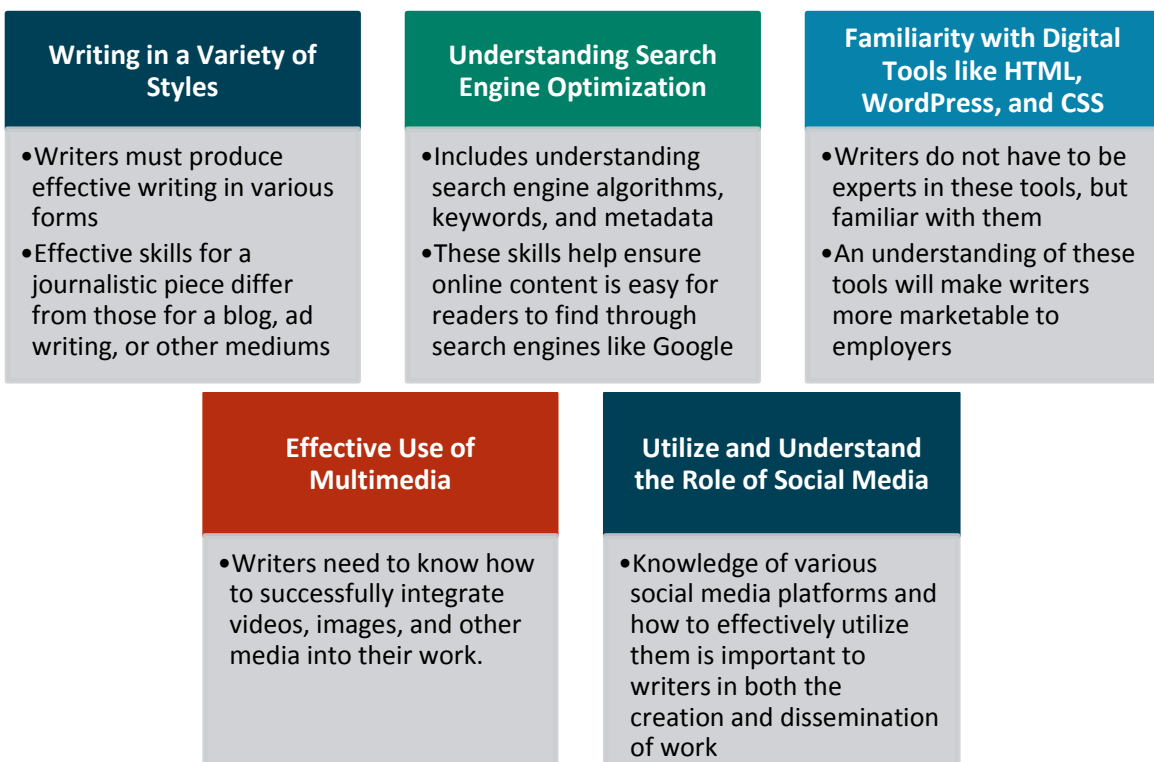
This section analyzes Bureau of Labor Statistics (BLS) long-term employment projections data and pertinent secondary sources. These sources illuminate current and projected employment demand for graduates of the proposed BA in RWTS program at UNC Charlotte.

### DEMAND OVERVIEW

#### KEY SKILLS AND KNOWLEDGE

Writers using new technological mediums, including digital writing, require specialized skills to help them succeed in professional settings. Beyond traditional writing skills, writers now must consider the technologies they are using to connect to their audience. Figure 2.1 describes some of the specialized professional knowledge and skills required for these writers, including in fields like digital content writing, to be successful.

**Figure 2.1: Skills for Digital Writers**



Source: Secondary Sources<sup>3</sup>

<sup>3</sup> Gray, S. "The 5 Skills You Need to Become a Successful Content Writer." Entrepreneur, July 1, 2015. <https://www.entrepreneur.com/article/247908> [2] McCoy, J. "Why Today Is the Era of the Online Content Writer." Express Writers, November 24, 2015. <https://expresswriters.com/why-today-is-the-era-of-the-online-content-writer/> [2] Stewart, S. "7 Skills Every Great Content Writer Needs." Constant Content, August 3, 2016. <https://www.constant-content.com/content-writing-service/2016/08/7-skills-every-great-content-writer-needs/>

Many of these skills are specific to online-oriented writing, but with much of content being available and shared online these skills may help students be more marketable to employers and effective in utilizing writing technologies.

### DEMAND FOR DIGITAL SKILLS IN MARKETING

While the marketing field is not the only occupational field open to graduates of the proposed program, it provides a proxy opportunity to examine the growth in demand for digital writing skills.

A 2016 survey examining 2017 hiring expectations of marketing professionals performed by McKinley Marketing Partners found hiring growth for marketing companies is increasing. Forty-four percent of respondents anticipated hiring more marketing team members, a large increase from 28 percent of respondents in the previous year’s survey.<sup>4</sup> Of these respondents, 56 percent anticipated hiring professionals with digital marketing skills, up slightly from 54 percent of respondents from the previous year.<sup>5</sup> Figure 2.2 presents the top five anticipated areas for marketing hiring in 2017. In addition, professionals identified digital marketing skills as important for a variety of other functional areas.

**Figure 2.2: Top Five Demand Areas for Marketing Hiring in 2017**

FUNCTION	2017 RANK	2017 PERCENT	2016 RANK	2016 PERCENT
Digital Marketing	1	56%	1	54%
Creative Service	2	35%	2	37%
Marketing Operations	3	27%	3	34%
Communications	4	25%	4	33%
Research & Analysis	5	25%	7	26%

Note: Respondents could select multiple areas  
 Source: McKinley Marketing Partners<sup>6</sup>

Professionals were also queried about desirable skills for those working in digital marketing. Content creation and curation and content strategy were considered top in-demand skills for hiring in digital marketing (Figure 2.3). This indicates workers in this field need many of the skills UNC Charlotte’s proposed program would provide to students. The top desired skill was digital advertising, with other important hiring factors including social media, email, SEO, and web development.

**Figure 2.3: Top Five Desirable Skill Areas in Digital Marketing in 2017**

FUNCTION	2017 RANK	2017 PERCENT	2016 RANK	2016 PERCENT
Digital Advertising	1	46%	1	27%
Content Creation & Curation	2	38%	2	23%
Content Strategy	3	34%	3	20%

<sup>4</sup> “2017 Marketing Hiring Trends: An In-Depth Report on Factors Shaping Demand for Marketing and Creative Talent.” McKinley Marketing Partners, March 2017. p. 12. [http://pages.mckinleymarketingpartners.com/rs/922-MWK-573/images/WP-2017-Marketing-Hiring-Trends\\_McKinley-Marketing-Partners.pdf](http://pages.mckinleymarketingpartners.com/rs/922-MWK-573/images/WP-2017-Marketing-Hiring-Trends_McKinley-Marketing-Partners.pdf)

<sup>5</sup> Ibid., p. 7 and 13.

<sup>6</sup> Ibid.

FUNCTION	2017 RANK	2017 PERCENT	2016 RANK	2016 PERCENT
Social	4 (T)	32%	4 (T)	19%
Email	4 (T)	32%	4 (T)	19%
SEO/SEM*	4 (T)	32%	4 (T)	19%

Note: Respondents could select multiple skills

\*Note: SEO = search engine optimization; SEM = search engine marketing

Source: McKinley Marketing Partners

Despite the high percentage of companies that anticipated hiring digital marketing professionals in 2017, only 24 percent of respondents identifying as digital marketers indicated they were actively searching for a new position. This indicates there may be a shortage of qualified professional to fill positions in the digital marketing field. It is important to note, however, the survey also found experience is important for marketing positions. Only 21 percent of respondents expressed interest in hiring entry-level digital marketers, with percentages of interested respondents being even lower among the remaining marketing disciplines.<sup>7</sup>

## EMPLOYMENT PROJECTIONS ANALYSIS

The employment projections analysis studies current (2014) and projected (2024) employment in occupations related to the five CIP codes identified in Section I. Projections data derive from the Bureau of Labor Statistics (BLS) and North Carolina Department of Commerce (NCDOC).

## METHODOLOGY AND SOC CODE SELECTION

Hanover used the following methodology to identify potentially viable fields for doctoral-level graduates in Digital Culture and Communication-related fields:

- Using the NCES’s crosswalk between educational fields and occupations, Hanover cross-referenced CIP codes with BLS Standard Occupational Classification (SOC) codes to identify matches between educational programs and occupations (Figure 2.4).<sup>8</sup>
- Hanover then identified relevant occupations in which workers are likely to need or benefit from a bachelor’s degree in RWTS-related fields. This analysis was based on the BLS’s reported education levels for workers in each occupation as of 2014 and secondary research. Workforce education data are based on the 2012-2013 American Community Survey (ACS) published by the US Census Bureau (Figure 2.5).<sup>9</sup>

<sup>7</sup> Ibid., p. 20.

<sup>8</sup> “CIP 2010 to SOC 2010 Crosswalk.” National Center for Education Statistics. Available for download at: <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>

<sup>9</sup> These percentages represent averages for all works in that occupation over the age of 25. Requirements for young workers entering the field may differ from the credentials that were required of workers with many years of experience. To access this data, see: “Educational Attainment for Workers 25 Years and Older by Detailed Occupation.” Bureau of Labor Statistics. December 8, 2015. [http://www.bls.gov/emp/ep\\_table\\_111.htm](http://www.bls.gov/emp/ep_table_111.htm)

**Figure 2.4: CIP to SOC Crosswalk for CIP Codes in Error!** Reference source not found.

CIP 2010 CODE	CIP 2010 TITLE	SOC 2010 CODE	SOC 2010 TITLE
09.0101	Speech Communication and Rhetoric	25-1122	Communications Teachers, Postsecondary
		27-3011	Radio and Television Announcers
		27-3012	Public Address System and Other Announcers
		27-3031	Public Relations Specialists
		27-3043	Writers and Authors
23.1301 And 23.1303	Writing, General And Professional, Technical, Business, and Scientific Writing	25-1123	English Language and Literature Teachers, Postsecondary
		25-1199	Postsecondary Teachers, All Other
		27-3041	Editors
		27-3042	Technical Writers
		27-3043	Writers and Authors
23.1304	Rhetoric and Composition	25-1123	English Language and Literature Teachers, Postsecondary
		25-1199	Postsecondary Teachers, All Other
		27-3041	Editors
		27-3043	Writers and Authors
23.1399	Rhetoric and Composition/Writing Studies, Other	25-1123	English Language and Literature Teachers, Postsecondary
		27-3041	Editors
		27-3043	Writers and Authors

Source: National Center for Education Statistics

Figure 2.5 refines the lists of potentially relevant SOC codes in Figure 2.4 based upon Hanover’s analysis of the required education levels for each position, as well as input from UNC Charlotte. Note that the *Writers and Authors* occupational field, which was excluded from Hanover’s analysis of UNC Charlotte’s proposed Ph.D. in Digital Cultures and Communication, has been included as the field covers writers in a variety of industries (including advertising) and is predominantly a bachelor’s level occupation.

Due to the nature of the program and that it would be available as a double major, the prevalence of writing roles in a variety of industries, and secondary research indicating marketing may be a viable option for program graduates, Hanover also included several SOC codes for marketing, advertising, and computer science occupations, as well as projections for the general communications and computer science and mathematics fields. This provides a better idea of the market for RWTS program graduates.

**Figure 2.5: RWTS-Related Occupations by Education Level**

SOC CODE	SOC 2010 TITLE	DESCRIPTION	% WITH A BACHELOR’S
11-2011	Advertising and Promotions Managers	Plan, direct, or coordinate advertising policies and programs or produce collateral materials, such as posters, contests, coupons, or give-aways, to create extra interest in the purchase of a product or service for a department, an entire organization, or on an account basis.	64.2%

SOC CODE	SOC 2010 TITLE	DESCRIPTION	% WITH A BACHELOR'S
11-2021	Marketing Managers	Plan, direct, or coordinate marketing policies and programs, such as determining the demand for products and services offered by a firm and its competitors, and identify potential customers. Develop pricing strategies with the goal of maximizing the firm's profits or share of the market while ensuring the firm's customers are satisfied. Oversee product development or monitor trends that indicate the need for new products and services.	50.8%
11-2031	Public Relations and Fundraising Managers	Plan, direct, or coordinate activities designed to create or maintain a favorable public image or raise issue awareness for their organization or client; or if engaged in fundraising, plan, direct, or coordinate activities to solicit and maintain funds for special projects or nonprofit organizations.	58.6%
15-1134	Web Developers	Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content.	53.6
19-3099	Social Scientists and Related Workers, Other*	All social scientists and related workers not listed separately.	36.1%
27-3022	Reporters and Correspondents	Collect and analyze facts about newsworthy events by interview, investigation, or observation. Report and write stories for newspaper, news magazine, radio, or television.	63.7%
27-3031	Public Relations Specialists	Public relations specialists create and maintain a favorable public image for the organization they represent. They design media releases to shape public perception of their organization and to increase awareness of its work and goals.	57.2%
27-3041	Editors	Editors plan, review, and revise content for publication.	56.2%
27-3042	Technical Writers	Write technical materials, such as equipment manuals, appendices, or operating and maintenance instructions. May assist in layout work.	45.2%
27-3043	Writers and Authors	Originate and prepare written material, such as scripts, stories, advertisements, and other material.	51.1%
15-1000	<b>Computer and Mathematical Occupations</b>	<b>This broad code tracks employment prospects in the computer science field more generally.</b>	<b>N/A</b>
27-3000	<b>Media and Communication Workers</b>	<b>This broad code tracks employment prospects in the media and communications fields more generally.</b>	<b>N/A</b>

Source: Bureau of Labor Statistics

Note: At UNC Charlotte's request, Hanover has added 19-3099 Social Scientists and Related Workers, Other to the list of codes to be considered. This code is not a match in the CIP to SOC crosswalks. Other matching codes from the Figure 2.4 cross reference that do not appear in the final SOC code list above are excluded because the occupational field typically requires a doctorate (e.g., Communications Teachers, Postsecondary), or the educational attainment of the occupational field is predominately less-than-associates-level (e.g., Radio and Television Announcers).

## GEOGRAPHIC SEGMENTATIONS

The BLS projections analysis considers the following geographic segmentations when analyzing long-term employment projections:

- **National employment projections:** Uses national BLS long-term, 2014-2024 occupational employment projections to evaluate national demand for doctoral-level communications professionals.<sup>10</sup>
- **North Carolina employment projections:** Uses NCDOC long-term, 2014-2024 occupational employment projections to evaluate state-level demand.<sup>11</sup>
- **North Carolina Southwest Region Prosperity Zone projections:** Uses NCDOC long-term 2014-2024 occupational employment projections to show anticipated demand in the state’s Southwest Region, which includes Anson, Cabarrus, Cleveland, Gaston, Iredell, Lincoln, Mecklenburg, Rowan, Stanly, and Union Counties.<sup>12</sup>

## NATIONAL EMPLOYMENT PROJECTIONS

National employment projections indicate steady demand for RWTS-related occupations. Overall, RWTS-related fields are projected for about as fast as average growth (7.1 percent) from 2014 to 2024 compared to all fields nationally (6.5 percent). *Marketing Managers* (n=6,420) and *Web Developers* (n=5,860) are projected for the greatest number of average openings. Communications fields projected for faster than average growth (6.5 percent) include *Technical Writers* (10.2 percent) and *Marketing Managers* (9.4 percent). Growth in the *Marketing Managers* occupations reflects trends identified in the 2017 marketing hiring trends survey referenced above. *Web Developers* are projected for much faster than average growth at 26.6 percent.

Employment projections for some of the more conventional writing occupations, including *Writers and Authors* and *Editors*, indicate lower demand for these occupations. *Writers and Authors* are projected for slower than average growth (2.3 percent), while *Editors* are projected for a 5.3 percent decline from 2014 to 2024.

**Figure 2.6: National Occupational Employment Projections, 2014-2024 (in Thousands)**

OCCUPATION	EMPLOYMENT		CHANGE, 2014-2024		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER	PERCENT	
Advertising and Promotions Managers	31,000	32,400	1,500	4.8%	1,140
Marketing Managers	194,300	212,500	18,200	9.4%	6,420

<sup>10</sup> See: “Economic and Employment Projections.” Bureau of Labor Statistics. December 8, 2015. <http://www.bls.gov/news.release/ecopro.toc.htm>

<sup>11</sup> See: “Occupational Projections.” North Carolina Department of Commerce. <http://www.nccommerce.com/lead/data-tools/occupations/projections/statewide>

<sup>12</sup> “Southwest Region.” North Carolina Department of Commerce. <http://www.nccommerce.com/lead/data-tools/occupations/projections/prosperity-zones/southwest-region>

OCCUPATION	EMPLOYMENT		CHANGE, 2014-2024		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER	PERCENT	
Public Relations and Fundraising Managers	65,800	70,500	4,700	7.1%	2,710
Web Developers	148,500	188,000	39,500	26.6%	5,860
Social Scientists and Related Workers, Other*	35,600	34,900	-700	-2.0%	420
Reporters and Correspondents	49,300	45,100	-4,200	-8.5%	1,590
Public Relations Specialists	240,700	255,600	14,900	6.2%	4,360
Editors	117,200	111,000	-6,200	-5.3%	4,250
Technical Writers	52,000	57,300	5,300	10.2%	1,720
Writers and Authors	136,500	139,700	3,100	2.3%	2,610
<b>All RWTS SOC Codes</b>	<b>1,070,900</b>	<b>1,147,000</b>	<b>76,100</b>	<b>7.1%</b>	<b>31,080</b>
<b>Media and communication workers</b>	<b>747.9</b>	<b>775.3</b>	<b>27.4</b>	<b>3.7%</b>	<b>198.2</b>
<b>Computer and mathematical occupations</b>	<b>4,068.3</b>	<b>4,599.7</b>	<b>531.4</b>	<b>13.1%</b>	<b>1,156.8</b>
<b>All Occupations</b>	<b>150,539,900</b>	<b>160,328,800</b>	<b>9,788,900</b>	<b>6.5%</b>	<b>4,650,690</b>

Source: Bureau of Labor Statistics

Note: Numerical data for all occupations shown in thousands.

## NORTH CAROLINA EMPLOYMENT PROJECTIONS

The North Carolina workforce is expected to grow more quickly (12.3 percent) than the national workforce through 2024 (6.5 percent), and aggregated RWTS occupations are expected to grow at an about as fast as average rate compared to the overall state average, at 15.2 percent growth. These projections indicate growing demand for RWTS-related positions in North Carolina. Communications fields projected for faster than average growth include *Technical Writers* (22.7 percent) and *Marketing Managers* (24.4 percent). *Web Developers* are projected for particularly strong growth at 32.1 percent from 2014 to 2024. Conventional writing fields face slightly better projections in the Southwest region, with *Writers and Authors* projected for about as fast as average growth (9.4 percent).

**Figure 2.7: North Carolina Occupational Employment Projections, 2014-2024**

OCCUPATION	EMPLOYMENT		CHANGE, 2014-2024		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER	PERCENT	
Advertising and Promotions Managers	490	550	60	12.2%	20
Marketing Managers	5,650	7,030	1,380	24.4%	270
Public Relations and Fundraising Managers	1,320	1,500	180	13.6%	60
Web Developers	3,930	5,190	1,260	32.1%	180
Social Scientists and Related Workers, Other*	1,280	1,330	50	3.9%	20
Reporters and Correspondents	1,230	1,050	-180	-14.6%	40
Public Relations Specialists	5,250	5,820	570	10.9%	120

OCCUPATION	EMPLOYMENT		CHANGE, 2014-2024		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER	PERCENT	
Editors	2,290	2,260	-30	-1.3%	80
Technical Writers	2,070	2,540	470	22.7%	90
Writers and Authors	3,390	3,710	320	9.4%	90
<b>All RWTS SOC Codes</b>	<b>26,900</b>	<b>30,980</b>	<b>4,080</b>	<b>15.2%</b>	<b>970</b>
<b>Media and Communication Workers</b>	<b>18,393</b>	<b>20,290</b>	<b>1,897</b>	<b>10.3%</b>	<b>604</b>
<b>Computer and Mathematical Occupations</b>	<b>116,320</b>	<b>138,188</b>	<b>21,868</b>	<b>18.8%</b>	<b>3,867</b>
<b>All Occupations</b>	<b>4,405,560</b>	<b>4,945,710</b>	<b>540,150</b>	<b>12.3%</b>	<b>160,750</b>

Source: Projections Central and North Carolina Department of Commerce

### NORTH CAROLINA SOUTHWEST REGION EMPLOYMENT PROJECTIONS

Workforce growth in the Southwest Region is expected to be more robust than in the state as a whole, and local prospects for most RWTS-related occupations are well above national and state averages for the field. RWTS-related occupations are expected to grow about as fast as average (21.3 percent) compared to the region overall (16.8 percent). Among individual occupations, the only fields projected for slower than average or declining growth are *Editors* (2.1 percent) and *Reporters and Correspondents* (negative 2.4 percent). Occupations projected for faster than average growth are *Marketing Managers* (31.7 percent) and *Web Developers* (36.2 percent). Overall, projections for the Southeast region of North Carolina indicate strong and growing demand for RWTS-related occupations.

**Figure 2.8: Southwest Region Occupational Employment Projections, 2014-2024**

OCCUPATION	EMPLOYMENT		CHANGE, 2012-2022		AVERAGE ANNUAL OPENINGS
	2012	2022	NUMBER	PERCENT	
Advertising and Promotions Managers	125	150	25	20.0%	7
Marketing Managers	1,972	2,598	626	31.7%	109
Public Relations and Fundraising Managers	427	515	88	20.6%	23
Web Developers	1,048	1,427	379	36.2%	51
Social Scientists and Related Workers, Other*	236	264	28	11.9%	6
Reporters and Correspondents	335	327	-8	-2.4%	11
Public Relations Specialists	1,653	1,919	266	16.1%	46
Editors	521	532	11	2.1%	20
Technical Writers	589	710	121	20.5%	26
Writers and Authors	759	854	95	12.5%	22
<b>All RWTS SOC Codes</b>	<b>7,665</b>	<b>9,296</b>	<b>1,631</b>	<b>21.3%</b>	<b>321</b>
<b>Media and Communication Workers*</b>	<b>5,138</b>	<b>5,828</b>	<b>690</b>	<b>13.4%</b>	<b>179.5</b>



OCCUPATION	EMPLOYMENT		CHANGE, 2012-2022		AVERAGE ANNUAL OPENINGS
	2012	2022	NUMBER	PERCENT	
<b>Computer and Mathematical Occupations*</b>	<b>34,126</b>	<b>42,196</b>	<b>8,070</b>	<b>23.7</b>	<b>1,301</b>
<b>All Occupations*</b>	<b>1,112,532</b>	<b>1,299,097</b>	<b>186,565</b>	<b>16.8%</b>	<b>45,169</b>

Source: North Carolina Department of Commerce

\*Values for these fields are calculated based on aggregated data from individual codes.

For the Southwest Region of North Carolina, Hanover also examines estimated salaries for RWTS-related occupations. Apart from manager-level positions which typically require five or more years’ experience, *Technical Writers* have the highest estimated entry-level salaries (n=53,069) while *Reporters and Correspondents* have the lowest (n= \$28,470).

**Figure 2.9: RWTS-Related Occupation Annual Salaries**

OCCUPATION	ENTRY SALARY	MEAN SALARY	MEDIAN SALARY	EXPERIENCED SALARY
Advertising and Promotions Managers*	\$91,494	\$125,023	\$121,258	\$141,788
Marketing Managers*	\$82,165	\$140,250	\$127,160	\$169,293
Public Relations and Fundraising Managers*	\$71,604	\$113,391	\$97,064	\$134,285
Technical Writers	\$53,069	\$76,751	\$70,066	\$88,592
Social Scientists and Related Workers, Other	\$51,148	\$75,188	\$70,270	\$87,207
Editors	\$39,374	\$67,125	\$59,071	\$81,001
Writers and Authors	\$37,961	\$63,781	\$58,846	\$76,691
Web Developers	\$37,797	\$72,316	\$72,836	\$89,575
Public Relations Specialists	\$34,600	\$59,794	\$53,421	\$72,391
Reporters and Correspondents	\$28,470	\$47,333	\$42,404	\$56,764

Source: North Carolina Department of Commerce

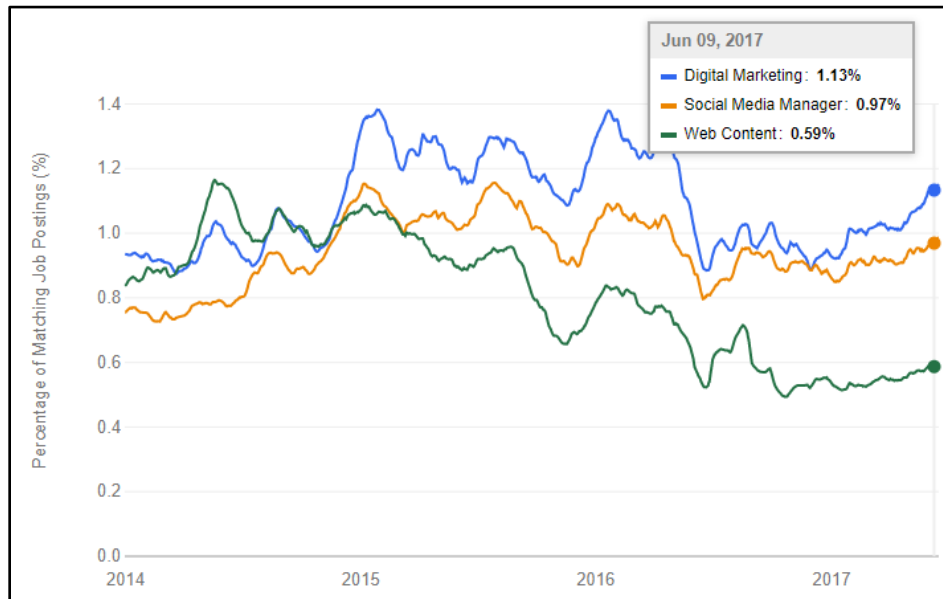
\*Note: Positions typically require more than 5 years’ experience

## JOB POSTING ANALYSIS

In this subsection, Hanover examines Indeed.com job trends and postings to provide further insight into employment for RWTS graduates at the bachelor’s degree level. To analyze trends in job posting data, Hanover uses Indeed.com, an aggregator that compiles online job postings from hundreds of smaller job boards. Indeed’s Job Trends tool allows users to examine trends in the relative volume of total job postings over time nationally (e.g., the percentage of job postings at any given time that contain the search term).<sup>13</sup> Figure 2.10 presents job trends for “Digital Marketing,” “Social Media Manager” and “Web Content” keyword searches. Trends for these terms indicate job postings decrease in late 2016/early 2017 but have recently begun to recover. Figure 2.11 displays trends for “Content Writer,” “Technical Writer,” and “Copywriter” keyword searches. Postings for these terms declined in 2016, but have recently stabilized.

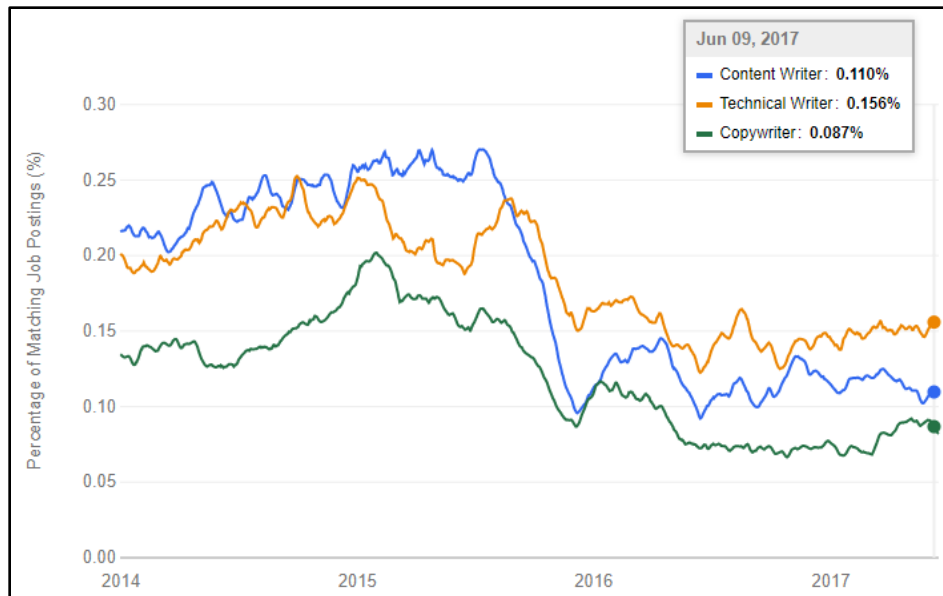
<sup>13</sup> “Job Trends.” Indeed.Com. <http://www.indeed.com/jobtrends>

**Figure 2.10: Job Posting Trends for “Digital Marketing,” “Social Media Manager” and “Web Content” Keyword Searches**



Source: Indeed Job Trends

**Figure 2.11: Job Posting Trends for “Content Writer,” “Technical Writer,” and “Copywriter” Keyword Searches**



Source: Indeed Job Trends

In addition to reviewing job trends, Hanover also analyses individual job postings from the Charlotte area to provide further insight into the local job market.

Hanover’s review of job postings suggests there are numerous roles available for job seekers holding a bachelor’s degree in a RWTS-related field. Possible employees included marketing

companies, media companies, and various businesses. Job postings commonly required applicants to possess many of the skills the RWTS program would provide graduates including digital and multimodal writing, composition, and social media skills. Other digital skills like knowledge of keywords and SEO were common.

It is important to note that while most of the positions from Hanover's review require bachelor's degrees, many required several years of experience, with few appearing to be purely entry-level positions. While these positions are not strictly digital marketing or marketing positions, this reflects the findings from the McKinley Marketing Partners 2017 hiring survey concerning employers being more interested in hiring experienced employees.

**Figure 2.12: Sample of Current RWTS-Related Job Postings in Charlotte, NC**

JOB TITLE	ORGANIZATION	JOB DESCRIPTION	QUALIFICATIONS	PROJ. SALARY
Digital Content Writer	Avidxchange	<ul style="list-style-type: none"> <li>▪ Write compelling copy</li> <li>▪ Gain backlinks from relevant websites</li> <li>▪ Provide keyword research for projects and products</li> </ul>	<ul style="list-style-type: none"> <li>▪ BA/BS in Marketing, Journalism, English, or a related field</li> <li>▪ 3 years experience writing in the financial or tech space</li> </ul>	Not specified
Freelance Writer	Thrillist	<ul style="list-style-type: none"> <li>▪ Create content on new and best destinations</li> <li>▪ Work with the editor on new ideas</li> <li>▪ Submit media, including original photos</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3+ years experience writing, focus on food and nightlife</li> <li>▪ Strong writing skills</li> <li>▪ Photograph experience</li> </ul>	Not specified
SEO Content Marketing Specialist	Lending Tree	<ul style="list-style-type: none"> <li>▪ Working with writers to create content pieces</li> <li>▪ Monitor content marketing trends</li> <li>▪ Create process for managing content promotion</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2+ years digital marketing experience, with 1 year SEO or content marketing experience</li> <li>▪ Basic knowledge of HTML preferred</li> </ul>	Not Specified
Assignment Editor	WCNC-TV (TEGNA Inc.)	<ul style="list-style-type: none"> <li>▪ Review news releases, monitor police and fire scanners and other new sources for stories</li> <li>▪ Plan and assign news stories and event coverage and coordinate crews to ensure stories are covered</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bachelor’s degree in journalism/communications</li> <li>▪ 2 years web/newsroom experience</li> <li>▪ Experience posting to stories to digital/mobile/social platforms</li> </ul>	Not specified
Editor Assignment	WSOC-TV (Cox Media Group)	<ul style="list-style-type: none"> <li>▪ Maintain contact with business, police, and government agencies</li> <li>▪ Develop stories for on-air and online use</li> <li>▪ Write news updates for web and social media digital content</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bachelor’s degree in journalism or related field</li> <li>▪ Previous newsroom experience preferred</li> <li>▪ Excellent writing, grammar, and copyediting skills</li> </ul>	Not specified
Content Strategist	The Creative Group	<ul style="list-style-type: none"> <li>▪ Collaborate with strategists, producers, and researchers on multimodal experiences for online banking</li> <li>▪ Create content strategies</li> <li>▪ Act as project lead for teams writing creative briefs and coordinating project teams</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3-5 years content strategy experience with 1-2 years as an online content strategist</li> <li>▪ Experience with digital editorial standards and guidelines</li> <li>▪ Mobility experience</li> </ul>	\$83,000-\$100,000/year

JOB TITLE	ORGANIZATION	JOB DESCRIPTION	QUALIFICATIONS	PROJ. SALARY
Digital Communications Specialist	Charlotte Regional Visitors Authority	<ul style="list-style-type: none"> <li>Support content creation for CRVA websites</li> <li>Utilize photography and video to help promote CRVA beyond the written word</li> <li>Draft and copy edit communications materials</li> </ul>	<ul style="list-style-type: none"> <li>BA in communications, journalism, or a related field</li> <li>3-5 years experience in social media content creation and management or digital marketing</li> </ul>	Not Specified
Senior Copywriter	CapTech	<ul style="list-style-type: none"> <li>Write and edit content and copy</li> <li>Collaborate with the CX on client projects</li> <li>Analyze existing content for new digital format opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Experience in financial services</li> <li>Experience writing in variety of digital formats</li> </ul>	Not specified
Junior Copywriter	W the Brand, LCC	<ul style="list-style-type: none"> <li>Develop visual and verbal concepts using diverse media</li> <li>Analyze and develop content from medical journals and research</li> <li>Create and edit medical press releases</li> </ul>	<ul style="list-style-type: none"> <li>BS in Science, English, Communications, or creative writing preferred</li> <li>Master's degree a plus</li> <li>3 years experience writing copy</li> </ul>	Not specified
Copywriter	The Creative Group	<ul style="list-style-type: none"> <li>Develop concepts and write copy for marketing campaigns</li> <li>Write copy for internal and external promotional material</li> <li>Write scripts for web projects, banner ads, websites, and email</li> </ul>	<ul style="list-style-type: none"> <li>3 years copywriting experience</li> <li>A record of creating copy over a number of mediums</li> </ul>	\$20-\$23/hour
L&D Writer 1	Spectrum	<ul style="list-style-type: none"> <li>Create written content to design specifications</li> <li>Use various media to increase user understanding of content</li> <li>Work in a variety of content management systems</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor's degree in English, Communications, Journalism, Public Relations, Advertising, Web Design or related field</li> <li>Externship/Internship in writing or copy editing</li> </ul>	Not specified
Junior Content Writer	Townsquare Interactive	<ul style="list-style-type: none"> <li>Create 2,000-3,000 words of content daily</li> <li>Analyze company sites for SEO effectiveness</li> <li>Work with SEO team to enhance current content</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor's degree</li> <li>1+ year experience writing marketing copy for the web</li> <li>Experience with keyword density and SEO</li> </ul>	Not specified

JOB TITLE	ORGANIZATION	JOB DESCRIPTION	QUALIFICATIONS	PROJ. SALARY
Technical Writer	VBOA	<ul style="list-style-type: none"> <li>▪ Assist in writing/editing technical documents</li> <li>▪ Translate technical data into easy-to-understand language for end users of IT systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ 4-year degree</li> <li>▪ Working knowledge of the MS Office suite, SharePoint, and Visio</li> </ul>	\$33/hour
Copywriter, Employment Branding	XPO Logistics	<ul style="list-style-type: none"> <li>▪ Develop employment brand content</li> <li>▪ Write copy for a variety of media including social media, blogs, and recruiting sites</li> <li>▪ Work with art directors on marketing projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bachelor’s degree</li> <li>▪ 3+ years advertising experience</li> <li>▪ Experience writing for digital, print, and video</li> </ul>	Not specified

Source: Indeed.com<sup>14</sup>

---

<sup>14</sup> “Job Search.” Indeed.Com. <https://www.indeed.com/>

## SECTION III: SELECTED PEER AND COMPETITOR PROGRAM PROFILES

This section provides an overview of writing and rhetoric offerings from identified peers of UNC Charlotte and profiles of two programs from these peers and one program with a similar structure to the BA in RWTS program. The profiled programs are listed below, along with a brief explanation of the rationale for inclusion in this section.

**Figure 3.1: Overview of Profiled Programs**

INSTITUTION	PROGRAM NAME	BRIEF DESCRIPTION/RATIONALE FOR INCLUSION
University of Rhode Island	BA in Writing and Rhetoric	This is an example of a program from a self-identified peer of UNC Charlotte offering a rhetoric and writing-focused program with some coursework with the digital/technology focus of the RWTS program
Western Michigan University	Bachelor’s in English – Rhetoric and Writing	This is an example of an English program offered with a rhetoric and writing concentration offering some coursework with the digital/technology focus of the RWTS program
University of Kentucky	BA/BS in Writing, Rhetoric, and Digital Studies	This is an example of a program that more closely resembles the RWTS program at UNC Charlotte, but was not included on the list of similar programs provided by UNC Charlotte

Source: Institutional Websites

### PEER PROGRAM OVERVIEW

As part of its review of the competitive landscape for UNC Charlotte’s proposed BA in RWTS program, Hanover examined a list of self-identified peers for UNC Charlotte to determine if any offer comparable programs to the proposed program.

To ensure a thorough review of the peer institutions, Hanover identified programs with components that are similar to the RWTS program but may not provide direct competition. Fourteen of 17 peer institutions offer programs with applicable components. Figure 3.2 provides a list of peer institutions and the programs they offer. Eight offer similar coursework through bachelor’s programs in English, two through bachelor’s programs in writing or writing and rhetoric, six through minors, and six through certificate programs in professional/technical writing. Though professional and technical writing programs are common, none of the identified programs provide the same direct focus on technology in writing and digital rhetoric.

**Figure 3.2: English, Writing, and Rhetoric Programs Offered by Peer Institutions**

INSTITUTION	PROGRAM
Florida Atlantic University	<u>Certificate in Professional and Technical Writing</u>
Florida International University	<u>Certificate in Professional and Public Writing</u>
Kent State University	<u>Minor in Professional and Technical Writing</u>

INSTITUTION	PROGRAM
Old Dominion University	<a href="#"><u>BA in English – Professional Writing Concentration</u></a> <a href="#"><u>Certificate in Professional Writing</u></a> <a href="#"><u>BS in Interdisciplinary Studies – Professional Writing</u></a>
Portland State University	<a href="#"><u>Minor in Writing</u></a>
University of Colorado – Denver	<a href="#"><u>BA in Writing</u></a> <a href="#"><u>Minor in Writing</u></a>
University of Louisville	None
University of Massachusetts – Lowell	<a href="#"><u>Bachelor’s in English – Journalism and Professional Writing</u></a> <a href="#"><u>Minor in Digital Media</u></a>
University of Nevada – Las Vegas	<a href="#"><u>BA in English – Professional Writing</u></a>
University of New Mexico	<a href="#"><u>Bachelor’s in English Rhetoric and Writing Discipline</u></a>
University of Rhode Island	<a href="#"><u>BA in Writing and Rhetoric</u></a>
University of Texas at Arlington	<a href="#"><u>BA in English</u></a> <a href="#"><u>Certificate in Technical Writing and Professional Communication</u></a> <a href="#"><u>Minor in Writing</u></a>
University of Texas at San Antonio	<a href="#"><u>BA in English – Professional Writing</u></a> <a href="#"><u>Minor in Professional Writing</u></a> <a href="#"><u>Certificate in Professional Writing and Rhetoric</u></a>
University of Toledo	<a href="#"><u>Technical and professional writing courses</u></a>
University of Wisconsin – Milwaukee	<a href="#"><u>Bachelor’s in English – Rhetoric and Writing</u></a> <a href="#"><u>Bachelor’s in English – Professional and Technical Communications</u></a> <a href="#"><u>Certificate in Professional and Technical Communications</u></a>
Virginia Commonwealth University	None
Western Michigan University	<a href="#"><u>Bachelor’s in English – Rhetoric and Writing</u></a> <a href="#"><u>Minor in English – Rhetoric and Writing</u></a>

Note: Underlined text is hyperlinked to program websites

Source: Institutional Websites

### RELATED COURSEWORK

While these programs do not have the same required focus as the BA in RWTS, several offer coursework, mostly through elective courses, that would provide students with a similar background if utilized. Figure 3.3 provides a summary of RWTS-related courses and course subjects for each peer institution bachelor’s program, excluding New Mexico as its curriculum did not provide many similar courses. The summaries also exclude professional, technical, and business writing specific courses, which most peer institution programs offer. These courses commonly address topics like digital, multimedia, and multimodal writing.



**Figure 3.3: RWTS-Related Courses and Course Subjects at Peer Institutions**

**Old Dominion University: BA in English – Professional Writing**

- Introduction to Rhetoric, Digital Writing, Writing with Video, Writing in Digital Spaces, Multimedia Journalism, Critical Theory, Writing in the Disciplines

**University of Colorado – Denver: BA in Writing**

- Advanced Rhetorical Analysis, Grammar, Rhetoric, and Style, Multimedia Composition, Special Topics in Rhetoric and Writing, Writing for Mass Media

**University of Massachusetts – Lowell: Bachelor’s in English – Journalism and Professional Writing**

- Critical Methods, Reading and Writing New Media, Visual Rhetoric

**University of Nevada – Las Vegas: BA in English – Professional Writing**

- Electronic Documents and Publications, Document Design, Visual Rhetoric, Literary Theory and Criticism, Rhetoric and the Environment

**University of Rhode Island: BA in Writing and Rhetoric**

- Composing Processes and Canons of Rhetoric, Writing in Electronic Environments, Writing Culture, Introduction to Video Games, Writing for Community Service, Public Writing, Electronic Portfolio

**University of Texas at Arlington: BA in English**

- Rhetoric and Composition, Digital Authoring, Structure of Modern English, Writing, Rhetoric, and Multimodal Authoring, Computers and Writing, Topics in Rhetoric

**University of Texas at San Antonio: BA in English – Professional Writing**

- Introduction to Rhetoric, Topics in Rhetoric and Composition, Writing in Public and Professional Contexts

**University of Wisconsin – Milwaukee: BA in English – Multiple Concentrations**

- **Rhetoric and Writing:** Rhetoric, Writing, and Culture, Critical Analysis, Recent Rhetorical Theory, Writing with Style
- **Professional and Technical Communications:** Document Design, Writing for Nonprofits, Writing for Information Technology
- **Other Courses:** Game Culture, Survey of Current Literary, and Cultural Theory

**University of Western Michigan: Bachelor’s in English – Rhetoric and Writing**

- Rhetoric, Writing, and Culture, Topics in Textual Production, Structures of Modern English, Film Interpretation,
- **External Electives:** Graphic and Printing Science, Grant Writing for Nonprofits, Engineering Graphics

Note: Excludes most professional, technical, and business writing courses which are common among these programs, but may also include related course work digital, multimedia, or multimodal writing

## DOUBLE MAJORS

As part of the peer institution review, Hanover also examined double major policies at each institution, particularly if peers allow students to double major and if the identified programs promote double majors. As displayed in Figure 3.4, all institutions offering bachelor’s programs allow students to double major; however, only two programs promote themselves as candidates for double majors.

**Figure 3.4: Double Majors at Peer Institutions**

INSTITUTION	DOUBLE MAJOR ALLOWED	PROMOTION BY PROGRAM
Old Dominion University	Yes	One of the focal areas of the College of Arts and Letters strategic plan is Interdisciplinarity, with the college wanting to promote more collaboration across disciplines
University of Colorado Denver	Yes	Not specified
University of Massachusetts – Lowell	Yes	Not specified
University of Nevada – Las Vegas	Yes	Program states students “acquire skills in writing and textual analysis designed to complement other academic studies.”
University of Rhode Island	Yes	Program advertises half of program students are double majors, and promotes combining writing and rhetoric with other fields as a double major or minor
University of Texas at Arlington	Yes	Not specified, program frequently offers cross-listed coursework
University of Texas at San Antonio	Yes	Not specified
University of Wisconsin – Milwaukee	Yes	Not specified
University of Western Michigan	Yes	Not specified

Source: Institutional Websites<sup>15</sup>

While most programs do not directly promote double majors, many advertise the versatility of a writing or English degree for careers beyond writing-centric areas like content writing, copywriting and journalism. Commonly cited career areas include law, business administration, education, and government.

<sup>15</sup> “College of Arts and Letters 2014-2019 Strategic Plan.” Old Dominion University. p. 24.  
<https://www.odu.edu/content/dam/odu/col-dept/about-college/docs/al-strategic-plan.pdf>

## COMMUNITY OUTREACH

As part of the peer institution review, Hanover examined community outreach efforts made by UNC Charlotte’s peers. Several of the identified peer institutions participate in community outreach activities. Some examples of these include:<sup>16</sup>

- **UMass Lowell:** Participates in the Lowell Celebrates Kerouac! Festival and other events with the Merrimack Repertory Theatre and Lowell National Historical Park
- **University of New Mexico:** Hosts the annual UNM Summer Writer’s Conference in Santa Fe, which was named one of the top ten writers conferences in the United States by *USA Today*
- **University of Texas at Arlington:** The College of Liberal Arts is home to the Festival of Ideas Research Institute that holds events for the campus and surrounding community
- **University of Wisconsin – Milwaukee:** The English Department collaborates with the Cultures and Communities program which oversees community partnership grants, research, and events

Participation in community activities and events could help market a program to a wider audience and attract more prospective students.

## PROGRAM PROFILES

### UNIVERSITY OF RHODE ISLAND: BA IN WRITING AND RHETORIC

The first peer institution profile, for the University of Rhode Island (URI), offers an example of writing and rhetoric focused program that also includes RWTS-related components. The BA in Writing and Rhetoric is offered through the Harrington School of Communication and Media and requires a minimum of 30 major credits for completion (Figure 3.5).

**Figure 3.5: University of Rhode Island Program Details**

ATTRIBUTE	DESCRIPTION
Program Name	BA in Writing and Rhetoric
2015 IPEDS Completions	27 (Rhetoric and Composition)
Program Housing	School of Communication and Media
Faculty	8 professors 23 lecturers and instructors
Major Credits Required	30 minimum (51 maximum)

<sup>16</sup> “About Us.” UMass Lowell. <https://www.uml.edu/FAHSS/English/Department-of-English.aspx> [2] “Community :: Department of English Language and Literature.” University of New Mexico. <https://english.unm.edu/dept-life/community/index.html> [2] “Festival of Ideas – College of Liberal Arts.” The University of Texas at Arlington. <http://www.uta.edu/libarts/events/festival.php> [2] “Programs & Centers | English.” University of Wisconsin - Milwaukee. <https://uwm.edu/english/programs-and-centers/>

ATTRIBUTE	DESCRIPTION
Other Requirements	<ul style="list-style-type: none"> <li>▪ Practicum experience encouraged: internship or field experience course</li> <li>▪ Capstone in Electronic Portfolios</li> </ul>

Source: University of Rhode Island

### PROGRAM OVERVIEW AND OBJECTIVES

The BA in Writing and Rhetoric at URI is designed to familiarize students with rhetorical theory and history and prepare students for work with common research methods and modalities. The program describes itself as:<sup>17</sup>

- Interdisciplinary, with half of our students as double-majors
- Experiential, with opportunities for internships and fieldwork
- Technology-rich, with hands-on and production-based classes
- Community-based, with real-world projects growing from issues of local significance

The Writing and Rhetoric program also offers a minor, but the BA program does not feature any concentration areas. Little further information is provided on the “community-based” aspects of the program. While not a requirement of the program, students are encouraged to participate in internships to gain practical experience. The program counts approved internships for elective credit.<sup>18</sup>

Continuing the interdisciplinary nature of the program, graduates of the writing and rhetoric program move onto a variety of opportunities post-graduation. Some recent positions students, including several double majors, have taken on include:<sup>19</sup>

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Game Day Communications Staff, Los Angeles Rams</li> <li>▪ Junior Account Executive, Yelp</li> <li>▪ Writer/Producer/Director, Eye to Scope Productions</li> </ul> | <ul style="list-style-type: none"> <li>▪ Associate Editor, LearningWorks for Kids</li> <li>▪ Marketing Program Manager, Dell EMC</li> <li>▪ Administrative Assistant, AdavantagexPO onsite at Goldman Sachs</li> </ul> |
|---|--|

<sup>17</sup> Bulleted text taken verbatim from “About | Harrington School of Communication and Media.” University of Rhode Island. <http://harrington.uri.edu/undergraduate-program/writing-rhetoric/about-wr/>

<sup>18</sup> “Internships | Harrington School of Communication and Media.” University of Rhode Island. <http://harrington.uri.edu/undergraduate-program/writing-rhetoric/undergraduate/internships/>

<sup>19</sup> Bulleted text taken from “Employment & Career | Harrington School of Communication and Media.” University of Rhode Island. <http://harrington.uri.edu/undergraduate-program/writing-rhetoric/career-connections-2/>

**RESOURCES**

Students of the writing and rhetoric program are eligible for several scholarships and awards provided for students in English and writing majors:<sup>20</sup>

- **Gertrude Spencer Award** – Available to English and writing majors
- **Linda K. Shamoan Scholarship in Public Writing** – Available to writing majors for work in public writing or community action
- **Stephanie Bounds Award for Excellence in Writing & Rhetoric** – Available to writing majors

The URI Writing Center provides writing support and tutoring to students from across the university. The center also employs undergraduates as tutors. Students receive pay and/or credit for their services. To qualify as a tutor, students must complete the “Issues and Methods in Writing Consultancy” course which acts as the tutor training course.<sup>21</sup>

The program also provides students with access to the Writing and Rhetoric Production lab, which features computers with multimedia and video capture software and capabilities. The lab recently acquired video cameras, voice recorders, and tablet PCs for use during field research projects. Students enrolled in writing and rhetoric courses with lab fees are able to check out resources including laptops, iPads, and digital cameras.<sup>22</sup>

**CURRICULUM**

The BA in Writing and Rhetoric requires the completion of 30 credits (maximum of 51), 15 of which must be 300 level writing courses or above. The program’s core courses account for 20 credits, leaving at least 10 credits for electives.

**Figure 3.6: BA in Writing and Rhetoric Core Courses**

COURSE NAME	
WRT201: Writing Argumentative and Persuasive Texts (3 credits)	WRT235: Writing in Electronic Environments (4 credits)
WRT360: Composing Processes and Canons of Rhetoric (3 credits)	WRT490: Writing and Rhetoric (3 credits)
WRT495: Composing Electronic Portfolios (4-credit capstone)	--

Source: University of Rhode Island<sup>23</sup>

<sup>20</sup> “Scholarships & Awards | Harrington School of Communication and Media.” University of Rhode Island. <http://harrington.uri.edu/undergraduate-program/writing-rhetoric/undergraduate/scholarships-awards/>

<sup>21</sup> “Writing Center | Harrington School of Communication and Media.” University of Rhode Island. <http://harrington.uri.edu/about-main/student-experience/learning-spaces/writing-center/>

<sup>22</sup> “Writing & Rhetoric Production Lab | Harrington School of Communication and Media.” University of Rhode Island. <http://harrington.uri.edu/about-main/student-experience/learning-spaces/writing-rhetoric-production-lab/>

<sup>23</sup> “Writing & Rhetoric Major Requirements.” University of Rhode Island. <http://harrington.uri.edu/undergraduate-program/writing-rhetoric/undergraduate/requirements/>

Beyond rhetoric and composition and writing course work core requirements, URI offers several courses with similar topics and objectives to the proposed RWTS program. Two courses are part of the major core requirements (Figure 3.6) while four are electives.<sup>24</sup>

- **Writing in Electronic Environments** – Course focusing on digital writing. Topics include web design, social media, presentation software, blogs, and construction of a digital portfolio. The course requires a technology-based practice experience.
- **Composing Electronic Portfolios** – The capstone course for writing and rhetoric majors requires students to create a digital portfolio of work. The course requires a public showcase and a technology-based practice experience.
- **Writing Culture** – Students gain experience cultural writing including profiles, food and fashion writing, reviews, and more. The course requires fieldwork and technology practice experiences.
- **Introduction to Video Games, Users, and Contexts** – Students explore video game development through a variety of contexts. Students participate in critical analysis and multimedia pitch projects. The course requires video game playing outside of class.
- **Writing for Community Service** – Students study writing in community service organizations. The course requires community service work including research, writing, and design.
- **Public Writing** – students learn about writing for the public sphere. Emphasizes “civic literacy, democratic discourse, and writing for change.” The course requires fieldwork.

All the courses identified above include technology practice, fieldwork, or community service components, which reinforces the program’s self-description of promoting experiential learning for students.

### OLD DOMINION UNIVERSITY – BA IN ENGLISH – PROFESSIONAL WRITING

The BA in English – Professional Writing is offered through the College of Arts and Letters at Old Dominion University (ODU) and requires 43 credits to complete (Figure 3.7). While ODU also offers a BS in Interdisciplinary Studies, this program has a heavier focus on business, communications, and human relations, and provides less comparable coursework to the proposed BA in RWTS program.

**Figure 3.7: Old Dominion University Program Details**

ATTRIBUTE	DESCRIPTION
Program Name	BA in English – Professional Writing
2015 IPEDS Completions	195 (Rhetoric and Composition)

<sup>24</sup> “Course Listings | Harrington School of Communication and Media.” University of Rhode Island. <http://harrington.uri.edu/undergraduate-program/writing-rhetoric/undergraduate/course-listings/>

ATTRIBUTE	DESCRIPTION
Program Housing	College of Arts and Letters
Faculty	7 Professors 10 Associate Professors 8 Assistant Professors 21 lecturers and instructors
Major Credits Required	43 (22 core, 15 concentration, 6 elective)
Other Requirements	<ul style="list-style-type: none"> <li>▪ Internship concentration course is available</li> </ul>

Source: Old Dominion University<sup>25</sup>

### PROGRAM OVERVIEW AND OBJECTIVES

Old Dominion University promotes its Professional Writing program as “one of the most cutting edge...programs in the country, which specializes in technology, rhetoric, and multimedia.”<sup>26</sup> This focus establishes it as one of the more comparable programs to the proposed BA in RWTS of those offered by UNC Charlotte’s institutional peers.

In addition to the Professional Writing concentration, ODU offers four other bachelor’s concentrations: Creative Writing, Journalism, Linguistics, and Literature.<sup>27</sup> The bachelor’s programs are designed to prepare students for both careers and graduate work in “law, literature, creative writing, and rhetoric and composition.”<sup>28</sup>

ODU graduates have moved on to positions as “technical writers, journalists, and professional communicators,” as well as graduate fields including “law, literature, creative writing, and rhetoric and composition.”<sup>29</sup>

### RESOURCES

Similar to URI, the English Department at ODU has a Writing Center which provides students with tutoring to improve writing strategies. As opposed to URI, graduate students primarily serve as tutors.<sup>30</sup>

The English Department at ODU also supports two departmental computer labs, the English Instructional Computer Lab and a digital server space. The instructional computer lab features computers equipped with image, sound, and video editing software for students working on new media composition. The lab may be reserved by English instructors for classes.<sup>31</sup>

<sup>25</sup> “English | Old Dominion University 2017-2018 Catalog.” Old Dominion University. <http://catalog.odu.edu/undergraduate/collegeofartsletters/english/>

<sup>26</sup> “Department Emphases | English.” Old Dominion University. <http://www.odu.edu/englishdept/academics/department-emphases>

<sup>27</sup> “English | Old Dominion University 2017-2018 Catalog,” Op. cit.

<sup>28</sup> “English Department.” Old Dominion University. <http://www.odu.edu/englishdept>

<sup>29</sup> Ibid.

<sup>30</sup> “The Writing Center.” Old Dominion University. <http://www.odu.edu/al/centers/writing-center>

<sup>31</sup> “Department Computer Labs.” Old Dominion University. <http://www.odu.edu/englishdept/resources/department-computer-labs>

**CURRICULUM**

The BA in English – Professional Writing requires 43 credits to complete, with core coursework accounting for 22 credits (Figure 3.8). Core coursework focuses primarily on literature, with two courses required in rhetoric, critical theory, or linguistics.<sup>32</sup>

**Figure 3.8: BA in English – Professional Writing Core Courses**

REQUIREMENT	
ENGL 200 Introduction to English Studies	Introduction to British Literature I or II
One American Literature course	One World Literature course
One Shakespeare course	One topical Literature course
Two courses in rhetoric, critical theory, or linguistics	--

Source: Old Dominion University Catalog<sup>33</sup>

In addition to core curriculum requirements, students must complete 15 concentration course credits. Several courses within the Professional Writing concentration focus on subjects similar to the proposed BA in RWTS.<sup>34</sup>

- **Digital Writing** – focuses on writing in digital formats including webpages, email, wikis, and blogs, and includes instruction in “hypertext authoring, digital and visual rhetoric, and image manipulation.”
- **Writing in the Disciplines** – a workshop course focusing on writing in various academic and professional disciplines, including the production of various projects for specific audiences.
- **Writing in Digital Spaces** – Offers more advanced coursework in composition in digital areas included in the Digital Writing course as well as interactive media. The course also provides history and context for the digital environment in which students work.
- **Writing with Video** – Students explore “video as a rhetorical narrative medium” and learn about producing video work. Writing is integrated throughout the course including storyboarding and critique.

Much of the Professional Writing concentration coursework focuses on producing writing in digital and multimodal environments, which is a primary focus of the proposed RWTS program.

**UNIVERSITY OF KENTUCKY BA/BS IN WRITING, RHETORIC, AND DIGITAL STUDIES**

The BA/BS in Writing, Rhetoric, and Digital Studies (WRD) at the University of Kentucky (UK) is offered through the College of Arts and Sciences and requires 45 major credits to complete.

<sup>32</sup> “English | Old Dominion University 2017-2018 Catalog,” Op. cit.

<sup>33</sup> Ibid.

<sup>34</sup> Bulleted text taken from Ibid.



**Figure 3.9: University of Kentucky Program Details**

ATTRIBUTE	DESCRIPTION
Program Name	BA in Writing Rhetoric, and Digital Studies
2015 IPEDS Completions	1 (Rhetoric and Composition)*
Program Housing	College of Arts and Sciences
Faculty	1 Professor 4 Associate Professors 9 Assistant Professors 2 Lecturers
Major Credits Required	45 (6 core, 27 WRD electives, 12 outside electives)
Other Requirements	▪ Internship course is available

Source: University of Kentucky<sup>35</sup>

\*Note: Completions may be recorded under a different CIP code

### PROGRAM OVERVIEW AND OBJECTIVES

The WRD program at UK is “dedicated to the study and teaching of writing practices, public rhetoric, and digital media.” Much of the program’s promotional information focuses on the omnipresence of rhetoric and writing throughout every industry. The program argues that writing is part of every industry and students need to have the skills for writing. The “Why Major in WRD” program webpage presents a series of career scenarios for students to imagine:<sup>36</sup>

- Imagine yourself a lawyer drawing on argumentative, research, and storytelling skills you learned in WRD.
- Imagine yourself working for a pharmaceutical company, drawing on social media skills in WRD as you design social media campaigns.
- Imagine yourself a content manager for ESPN.com, drawing on organizational skills you learned in WRD in order to design site sections or write essay length stories.

These scenarios and the WRD program focus on writing and rhetoric being “everywhere” helps the program present itself as both an option for a wide range of careers and an option for interdisciplinary studies or a double major.<sup>37</sup>

The WRD program also offers a minor in WRD and a minor in Profession and Technical Writing.<sup>38</sup> Program students are also encouraged to participate in internships, which can be completed for academic credit. These internships are sometimes helped with local institutions. Recent examples include the Lexington Mayor’s Office and the Lexington Rescue Mission<sup>39</sup>

<sup>35</sup> “Writing, Rhetoric & Digital Studies.” University of Kentucky. <https://wrd.as.uky.edu/>

<sup>36</sup> “Why Major in WRD? | Writing, Rhetoric & Digital Studies.” University of Kentucky. <https://wrd.as.uky.edu/why-major-wrd>

<sup>37</sup> Ibid.

<sup>38</sup> “About WRD | Writing, Rhetoric & Digital Studies.” University of Kentucky. <https://wrd.as.uky.edu/wrd-about>

<sup>39</sup> “Internships | Writing, Rhetoric & Digital Studies.” University of Kentucky. <https://wrd.as.uky.edu/internships-0>

The “Careers in Writing” program webpage provides an extensive list of potential industries and career areas in which graduates have the potential to work. Some examples include:<sup>40</sup>

- Social media
- Website design
- App creation
- Technical writing
- Government
- Public advocacy
- Public policy
- Grant writing
- Teaching
- Education

Again, presenting these careers helps to promote the interdisciplinary nature of the program.

### RESOURCES

The University of Kentucky, like the two other profiled institutions, offers writing center services to students. The center provides support for students on writing and proof reading strategies. The center is staffed by both graduate and undergraduate students.<sup>41</sup> The WRD program offers a “Writing Center Peer Tutoring” course to help prepare undergraduate students for work in the center.<sup>42</sup>

The faculty of the WRD program features several leaders in their fields including Jewish rhetoric, gender rhetoric, public debate, science and religion rhetoric, and more. The faculty also includes leaders in social and digital media, including documentary film and the digital humanities.

The WRD program also hosts two writing contests for student work, the Feinberg Contest and the WRD Student Writing Awards. The Feinberg Contest is a personal essay contest dedicated to a former teacher and is award to a student exemplifying qualities she embodied. The winner receives a cash prize and is honored at the WRD Award Ceremony.<sup>43</sup> The WRD Student Writing Awards are given through the WRD Excellence in Composition Contest and includes winners in essays and written texts and digital projects.

### CURRICULUM

The curriculum requirements for the BA/BS in WRD only specify two required courses for the major, an intro course and a culminating senior project course. The remaining requirements are built on a series of electives requiring both WRD courses and outside courses.

---

<sup>40</sup> “Careers in Writing | Writing, Rhetoric & Digital Studies.” University of Kentucky. <https://wrd.as.uky.edu/careers-writing>

<sup>41</sup> “The Robert E. Hemenway Writing Center | Writing, Rhetoric & Digital Studies.” University of Kentucky. <https://wrd.as.uky.edu/writing-center>

<sup>42</sup> “Course Descriptions | Writing, Rhetoric & Digital Studies.” University of Kentucky. <https://wrd.as.uky.edu/wrd-course-descriptions>

<sup>43</sup> “Feinberg Contest | Writing, Rhetoric & Digital Studies.” University of Kentucky. <https://wrd.as.uky.edu/feinberg-contest>

**Figure 3.10: BA/BS in WRD Curriculum Requirements**

REQUIREMENT	
WRD 300: Intro to Writing, Rhetoric, and Digital Studies	WRD 430: Advanced Workshop: The Senior Project
3 credits 200-level WRD courses	12 credits 300-level WRD courses
12 credits 400-level WRD courses	6 credits outside support electives
6 credit outside free electives	--

University of Kentucky<sup>44</sup>

WRD program offers students three elective tracks:<sup>45</sup>

- Professional Editing and Writing
- Rhetorical Theory and Practice
- Digital Studies

For this profile, Hanover focuses on the Digital Studies track as it is focused on “those who want to write and produce content for electronic spaces and understand how those spaces are designed.”<sup>46</sup> Figure 3.11 presents the Digital Studies track courses offered by the WRD program. The Digital Studies courses focus on producing writing and media in a variety of formats, with several courses focused on documentary film.

**Figure 3.11: BA/BS in WRD: Digital Studies Elective Courses**

COURSE NAME	DESCRIPTION
<b>200-Level Courses</b>	
Multimedia Writing	Students gain an understanding of writing and rhetoric of multimedia. Includes publishing a variety of media to the web including video, blogs, wikis, comics, and photography.
Social Media: Theory, Culture, Politics, Practice	The course examines the impact of social media and writing on “what it means to participate in the community, society, and public discourse.”
<b>300-Level Courses</b>	
Introduction to Professions in Writing	Reviews careers in writing, including teaching, professional writing, publishing, and editing.
Visual Rhetoric	Students explore the historical, modern, and possible future practice of visual rhetoric. Students learn different techniques for critiquing visuals.
History of the Documentary	Traces the history of documentary film, focusing on the American documentary.
Introduction to Documentary	Students examine approaches to documentary with a focus on production of their own.
<b>400-Level Courses</b>	
Autobiographical Composition	A special topics course focused on the production of an autobiographical composition.

<sup>44</sup> “Major and Minor | Writing, Rhetoric & Digital Studies.” University of Kentucky. <https://wrd.as.uky.edu/major-and-minor>

<sup>45</sup> “About WRD | Writing, Rhetoric & Digital Studies,” Op. cit.

<sup>46</sup> Ibid.

COURSE NAME	DESCRIPTION
Digital Composing	Focuses on analysis and theory of digital composing across a variety of digital mediums.
Intermediate Documentary Production	Explores documentary styles and focuses on the student's production their own documentaries
Advanced Workshop: Senior Project	Students chose from a senior thesis, a digital installation, or portfolio of work for their Senior Project

Source: University of Kentucky<sup>47</sup>

---

<sup>47</sup> "Course Descriptions | Writing, Rhetoric & Digital Studies," Op. cit.

## PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

## CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.



4401 Wilson Boulevard, Suite 400

Arlington, VA 22203

P 202.559.0500 F 866.808.6585

[www.hanoverresearch.com](http://www.hanoverresearch.com)

## Appendix 7

**NATIONAL SAMPLE: ENROLLMENT IN WRITING MAJORS  
(Aspirational Programs and Departments)**

Institution/ Place	Department/Degree	Enrollment	Comments
<b>Georgia Southern</b>	Department of Writing and Linguistics  BA in Writing and Linguistics	2014: 16 majors 2015: 127 majors 2016: 120 majors 2017: 118 majors  Retention rate for first-year cohort: 90.9%. Degree completion rates are a steady 85%.  (Janice Walker, Interim Department Chair)	Though a new department, this constitutes 1% of total graduates at GSU.
<b>St. Edward's University, Austin, TX</b>	Department of Literature, Writing and Rhetoric  BA in Rhetoric and Writing	2017: 112 majors.  (Mary Rist, Chair)	WRIT is the second largest major in the School of Humanities.
<b>Syracuse University Syracuse, NY</b>	Department of Writing Studies, Rhetoric and Composition  BA: Writing and Rhetoric/	Our major holds steady each year at about 80 – 85 students.  (Tony Scott, associate Professor, Rhetoric and Writing)	
<b>University of Central Florida</b>	Department of Writing and Rhetoric  BA in Writing and Rhetoric/	2014 : 39 majors 2015: 86 majors 2016: 95 majors 2017: 100 major  (Laurie Pinkert, Director of Undergraduate Programs,	
<b>University of Kentucky</b>	BA/BS in Writing Rhetoric and Digital Studies/ Department of Writing Rhetoric and Digital Studies	New department/major: 40-45 majors  (Michael Pinnell, Director of Undergraduate Studies)	
<b>University of Utah</b>	BA or BS in Writing and Rhetoric Studies	2012: 22 (minors) 2012: 16 majors 2014: 44 majors 2015 57 majors 2016 105 majors 2017 113 declared; 11 graduated  (Jay Jordan, Chair)	

## Appendix 8





18 April 2018

Joan A. Mullin, Executive Director  
University Writing Program  
134 Cameron  
UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223  
VIA EMAIL

Dear Joan:

Thank you for sending me a copy of your proposal for a major in Writing Rhetoric and Digital Studies (WRDS) at UNC Charlotte. After reading the proposal closely, I am happy to offer you my complete support.

The description of the proposed WRDS major, the Student Learning Outcomes, and the proposed curriculum all work together to define a program that is interdisciplinary in scope. Students need to learn the kind of flexibility and rhetorical skills this program will offer, whether they plan to enter the workforce directly after graduation or pursue graduate study.

My understanding is that this major would be housed in the Writing Program at UNC-Charlotte, while collaborating with the English Department's technical communication offerings, as well as computing and informatics, anthropology, business, art, design, and architecture, to offer a sound foundation in writing for a variety of rhetorical situations and media, through both required courses and elective concentrations. Having helped to build a BA in Writing and Linguistics in the Department of Writing and Linguistics at Georgia Southern University that requires courses in multiple areas, including Creative Writing, Technical and Professional Writing, Linguistics, and Writing Studies, I fully support the kind of breadth that a student's minor and/or elective courses can offer.

As I'm sure you know, graduates of these types of programs are in great demand in a wide variety of industries. The proposed curriculum offers coursework that fosters both traditional "writing" skills as well as the kind of theoretical foundation required to develop critical rhetorical skills as well as practical skills. This is evident in the proposed Student Learning Outcomes that focus on the necessity for students to understand and demonstrate their understanding of literacy as situated historically, culturally, and globally whether in print-mediated and/or digitally mediated environments.

Your proposed program in WRDS (by the way, I love this acronym!) meets disciplinary standards in an area that is poised to show tremendous workforce growth in the next few years—growth that has already begun.

DEPARTMENT OF WRITING AND LINGUISTICS  
P.O. BOX 8026 • STATESBORO, GA 30460-8026 •  
TELEPHONE 912-478-0141 • FAX 912-478-0783  
<http://cah.georgiasouthern.edu/writing/>

SAVANNAH • STATESBORO • HINESVILLE

A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA • AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

Page 2  
Dr. Joan A. Mullin  
18 April 2018

Further, the interdisciplinary focus of the proposed degree program gives it a selling point that only a handful of other programs currently offer.

Thank you for allowing me the opportunity to review this proposal. I strongly support its approval. Please let me know if you have any further questions, I can be reached via email (best way) at [jwalker@georgiasouthern.edu](mailto:jwalker@georgiasouthern.edu) or phone at 912-478-0230.

Yours truly,



Dr. Janice R. Walker  
Professor and Interim Chair  
Department of Writing and Linguistics

/jrw



UNIVERSITY OF CENTRAL FLORIDA

**Department of Writing and Rhetoric**

P.O. Box 161345  
Orlando, FL 32816-1345

May 3, 2018

Dr. Joan A Mullin  
Executive Director, University Writing Program, UNC Charlotte  
134 Cameron  
9201 University City Blvd.  
Charlotte, NC 28223

Dear Dr. Mullin:

Thank you for the opportunity to write a letter on behalf of the University Writing Program in support of its proposal to begin a Bachelor of Arts degree in Writing, Rhetoric and Digital Studies (WRDS) at the University of North Carolina Charlotte. I enthusiastically support the creation of such a degree and can anticipate the benefit UNC students will receive through their participation in WRDS.

As chair of a large, independent Writing and Rhetoric department in Central Florida, I can testify to the need for a degree in Writing, Rhetoric and Digital Studies. Undergraduate students desire rhetorical knowledge and writing skills, but they look for BA programs that can equip them with the kinds of current knowledge, including technical knowledge, they need for today's workplaces. Our own BA in Writing and Rhetoric is only 4 years old, but has already exceeded initial enrollment projections and has graduated increasing numbers of students who have gone on to successful employment and graduate school placements. As national studies have shown, employers seek graduates with the ability to communicate effectively, both orally and in writing, and students graduate from programs like UCF's BA in Writing and Rhetoric with those skills. I have no doubt based on the curriculum that you have shared with me that UNC students would gain those same skills in the WRDS degree.

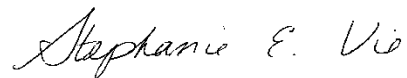
In particular, I am pleased to see courses that draw upon the kind of contemporary communication environments within which students frequently find themselves writing; a course such as the WRDS proposed "Online Writing: Ethics, Appropriation and Social Media" would ask students to address writing in digital spaces and social media, a topic that continues to grow in importance, particularly in the wake of high-profile data scandals such as the Cambridge Analytica breach. Other courses like "Information Literacy & Digital Composing" and "Arguing with Images" also ask students to consider communication beyond merely the written word, aligning with continued calls in writing studies scholarship to attend

to twenty-first-century literacies through the inclusion of digital technologies and multimodal composing. Your proposed curriculum is both current and comprehensive.

Similarly, courses that ask students to engage in community-based educational environments such as “Reading, Writing & Archiving Charlotte” or “Civic and Public Discourse” prepare students to enter the global communication arena through explorations of the role of rhetoric in the public sphere and the impact of such communication in their local community. Our students in DWR have found our commitment to social justice, environmental rhetoric, and community engagement highly appealing, and through high-impact practices such as practicum courses, internships, e-portfolios, and capstone classes, students leave with an understanding of how language and writing has impactful power in the world. As the Association of American Colleges & Universities has noted, students who participate in high-impact practices develop needed intellectual abilities, practical competencies, communication, collaboration, and critical thinking. Thus, I am pleased to see your proposed WRDS curriculum includes portfolios and capstone courses, high-impact practices that will provide students opportunities for workplace immersion and deep mentoring with faculty.

I am pleased to endorse the proposal for a Bachelor of Arts degree in Writing, Rhetoric and Digital Studies at UNC Charlotte and look forward to potential cross-institutional collaboration in support of students’ twenty-first-century literacies and writing expertise. Indeed, I see evidence of collaborative activity already in your proposal, and anticipate that you will readily be able to work closely with other programs and departments in ways that support a vertical writing curriculum at UNC Charlotte. I wish you the best with your proposal and hope that several years from now, you too will be sharing the successes of WRDS graduates.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie E. Vie".

Stephanie Vie  
Chair, Department of Writing and Rhetoric  
University of Central Florida



Independent Writing Departments and Programs Association

April 15, 2018

Joan A. Mullin, Executive Director, University Writing Program  
Professor of English  
UNC Charlotte, 134 Cameron  
9201 University City Blvd. |  
Charlotte, NC 28223

Dear Joan:

Thank you for sharing information about your work on the proposed Writing, Rhetoric and Digital Studies (WRDS) Major at UNC Charlotte. Such a program would be of significant value to students attending UNCC, and the emphasis given to writing, rhetoric, and digital studies (as indicated by the name of your proposed major) aligns well with what students need and what employers and graduate programs are looking for in those recruited into their workplaces and academic programs. I am writing to endorse the development and implementation of your program, aligning as it does with the values of our association.

In reviewing the summary of your proposed major, I notice that it offers students the skills they need in order to be competitive in today's marketplace; it also supports the development of critical thinking, rhetorical awareness, and adaptability – all of which are vital for today's graduates. More than ever, they are being asked to navigate multiple and diverse settings that call for not only skills but the knowledge of when to best deploy and implement specific skills in order to solve complex problems. This is what lifts majors like the one you are proposing above standard technical communication majors: the inclusion of problem-solving and collaborative project management are essential for successful communication, be it in textual, digital, or combined mediums and modes.

You also have the added value of such a major coming from an independent writing program. In my experience – and also in the experience of those who also teach in independent writing programs – being a standalone program allows for robust and productive interdisciplinary and cross-disciplinary collaborations. Independent programs bring an objectivity to the writing curriculum that is needed, for more and more companies and institutions are requiring their members to navigate across disciplinary boundaries and work with others to achieve complex and sustainable goals. Your major would support just that.

Best wishes as you move forward,

Alice // *Alice*

President: Alice Johnston Myatt, University of Mississippi  
Vice-President: Sue Pagnac, Central College of Iowa  
Past-President: Leslie Werden, Morningside College

## Appendix 9

**Major: Rhetoric**

**Class of 2016 Survey Results**

The Career Center’s annual Career Destinations Survey of graduating seniors illustrates the variety of employment and graduate school choices made by students in a given major. Fields with four or less responses are not shown to protect the confidentiality of respondents.

**Employers & Job Titles** data includes full-time and part-time employment, and internships.

**Please note:** Students with multiple majors are represented in each major. For example, a double major in English and Computer Science will have responses included in both reports.

**Department Website:** <http://rhetoric.berkeley.edu/>

**Results Summary**

Graduated	Responded	Percent		
85	18	21%		

Text

**Post-Graduate Activities**

Employed	Attending Grad School	Seeking Employment	Other	
50%	28%	17%	6%	

**Employment Sectors & Average Salary**

For Profit	Nonprofit	Education	Government	Average Salary
70%	10%	20%	0%	\$50,776

Employer	Job Titles
Draem Ventures	Junior Venture Partner
Gusto	Tax Operations
Kabbage	Marketing Intern
Meadowood Napa Valley	Reservations Agent
NPR/KQED Public Radio	Producer
Robert Half International	Staffing Manager

Spanish Ministry of Education, Culture & Sport	Assistant Language Teacher
Teach for America	Teacher
University of California San Francisco	Program Coordinator

### Graduate Schools Attending

ART HISTORY	Harvard University	PhD
LAW	UC Berkeley	JD
LAW	University of California-Davis	JD
LAW	UC Hastings College of Law	JD
SECONDARY EDUCATION	Mills College	Masters



## Appendix 10

## Report Summary: Hanover Research

In the following report, [Writing Skills for Career Entry and Advancement](#), (2017) Hanover Research conducts a review of current literature discussing the importance of writing instruction in higher education, as well as specific writing requirements that lead to career readiness and success. (Accessible with our university password)

### KEY FINDINGS

- **Concerns about the state of writing instruction have led some authorities to call for a "writing revolution" across all levels of American education.** The National Commission on Writing, for instance, suggests that "put[ting] language and communication in their proper place in the classroom" is crucial for economic growth and the expansion of opportunity. The Commission argues that writing education is inadequate at all levels of schooling - including within the higher education space - and that institutions of higher education should aim to ensure writing is "infused across the curriculum." Faculty should also have access to adequate professional development opportunities in order to facilitate the improvement of student writing.
- **Students and employers have different views of students' writing skills, with employers generally expressing more skepticism about students' writing preparedness.** In a 2015 survey of employers and college students, the majority of students (65 percent) state that they are well-prepared for effective written communication in the workplace, while less than one-third of employers (27 percent) agree.
- **Employees in the workplace today may be asked to do a variety of types of writing.** As summarized by the Vice Chairman of CEO and Board Practice at Korn Ferry, "Writing skills are required for everything. They're required for emails, internal communications, and client communication." In a recent survey of employers, 98 percent reported that they "frequently" or "almost always" require employees to write emails, while other frequent written communications include: presentations with visual aids (83 percent); memos and correspondence (74 percent); formal reports (70 percent); and technical reports (65 percent).
- **Employers in all sectors require written materials to be accurate, clear, and grammatically correct.** In a survey by the National Commission on Writing, these characteristics of writing were described as "extremely important" by overwhelming majorities of respondents. Meanwhile, scientific precision and visual appeal are generally considered to be slightly less important. However, employers note that the purpose and intended audience of written communication inform the writing

requirements and standards. For example, while clarity and rigor are crucial aspects of financial analyses, scientific precision is most important for technical reports.

Interested in other reports? Log into the [Education Library](#) to access our other syndicated reports.

**Want to discuss this report with  
your Hanover team?**

Send a message and your Content Director  
and/or Relationship Director will respond to  
you.

To: Dr. Joan Mullin, Executive Director  
University Writing Center  
Univ. of North Carolina at Charlotte

From: Jason Edward Black, Chair  
Communication Studies

Date: August 22, 2018

In Re: COMM support for the Writing, Rhetoric & Digital Studies Major

The Department of Communication Studies (COMM) faculty in the area of Public Advocacy and Rhetorical Studies have now had a chance to review thoroughly the “requirements and courses” that comprise the proposed plan for the Writing, Rhetoric & Digital Studies (WRDS) major. Our reviewing faculty include Jason Edward Black, Daniel A. Grano, Timothy Horne, Richard L. Leeman, and Ashli Q. Stokes.

The faculty are in agreement that the proposed WRDS curriculum and major plan is (1) complementary to our COMM curriculum in Public Advocacy. We also find (2) no duplicative curriculum in the preliminary document.

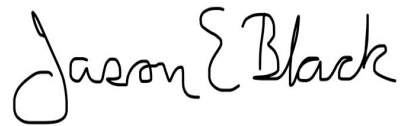
On the former point, our curriculum contains lacuna in the areas of digital rhetoric, visual rhetoric, and rhetoric and composition-based theories related to rhetorical studies. The WRDS plan offers courses in these areas that would both merge well with our curriculum and vivify the way COMM majors focusing in Public Advocacy can experience more contemporary topics, contexts, and literatures related rhetorical studies (outside of the communication tradition). Concerning the latter point, because our curriculum does not currently include digital rhetoric, visual rhetoric, and rhetoric and composition-based theories, there exists no duplicate curriculum in the WRDS proposal.

The one class we would share in common – at least in terms of proximity of name and focus – is our Introduction to Rhetorical Theory and the WRDS’s Contemporary Rhetorical Theory offerings. Our course is taught at an introductory level and functions from Greco-Roman traditions through to postmodern approaches of textual theory (spoken, written, visual,

performative, electronic, mediated, bodily) from a communication studies perspective. Our approach, however, accesses different theoretical schools of thought than the WRDS program's Contemporary Rhetorical Theory class, which appears to engage more critical-cultural traditions. The varying schools of thought between the courses make them discrete; yet, they are productive and responsible complements to each other.

In the end, the Department of Communication Studies supports the current WRDS major proposal and its "requirements and courses."

Respectfully,

A handwritten signature in black ink that reads "Jason E. Black". The signature is written in a cursive style with a large, stylized initial 'J'.

Chair, Communication Studies  
Univ. of North Carolina at Charlotte

**Appendix 3: Logic of Course Numbering:  
Writing, Rhetoric and Digital Studies (WRDS)**

<b>Reason for numbering</b>	<b>2000</b> Basic intro to the field for any student	<b>3000</b> Courses provide essential knowledge and application for advanced work in the field	<b>4000</b> Courses focus more specifically on subtopics and advanced work in the field
<b>2/3/401*</b> Focus on applying particular digital means of rhetorical communication			<b>4011 Topics in Writing Technologies</b>
<b>2/3/402*</b> Focus on analyzing particular print and digital means of rhetorical communication			<b>4021 Topics in Writing and Reading</b>
<b>2/3/410*</b> Conventions and style broadly or specifically applied	<b>2101 Advanced Writing: Research and Critical Analysis</b>	<b>3102 The Effective Sentence: A Writing Course for All Majors</b>	
<b>2/3/413*</b> Community oriented courses			<b>4130 *Rhetoric and Public Discourse</b>

focusing on analysis and production			
2/3/414* Visual literacy courses focusing on analysis and production		<b>3140 Arguing With Images</b>	
2/3/420* Cultural, Global			<b>4201 Composing Across Borders: Transnational Digital Composition</b>
2/3/421* Courses on analysis and application of access, ethics, equity		<b>3211 Online Writing: Ethics, Appropriation, and Social Media</b>  <b>3215. Information Literacy &amp; Digital Composing</b>	<b>4211 *Accessibility in Digital Contexts</b> <b>4210 Contemporary Rhetorical Theory</b>
2/3/422* Focus on knowledge and application of field's theories		<b>3220. Current Theories and Applications of Writing</b>	<b>4225 Writing Research Methods</b>
2/3/433* Community oriented, interactive analysis and service			<b>4330 Reading, Writing and Archiving: Charlotte</b>
Per University numbering			<b>4400 Senior Internship Practicum</b> <b>4900 Senior Research Capstone</b>

**\*To be proposed**

**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

INSTITUTION	UNC Charlotte	DATE	26-Nov-18
Program (CIP, Name, Level)	Writing, Rhetoric and Digital Studies		
Degree(s) to be Granted	BA	Program Year	Year 1 (2019-2020)
Differential tuition requested per student per academic yr			
Projected annual FTE students	25		
Projected annual differential tuition		\$0	
Percent differential tuition for financial aid			
Differential tuition remainder		0	

**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	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL ADDITIONAL COSTS</b>	\$ <b>300.00</b>	\$ <b>-</b>	\$ <b>-</b>	\$ <b>-</b>	\$ <b>300.00</b>

Narrative:

The College of Liberal Arts & Sciences has been gradually growing capacity for the teaching of writing in the proposed major. The Executive Director, 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. A change in the number of semesters (from two to one) delivered by existing University Writing Program faculty, the addition of 1 full time assistant professor and one half time assistant professor (shared with English) enables delivery of the major in the first year without additional faculty.



**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

INSTITUTION	UNC Charlotte	DATE	26-Nov-18
Program (CIP, Name, Level)	Writing, Rhetoric and Digital Studies		
Degree(s) to be Granted	BA	Program Year	Year 2 (2020-2021)
Differential tuition requested per student per academic yr			
Projected annual FTE students	50		
Projected annual differential tuition			\$0
Percent differential tuition for financial aid			
Differential tuition remainder			0

**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)	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Stipends (Identify number, amount)	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials Computer/software		\$ -	\$ -	\$ -	\$ -
Current Services (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Travel		\$ -	\$ -	\$ -	\$ -
Communications	\$ -	\$ -	\$ -	\$ -	\$ -
Printing and Binding	\$ -	\$ -	\$ -	\$ -	\$ -
Advertising	\$ 300.00	\$ -	\$ -	\$ -	\$ 300.00
Fixed Charges (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay (Equipment) (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Libraries	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL ADDITIONAL COSTS</b>	<b>\$ 300.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 300.00</b>

Narrative:

As with year 1, current capacity should be sufficient to deliver the major.

**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

INSTITUTION	UNC Charlotte	DATE	26-Nov-18
Program (CIP, Name, Level)	Writing, Rhetoric and Digital Studies		
Degree(s) to be Granted	BA	Program Year	Year 3 (2021-2022)
Differential tuition requested per student per academic yr			
Projected annual FTE students	95		
Projected annual differential tuition			\$0
Percent differential tuition for financial aid			
Differential tuition remainder			0

**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	\$ -	\$ -	\$ -	\$ -	\$ -
EPA Academic Salaries					
1.0 FTE-Assistant Professor	\$ 76,491.00	\$ -	\$ -	\$ -	\$ 76,491.00
Social Security	\$ 5,683.00	\$ -	\$ -	\$ -	\$ 5,683.00
State Retirement	\$ 9,843.00	\$ -	\$ -	\$ -	\$ 9,843.00
Medical Insurance	\$ 6,478.00	\$ -	\$ -	\$ -	\$ 6,478.00
Graduate Stipends					
Supplies and Materials					
Computer/software	\$ 3,000.00	\$ -	\$ -	\$ -	\$ 3,000.00
Current Services					
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ 3,000.00	\$ -	\$ -	\$ -	\$ 3,000.00
Communications	\$ -	\$ -	\$ -	\$ -	\$ -
Printing and Binding	\$ -	\$ -	\$ -	\$ -	\$ -
Advertising	\$ 300.00	\$ -	\$ -	\$ -	\$ 300.00
Fixed Charges					
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay (Equipment)					
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Libraries	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL ADDITIONAL COSTS</b>	<b>\$ 104,795.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 104,795.00</b>

**Narrative:**

In year 3, the College is requesting a 1.0 assistant professor anticipating growth in enrollment but also to enable the research and outreach missions of the major. Salaries include a 3% increase from the previous year; and 2% health insurance.



**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

INSTITUTION	UNC Charlotte	DATE	26-Nov-18
Program (CIP, Name, Level)	Writing, Rhetoric and Digital Studies		
Degree(s) to be Granted	BA	Program Year	Year 1 (2022-2023)
Differential tuition requested per student per academic yr			
Projected annual FTE students	150		
Projected annual differential tuition		\$0	
Percent differential tuition for financial aid			
Differential tuition remainder		0	

**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					
1.0 FTE-Assistant Professor	\$ 78,786.00	\$ -	\$ -	\$ -	\$ 78,786.00
Social Security	\$ 5,797.00	\$ -	\$ -	\$ -	\$ 5,797.00
State Retirement	\$ 10,040.00	\$ -	\$ -	\$ -	\$ 10,040.00
Medical Insurance	\$ 6,608.00	\$ -	\$ -	\$ -	\$ 6,608.00
1.0 FTE-Assistant Professor	\$ 78,786.00	\$ -	\$ -	\$ -	\$ 78,786.00
Social Security	\$ 5,797.00	\$ -	\$ -	\$ -	\$ 5,797.00
State Retirement	\$ 10,040.00	\$ -	\$ -	\$ -	\$ 10,040.00
Medical Insurance	\$ 6,608.00	\$ -	\$ -	\$ -	\$ 6,608.00
Graduate Stipends					
Supplies and Materials					
computers/software	\$ 6,000.00	\$ -	\$ -	\$ -	\$ 6,000.00
Current Services					
Travel	\$ 6,000.00	\$ -	\$ -	\$ -	\$ 6,000.00
Communications	\$ -	\$ -	\$ -	\$ -	\$ -
Printing and Binding	\$ -	\$ -	\$ -	\$ -	\$ -
Advertising	\$ 300.00	\$ -	\$ -	\$ -	\$ 300.00
Fixed Charges					
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay (Equipment)					
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -
Libraries	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL ADDITIONAL COSTS</b>	<b>\$ 214,762.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 214,762.00</b>

Narrative:

In year 4, the College is requesting a 1.0 additional assistant professor in addition to the position added in Year 3. A new assistant professor will be hired whose area is in social computing, media and literacies. Salaries include a 3% increase from the previous year; and 2% health insurance.

## Appendix 5

### WRDS Rubric for Learning Outcome One *Students will demonstrate the ability to examine literacy as a social practice influenced by cultures.*

	Emerging	Approaching	Meeting	Exceeding
Conducts research with an awareness of cultural difference, demographic lenses, and individual biases	Uses sources of a similar type; limited awareness of cultural difference and /or demographic lenses; lack of awareness of individual biases (such as philosophical, ethical or political leanings)	Adequate use of variety of source use; some awareness of cultural difference and /or demographic lenses; some awareness of individual biases (such as philosophical, ethical or political leanings)	Advanced use of a variety of sources; clear awareness of cultural difference and /or demographic lenses; clear some awareness of individual biases (such as philosophical, ethical or political leanings)	Uses a variety of relevant sources representing multiple points of view with an awareness of cultural difference and /or demographic lens. Shows a sophisticated understanding and contextualization of resources used in relation to one's own thinking.
Understands how social media is constructed by participants as well as by the architecture of the platform.	Understands how social media is constructed but sees the platform only as a delivery mechanism.	Understands how social media is constructed, and can analyze the platform on which it is delivered.	Understands how social media is constructed and demonstrates how the platform regulates the discourse of the community.	Understands how social media is constructed, demonstrates and may manipulate how the platform regulates the discourse of the community.
Understands how genres are constructed through social/discourse community	Does not demonstrate, in the production of texts, how genres are constructed out of social agreements, focusing instead on the writer, not reader.	Often demonstrates, in the production of texts, how genres are constructed out of social agreements of readers.	Demonstrates, in the production of texts, how genres are constructed out of social agreements and appeals to readers.	Demonstrates in the production of texts, how genres are constructed out of social agreements, unpacking complex and overlapping layers of meaning as part of and in the production of texts.

Demonstrates the ability to analyze cultural differences and create effective texts for target audiences.	Texts demonstrate a surface assessment of differences that signal rhetorical and cultural practices.	Texts demonstrate an ability to use rhetorical strategies to assess differences that signal cultural practices.	Combines rhetorical strategies and cultural analysis to assess textual differences that signal cultural practices in order to produce effective texts.	Combines rhetorical strategies and cultural analysis that not only recognize but effectively use textual differences that signal cultural recognition and understanding.
---	--	---	--	--

### WRDS Rubric for Learning Outcome Two

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

	Emerging	Approaching	Meeting	Exceeding
Demonstrates ability to conduct scholarly research using multiple relevant sources.	Retrieves only a few sources as evidence to support a claim. Minimal understanding of resources used and their relation to one's own thinking. Scant evaluation (for credibility, sufficiency, accuracy, timeliness, bias and so on) of primary and secondary research materials.	Retrieves multiple pieces of evidence to support a claim in accordance with course directions. Adequate understanding of resources used and their relation to one's own thinking. Minimal evaluation (for credibility, sufficiency, accuracy, timeliness, bias and so on) of primary and secondary research materials	Goes beyond retrieval of evidence from resources listed in course directions or in class, providing a wider variety of evidence and source material to support disciplinary-targeted claims. Advanced understanding of resources used and their relation to one's own thinking. Advanced engagement with the work of others through analysis and synthesis. Locates and evaluates (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials.	In addition to going beyond retrieval of evidence from resources listed in course directions or in class, and providing a wider variety of evidence and source material, evidence focuses specifically on the complexity of sources to support disciplinary and interdisciplinary claims. Clearly and intelligently engages with a diverse range of resources for research and shows a sophisticated understanding and contextualization of resources used in relation to one's own thinking. Locates and evaluates (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials.
Understands and can analyze citation	Lists bibliographic information internally and at	Lists bibliographic information internally and at the end of a text	Lists bibliographic information internally and at the end of a text	Lists bibliographic information internally and at the end of a text as

conventions and apply appropriately.	the end of a text as required, but misses several citations or often cites incorrectly or not at all.	as required with a few internal or end citation errors.	as required with no errors.	required and goes past no errors to include strategies to cite new or unusual sources.
Understands the use of and demonstrates the ability to analyze and incorporate resources.	Often uses summary in place of analysis, relying on others' opinions instead of rhetorically analyzing positions and resources.	Unevenly demonstrates the ability to use rhetorical and genre strategies to analyze resources and materials with less success when faced with new texts.	Uses rhetorical, activity and genre strategies to determine authority and value of resources.	Uses rhetorical, activity and genre strategies with facility to determine authority and value of resources, articulating clearly their use within a variety of texts.
Understands the purpose and processes of inquiry.	Researches in order to prove a predetermined conclusion.	Researches in order to prove a predetermined conclusion but includes information which may refute or contradict.	Forms a hypothesis that indicates the need for inquiry, understanding that research may lead in multiple directions.	Forms a hypothesis that indicates the need for inquiry, and uses the multiple directions research provides to both refine and complicate the hypothesis.

### WRDS Rubric for Learning Outcome Three

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

	Emerging	Approaching	Meeting	Exceeding
Demonstrates understanding of genre conventions appropriate to a context and audience.	Does not use genre conventions appropriate to a context and targeted audience.	Generally can articulate genre conventions, strategies and evidence suited to a target audience, but does not always effectively apply this knowledge.	Demonstrates an understanding of genre by using conventions, strategies and collection of evidence that effectively communicates to a target audience.	Not only demonstrates an understanding of genres through use, but uses that knowledge to manipulate and break conventions for more effective communication.
Can understand, analyze and apply concepts of fair use.	Does not show an understanding of concepts of intellectual property and fair use.	Generally practices concepts of intellectual property but does not demonstrate a thorough understanding of how these may differ in various genres.	Demonstrates how concepts of intellectual property and fair use shift from genre to genre.	Demonstrates how concepts of intellectual property and fair use shift from genre to genre and respects and uses conventions responsibly.

Uses theories to analyze contextual properties, effectively repurposing material to a rhetorical situation.	Shows little awareness of theories; texts written to appeal to the writer/composer rather than the rhetorical situation.	Can apply theories to texts but does not often apply skills when repurposing materials.	Uses theories to analyze contextual properties, effectively repurposing material to a rhetorical situation.	Uses theories to analyze contextual properties, effectively repurposing material to a rhetorical situation as well as using these to create innovative texts.
Understands concepts and application of universal design and access.	Texts show reliance on auto-templates to choose universal design properties and access.	Texts demonstrate a rhetorical awareness of design properties. Relies on templates to take care of accessibility, but edits these as needed.	Texts demonstrate a rhetorical awareness of design properties by tailoring accessibility outside of or within templates.	Uses universal design and access in tandem, demonstrating a rhetorical understanding of these by manipulating means of access rather than relying on templates.

## Appendix 6

### Student Learning Outcomes Assessment Plan

**Degree Program: Writing, Rhetoric and Digital Studies, BA**

#### Student Learning Outcome 1

(knowledge, skill or ability to be assessed)

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

**Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and all scoring rubrics associated with this student learning outcome are to be attached to the plan.

Capstone Research and Internship Projects will be used to assess this SLO. These will be in print and digital forms as final senior projects. (See scoring rubric #1.)

**Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Every year a faculty committee will evaluate this SLO by taking a random sample (25%) of course projects (4900) and internship reports (4400). In addition, faculty will also evaluate the actual projects, using the course rubric. The results from these evaluations will be compared to those of the instructor of record (a practice already proven successful with our first-year writing portfolios). Scores will be aggregated, a report of the results generated and first shared with the Curriculum Committee who will recommend changes in course delivery and/or curriculum to faculty.

**Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric*

75% or higher of the WRDS majors in the random sample will achieve a rating of “Meeting” or “Exceeding” on each of the rubric criteria for SLO 1.



**Student Learning Outcome 2**  
(knowledge, skill or ability to be assessed)

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

**Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and all scoring rubrics associated with this student learning outcome are to be attached to the plan.

Capstone Research and Internship Projects will be used to assess this SLO. These will be in print and digital forms as final senior projects. (See scoring rubric #2.)

**Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Every year a faculty committee will evaluate this SLO by taking a random sample (25%) of course projects (4900) and internship reports (4400). In addition, faculty will also evaluate the actual projects, using the course rubric. The results from these evaluations will be compared to those of the instructor of record (a practice already proven successful with our first-year writing portfolios). Scores will be aggregated, a report of the results generated and first shared with the Curriculum Committee who will recommend changes in course delivery and/or curriculum to faculty.

**Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric.*

75% or higher of the WRDS majors in the random sample will achieve a rating or “Meeting” or “Exceeding” on each of the rubric criteria for SLO 2.

**Student Learning Outcome 3**  
(knowledge, skill or ability to be assessed)

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

**Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and all scoring rubrics associated with this student learning outcome are to be attached to the plan.

Capstone Research and Internship Projects will be used to assess this SLO. These will be in print and digital forms as final senior projects. (See scoring rubric #3.)

**Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Every year a faculty committee will evaluate this SLO by taking a random sample (25%) of course projects (4900) and internship reports (4400). In addition, faculty will also evaluate the actual projects, using the course rubric. The results from these evaluations will be compared to those of the instructor of record (a practice already proven successful with our first-year writing portfolios). Scores will be aggregated, a report of the results generated and first shared with the Curriculum Committee who will recommend changes in course delivery and/or curriculum to faculty.

**Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric*

75% or higher of the WRDS majors in the random sample will achieve a rating or “Meeting” or “Exceeding” on each of the rubric criteria for SLO 3.