

2013-2014 LONG SIGNATURE SHEET

RECEIVED
5.8.14



Proposal Number: LACS-2-25-2013

Proposal Title: New Minor in Chinese

Originating Department: Languages and Culture Studies

TYPE OF PROPOSAL: UNDERGRADUATE XXX GRADUATE _____ UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
4/27/14	4/28/14	4/29/14	Approved	<u>DEPARTMENT CHAIR</u> Shui Spaine Lee Michèle Bissière Sue Long
	8/29/14		Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Scott Larsen
	9/5/14		Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> Mark
9/5/14	9/5/14	9/5/14	Approved	<u>COLLEGE DEAN</u> Chad Jones
9/10/14			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses)
		10/22/14	Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> Kimo Hoover
		10/22/14	Approved	<u>GRADUATE COUNCIL CHAIR</u>
10/23/2014			—	<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar) Matt T. W.
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

University of North Carolina at Charlotte

Course and Curriculum Proposal from Languages and Culture Studies

LACS-2-25-2013

New Minor in Chinese

PROPOSAL SUMMARY

The Department of Languages and Culture Studies proposes to establish a Minor in Chinese.

JUSTIFICATION

Many of our students initiate language study in Chinese in our department and then go on to continue their study of the language and culture through opportunities in various academic consortia or through study abroad programs. Currently, students receive elective credit for such study, but there is at present no mechanism to recognize on a student's transcript that this continued study is in many cases equivalent, in terms of hours and numbers of courses, to the program of study for a minor in French, German, Japanese, Spanish or Russian.

Currently, the Department of Languages and Culture Studies offers Chinese on a regular basis through the advanced level. In response to demand, classes at the 3000 level are offered in special topics courses in literature, culture, and/or film. In addition, courses in advanced grammar, conversation and composition are offered regularly. Additional courses are available through academic consortia, University of North Carolina Language Assembly.

By establishing this Minor, the Department of Languages and Culture Studies will offer students a way to document on their transcripts their concentrated and extended study in this language (whether done at UNC Charlotte, through academic consortia, or, more likely, through study abroad) without incurring any additional expense to the institution. This proposal is in line with the department's plan to develop the Chinese program and strengthen ties with Chinese universities.

IMPACT

We will be the only institution in the region to offer a Minor in this lesser taught, but extremely important language. We are developing a study abroad program to China during the summer. Students in International Business, International Studies with

concentrations in Asia will all be served by this Minor, which will function as a complementary area of study to the student's major.

There are no courses being added.

Other courses will be offered as usual; there should be no immediate effect regarding frequency of offerings. As demand increases, we may offer more sections in each language level and consider offering language classes at the 4000-level.

Enrollment in 2000-level, intermediate-level language classes generally enroll between 15-22 students each. The 3000-level language courses are generally 10-12 students, but a minor in these languages will encourage more students over time to enroll at these levels. The topics courses at the 3000 level are all writing intensive classes that generally have at least 20 students.

Topics classes in Chinese are regularly offered, one each semester. Chinese offers both Chinese literature and Chinese culture and civilization.

RESCOURCES REQUIRED

1. Personnel

None. No classes are being added; thus, no new personnel is needed.

2. Physical Facility

None. The number of courses offered at UNC Charlotte will not change, so there would be no immediate need for increasing facilities.

3. Equipment and Supplies

None. Since the number of classes on campus will not increase, no increase in any equipment or supplies will be necessary.

4. Computer

None. Any computer software that accompanies these classes has already been purchased by the Language Resource Center.

5. Audio-Visual

None. Since the number of classes on campus will not increase, the availability of equipment should not be an issue.

6. Other Resources

None. Since the number of classes on campus will not increase, other resources should not be affected. Library holdings for these courses are continually enhanced through Chinese's share of the Library allocations for Languages and Culture Studies. In addition, resources are available through interlibrary loan, libraries connected to foreign universities that host study abroad programs, and the internet.

CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

LIBRARY CONSULTATION. Attached

CONSULTATION WITH OTHER DEPARTMENTS OR UNITS. RELS, HIST, POLS, INST

INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

ORIGINATING UNIT . Approved 2-25-13; Amended and Approved 9-20-13

CREDIT HOUR

No New or Revised Courses

ATTACHMENTS

RELS Consultation
HIST Consultation
POLS Consultation
INST Consultation

No Course Outlines or Syllabi Required (No New Courses)

PROPOSED CATALOG COPY

Minor in Chinese

The minor in Chinese consists of a minimum of 20 hours (6 classes) above the 1202 level (that is, above beginning language instruction), as follows:

- two language classes (8 hours) at the intermediate level (CHNS 2201 and CHNS 2202)
- two language classes (6 hours) at the advanced level (CHNS 3201 and CHNS 3202)

- two elective classes at the 3000 level in Chinese language, literature, film, and/or culture taken either at UNC Charlotte or abroad. The elective classes must either be taught in the language or be accompanied by a one-hour additional language component in order to count toward the minor.

ACADEMIC PLAN OF STUDY

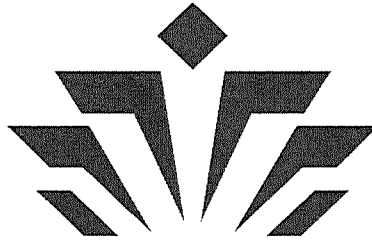
The proposal does not alter our existing APS as no new courses are offered.

STUDENT LEARNING OUTCOMES

Attached

TEXTBOOK COSTS

The Department of Languages and Culture Studies is firmly committed to reducing cost of materials in all its classes.



UNC CHARLOTTE
J. Murrey Atkins Library

Memorandum

To: Robert Reimer
From: Donna J. Gunter, Liaison to Languages and Culture Studies
Date: May 30, 2013
Re: Proposal for Chinese Minor

Summary of Librarian's Evaluation of Holdings

Evaluator: Donna J. Gunter, Liaison to Languages and Culture Studies

Please Check One:

Holdings are superior	_____
Holdings are adequate	_____ X _____
Holdings are adequate only if Dept. purchases additional items	_____
Holdings are inadequate	_____

Regarding the establishment of a minor in Chinese, I deem that the library's holdings are adequate for this minor. Given that the courses are already in place, I examined the Library's holdings to demonstrate its readiness for this minor:

I examined the library's holdings by Library of Congress Subject Headings. I started with all subject headings that begin with the word, Chinese or China, noting that those subject headings include various subdivisions. The number following the word, Chinese, is the number of items retrieved by the system for those subject headings. I followed suit with all subject headings that follow. For instance, "Chinese language," with a total of 329 items includes "Chinese language—Dictionaries—English," etc.

In other words, "Chinese language" is a truncation of subject headings that are variants of this beginning phrase.

Chinese -- 1838

Chinese Language -- 329

Chinese Literature -- 227

China -- 17109

China History -- 1079

China Politics and Government -- 731

China Business -- 85

China Civilization -- 262

China Commerce -- 211

China Commercial -- 102

China Description and Travel -- 147

China Economic -- 1143

China Education -- 127

China Environmental -- 73

China Foreign -- 1303

China Human Rights -- 140

China Industrial -- 114

China Military -- 137

China Periodicals -- 40

China Political -- 162

China Religion -- 136

China Relations -- 203

China Social Conditions -- 241

China Social Life and Customs -- 149

China Technology -- 69

China Women -- 260

For periodical holdings, I did a key word search on the words "Chinese periodicals" and "China periodicals." I then limited that search to the items that are in our "Electronic Resource" collection, assuming that collection would contain the bulk of our periodicals. It appears that our periodical holdings that are primarily devoted to the study of Italy and Italian are at least adequate for a new minor in Chinese.

Chinese Periodicals -- 140

China Periodicals -- 304

For database holdings, I did a search in MLA International Bibliography on Chinese literature and limited it to Chinese language and found over 800 peer-reviewed academic articles. Determining database readiness is more difficult, but I feel certain we are able to support a beginning minor in Chinese.

Donna J. Gunter

Donna J. Gunter, Evaluator

7 May 2014

Date



UNC CHARLOTTE

Student Learning Outcomes Assessment Plan

College: College of Liberal Arts and Sciences

Department: Languages and Culture Studies

Minor: Chinese

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

N/A. The minor, if approved, would begin in Fall 2014.

Student Learning Outcome 1

(knowledge, skill or ability to be assessed)

Chinese minors will demonstrate an appropriate level of Oral Communication in Mandarin Chinese.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

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 any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The assessment uses the Simulated Oral Proficiency Interview (SOPI) from the Center for Applied Linguistics, which is evaluated according to the guidelines of ACTFL, the American Council of Teachers of Foreign Language. During the course of the SOPI, the examiner listens for the speaker's ability to describe pictures, ask questions, talk about him or herself, talk about more general topics and talk in the abstract while simultaneously evaluating the speaker on language flow, and the ability to create with language, to narrate in all time frames, to form hypotheses and to support an opinion.

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.

Students will be rated according to the Simulated Oral Proficiency Interview (SOPI) that will be arranged in the last semester of the major. The SOPI is a live or recorded interview conducted between a tester and the person whose language skill is being assessed. The test lasts about 30 minutes. Each activity on the test is then evaluated using the descriptors contained in the ACTFL guidelines (attached, see Appendix B), and a global rating is computed following directions on the SOPI "Scorer Note Sheet." The French staff will meet once a year in spring to analyze the results of the oral exams given in spring and fall of the previous year. If LESS than 80% of those assessed score ABOVE "intermediate mid" on the ACTFL scale over a two year period, the staff will adjust its language skills courses. The two-year period is needed as the sample of students is small (10 a year), meaning that there can be fluctuations from one year to the next depending on the nature of the senior cohort of graduates.

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.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

We expect 80 % of students to score at the intermediate mid level or above on the ACTFL Rubric for Oral Proficiency.

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data
N/A	N/A

Plans for 2013-14: Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

N/A

Assessment Lead's Comments on Student Learning Outcome 1:

N/A

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

Chinese minors will demonstrate an appropriate level of knowledge of 500 Chinese characters and be able to write at an intermediate low level on the ACTFL written exam.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

N/A

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 any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

Students will be asked to submit a writing sample of a short letter or a brief essay that will be assessed according to the attached rubric provided by ACTFL, the American Council of Teachers of Foreign Language. Samples will also be compared to the narrative guidelines outlined by ACTFL. These guidelines look at vocabulary usage, sentence structure, and overall organization as well as language accuracy to determine the level of control a writer has over the target language.

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.

Seniors will write a letter or a short essay during the last semester of their minor. The prompts for the letter and short essay will be changed periodically. Possible topics include introducing student and academic life at UNC Charlotte to a hypothetical exchange student. Another is writing a short essay on how one imagines their life will be in five years. The samples will be assessed by the two members of the Chinese staff. Changes, if necessary, would be introduced in the following fall semester.

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.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

We expect 80 % of students to score at the intermediate low level or on the ACTFL Writing Proficiency Rubric.

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data
N/A	N/A

Plans for 2013-14: Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?
N/A

Assessment Lead's Comments on Student Learning Outcome 2:
N/A

Approval from RELS for the Chinese Minor

From: Tabor, James

Sent: Wednesday, April 24, 2013 11:33 AM

To: Reimer, Robert

Subject: Re: Proposed Italian and Chinese Minors -- Approval Sought

We strongly support both these proposals.

James Tabor

Prof. James D. Tabor

Chair, Dept. of Religious Studies

UNC Charlotte

Charlotte, NC 28223

Approval from HIST for the Chinese Minor

Hi Carol,

I spoke to Robert about this in a meeting this morning but I wanted to make it official with an email—History is on board and approves these programs.

Dan

Daniel Dupre
Interim Chair
Department of History
Garinger 226
University of North Carolina at Charlotte
Charlotte, NC, 28223
704-687-4633
ddupre@uncc.edu

From: Hartley, Carol
Sent: Wednesday, April 17, 2013 10:45 AM
To: Dupre, Dan; Tabor, James; Chernotsky, Harry; Weeks, Gregory
Cc: Reimer, Robert; Stedman, Allison
Subject: Proposed Italian and Chinese Minors -- Approval Sought

Dear Colleagues –

The Department of Languages and Culture Studies is proposing to add a Minors in Italian and Chinese. As departments whose students might be interested in pursuing an Italian or Chinese Minor, I am writing to seek your approval.

If you have questions, please e-mail me at rcreimer@uncc.edu and I will do my best to address them.

Robert

Robert C. Reimer, PhD | Chair and Professor of German
UNC Charlotte | Department of Languages and Culture Studies
9201 University City Blvd. | Charlotte, NC 28223
704.687.8767
rcreimer@uncc.edu | <http://www.uncc.edu>

Approval from POLS for the Chinese Minor

Certainly POLS approves.

Greg [Weeks]

From: Hartley, Carol

Sent: Wednesday, April 17, 2013 10:45 AM

To: Dupre, Dan; Tabor, James; Chernotsky, Harry; Weeks, Gregory

Cc: Reimer, Robert; Stedman, Allison

Subject: Proposed Italian and Chinese Minors -- Approval Sought

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If you have questions, please e-mail me at rcreimer@uncc.edu and I will do my best to address them.

Robert

Robert C. Reimer, PhD | Chair and Professor of German
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9201 University City Blvd. | Charlotte, NC 28223
704.687.8767
rcreimer@uncc.edu | <http://www.uncc.edu>

Approval from INST for the Chinese Minor

Dear Robert,

I have reviewed the proposals for the minors in Italian and Chinese and endorse the development of both programs. These will be of considerable use and interest to many of the students enrolled in Global, International & Area Studies programs.

Harry I. Chernotsky, Ph.D.
Chair -Department of Global, International & Area Studies
UNC Charlotte - Macy 103
9201 University City Blvd.
Charlotte, N.C. 28223
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