

1. Cover Page

**University of South Carolina
Columbia Campus**

**Proposal to the South Carolina Commission on Higher Education to Establish:
Bachelor of Arts Degree, Major in Chinese Studies**

Date Submitted:

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2. Classification

- 2.a. Program Title** Bachelor of Arts, Major in Chinese Studies
- 2.b. Concentrations, Options, Tracks** None
- 2.c. Academic Unit** Department of Languages, Literatures, and Cultures
College of Arts and Sciences
University of South Carolina, Columbia Campus
- 2.d. Designation, type, and level of degree (if a baccalaureate, please specify 4- or 5-year)**
Four-year baccalaureate degree
- 2.e. Proposed date of implementation** Fall 2014
- 2.f. CIP code from the current USDOE's Classification of Instructional Programs**
05.0123 (Chinese Studies)
- 2.g. Site** University of South Carolina, Columbia Campus
- 2.h. Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards:**
No
- 2.i. Delivery mode** Traditional
- 2.j. Area of Certification** **Not Applicable**

3. Institutional Approval

- October 5, 2012 Dean, College of Arts and Sciences, approved Program Planning Summary and recommended approval to the Office of the Provost.
- February 15, 2013 University of Curricula and Courses Committee approved curriculum for Bachelor of Arts with major in Chinese Studies.
- March 6, 2013 Faculty Senate approved curriculum for Bachelor of Arts with major in Chinese Studies.
- December 17, 2013 University of South Carolina Board of Trustees

4. Purpose

The purpose of the Bachelor of Arts with a major in Chinese Studies is to prepare students to interact and engage with the Chinese-speaking world; through the degree program, students will achieve and demonstrate advanced competency in standard Mandarin Chinese as well as broad knowledge of the culture and history of the greater China region. The proposed program responds to an increasing demand for individuals who understand and can engage with the Chinese-speaking world; business, governmental, and cultural interactions with the greater

China region require a deep understanding of Chinese language, culture, history, customs, and aspirations.

5. Justification

5.a. Need for the Program

Growth of the economies of China, Taiwan, Hong Kong, and Singapore has profoundly affected the United States and the state of South Carolina. United States exports to China totaled \$103 billion in 2011, representing a 542% increase since 2000. South Carolina is a major player in this economic phenomenon. In 2011, South Carolina's exports to China totaled \$3 billion, ranking the state tenth among the United States in export volume to the Chinese market. Exports from South Carolina to China increased 2,261% from 2000 to 2011, while exports to the rest of the world increased 157% in the same period. China is South Carolina's third largest export market after Germany and Canada.¹

In its ongoing effort to attract direct foreign investment to the state, the South Carolina Department of Commerce operates an official international presence in three foreign countries: Germany, Japan, and China. Of these, the China (Shanghai) office is the newest, established in 2005. It is charged with both recruiting Chinese investment in South Carolina and assisting South Carolina businesses to find export opportunities in China.² Fifteen Chinese-affiliated companies currently operate in South Carolina, including Haier America (Camden), Techtronic Industries North America (Anderson and Pickens), Bluestar Silicones (York), Origin Point Brands (Charleston), and Uniscite (expected to open in Laurens County during the first quarter of 2014.) Direct investment by Chinese companies in South Carolina totals \$392 million.³

As our economic ties with the Chinese-speaking world deepen, and as the direction of United States foreign policy undertakes a strategic rebalancing toward East Asia, the demand for professionals in a wide variety of fields with proficiency in Chinese will continue to grow. In a 2006 statement *Education for Global Leadership: the Importance of International Studies and Foreign Language Education for U.S. Economic and National Security*,⁴ the Committee for Economic Development (CED) voiced deep concern about the United States' readiness for the challenges of the 21st century. Most of the growth potential for businesses now lies outside the borders of the United States with consumers who speak a language other than English, and foreign-owned firms now routinely operate within the United States and compete with our own markets. Our national security interests as well require professionals who possess a high level of cultural and linguistic competence, especially in critical languages such as Chinese. Among the CED's recommendations for actions are "expanding the training pipeline . . . to address the

¹ The US-China Business Council, https://www.uschina.org/public/exports/2000_2011/south_carolina.html Source: US Department of Commerce

² South Carolina Department of Commerce, <http://scommerce.com/international>

³ South Carolina Department of Commerce, http://scommerce.com/sites/default/files/document_directory/foreign_china_march_2013.pdf

⁴ Committee for Economic Development, an independent research and policy organization of over 200 business leaders and educators, <http://www.ced.org/reports/single/education-for-global-leadership>

paucity of Americans fluent in foreign languages, especially critical, less-commonly taught languages”⁵ including Chinese.

In recent years, there has been an explosion of interest in Chinese language and society among university students in the United States. According to the Language Enrollment Database compiled by the Modern Language Association, enrollments in Chinese in the United States more than doubled—growing by 114%—between 1998 and 2009. Enrollments in Chinese courses at the University of South Carolina - Columbia have grown even faster than the national trend. Between 2005-2006 and 2011-2012, enrollment in Chinese courses has grown 276%.

After recent campus-wide efforts to expand instruction related to China, the University of South Carolina - Columbia is ideally positioned to offer a Chinese Studies major. The proposed major will serve students who wish to focus on the core skills of Chinese language and cultural competency. The program will be flexible enough to accommodate students in other majors---economics, business, political science, natural sciences---who wish to pursue Chinese Studies as a second major. Broadly speaking, the proposed Chinese Studies major will bring University of South Carolina - Columbia students, the Midlands region, and the state of South Carolina valuable new opportunities to strengthen public higher education and to capture greater economic benefits from the state’s growing trade and interaction with the Chinese-speaking world.

As part of the process of writing this proposal, we have sought letters of support from individuals who can speak to the importance and desirability of a Chinese Studies major at the University of South Carolina. John Ling (managing director of the State of South Carolina—Asia Office in Shanghai) has expressed strong support for the proposed program: “many sectors of the American economy, from business (both domestic and international) to education, law enforcement, and the military all require an increasing number of workers who have a command of the Chinese language and familiarity with Chinese culture.” Fred Monk (president of The South Carolina Export Consortium, past chairman of the Columbia World Affairs Council, and immediate past president of the Midlands International Trade Association) underscores the need for a Chinese Studies major to produce graduates who understand Chinese culture and language: “The availability of such talent is essential for our state to be competitive.”

5.b. Program Relationship to Institutional Mission

The primary mission of the University of South Carolina, a multi-campus public institution serving the entire state of South Carolina, is the education of the state's diverse citizens through teaching, research and creative activity, and service. In teaching, the University is committed to providing its students with the highest quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world. A particular strength of the University of South Carolina is the excellence, breadth, and diversity of the institution's faculty. With regard to research, the University aggressively pursues an active research agenda that enriches its academic program and student learning experiences. The University is dedicated to using research to improve the quality of life for South Carolinians. Another important facet of the University's public mission is service---to its community, state, nation, and the world in such areas as public health, education, social issues, economic development, and family support systems.

⁵ Committee for Economic Development <http://www.ced.org/reports/single/education-for-global-leadership>, p. 2.

The mission of the University of South Carolina will be directly supported by the development and implementation of the Bachelor of Arts with a major in Chinese Studies. The degree directly supports the University's commitment to teaching, research, and service. The degree program will provide undergraduate students with rigorous preparation in Chinese language and culture, and will maximize the research, teaching, and outreach strengths of faculty across several units including the Department of Languages, Literatures, and Cultures, the Department of Art, Department of History, the Department of Political Science, and the Department of Religious Studies. The Bachelor of Arts with a major in Chinese Studies reflects the University's growing emphasis on interdisciplinary and international learning.

It is projected that the Bachelor of Arts with a major in Chinese Studies will increase the number of professionals with international competency available to the state. (Please see discussion in 5.a.) Graduates of the program are expected as well to matriculate into graduate and professional graduate programs where cultural and linguistic competency in Chinese is highly valued, e.g., international business, law, marketing, banking, international relations, security and defense, and translation studies.

5.c. Relationship to Other Programs Within the Institution

The major in Chinese Studies will be an important addition to University-wide efforts to expand teaching and research on China and East Asia. These include the Confucius Institute; the Center for Asian Studies; Asia-focused research and internship programs in the College of Hospitality, Retail, and Sports Management; and the Masters in International Business and undergraduate International Business and Business and Chinese Enterprise programs operated by the Moore School of Business.

Beijing Language and Culture University (BLCU), the University of South Carolina - Columbia's partner institution through the Confucius Institute, will serve as an important partner in the language training component of the major.⁶ Founded in 1962, BLCU has been a leader since the late 1970s in training foreign students from around the world in the Chinese language. At the same time, BLCU is highly respected in China for its training in foreign languages, translation and interpretation, and international business. BLCU's residential program for teaching Chinese to foreign students is among the oldest in the People's Republic of China, offering language courses at all skill levels. The BLCU language program will provide University of South Carolina students opportunities for optional study abroad on a year, semester, or summer format. A key priority for University of South Carolina faculty will be to establish seamless connections between language courses taught in Columbia and summer language courses taught in Beijing, making it possible, for example, for a student to complete the sequence of first-year Chinese in Columbia and then take a summer course in second-year Chinese that closely follows what is offered in Columbia. Other study abroad opportunities will be available for students at all levels of proficiency.

Students in the Chinese Studies major will also have study abroad opportunities through the University Studies Abroad Consortium (USAC), of which the University of South Carolina is a member. USAC study abroad sites in China include Shanghai (Shanghai University) and Chengdu (Southwest University for Nationalities.) USAC programs offer intensive language

⁶ A copy of the October 6, 2010 Memorandum of Understanding is appended to this proposal as Attachment I.

study in formats that are easily transferable to U.S. institutions. In addition to Chinese language study, the USAC programs in Shanghai and Chengdu offer courses in Chinese culture, business and marketing, and international relations. Study abroad is available on a year, semester, or summer format.

5.d. Comprehensive List of Similar Programs in South Carolina

- Clemson University (Clemson, SC, public): Bachelor of Arts in Modern Languages, Bachelor of Arts in Language and International Trade, and Bachelor of Science in Language and International Health
- Wofford College (Spartanburg, SC, private): Bachelor of Arts in Chinese
- Furman University (Greenville, SC, private): Bachelor of Arts in Asian Studies

5.e. Relationship of Proposed Program to other Similar Programs in South Carolina, the Region, and the Nation

The proposed program will make the University of South Carolina - Columbia the first public institution in South Carolina to offer a major in Chinese Studies. SC TRAC indicates that seven public institutions teach courses in Chinese language and/or Chinese culture, business, and contemporary society: Clemson University, Coastal Carolina University, College of Charleston, the Citadel, Winthrop University, University of South Carolina –Upstate, and University of South Carolina-Columbia. Among these, the University of South Carolina - Columbia teaches more courses in Chinese and China-related subjects than any other public institution in the state.⁷ The proposed major, then, will formalize the University's role as a leader in this area among South Carolina institutions of higher learning.

Clemson University offers three degrees that may have some overlap with the proposed program: Bachelor of Arts in Modern Languages, Bachelor of Arts in Language and International Trade, and Bachelor of Science in Language and International Health. Each of these degrees has an area of concentration or area of emphasis in Chinese. The Bachelor of Arts in Language and International Trade and the Bachelor of Science in Language and International Health focus on language competency with applications in specific professional areas. Of the three, the Bachelor of Arts in Modern Languages with a concentration in Chinese is the most similar to the proposed program. The proposed program is, however, a full major aimed specifically at developing student competence in Chinese language and culture that may be applied in a variety of careers.

Two private institutions in the state offer degrees that would have some overlap with the proposed program: Wofford College's Bachelor of Arts in Chinese, and Furman University's Bachelor of Arts in Asian Studies, which includes a number of offerings in Chinese language and culture. Like the proposed program at the University of South Carolina, these programs require students to complete courses in both language and culture (the Furman program allows options in either Chinese or Japanese language.) These programs, however, serve a different group of students in a small, private, liberal arts college setting. Given the target student audience, the University of South Carolina's proposed program will create no redundancies with these programs.

⁷ In Fall 2013, The University of South Carolina-Columbia enrolled undergraduate students in 17 sections of Chinese language and culture courses ranging from beginning Chinese to fourth-year advanced Chinese.

Other regional institutions that offer degrees in Chinese Language and Culture or Chinese Studies include Eckerd College (St. Petersburg, Florida, private); Trinity University (San Antonio, Texas, private); Emory University (Atlanta, Georgia, private); University of Houston (Houston, Texas, public); and University of Georgia (Athens, Georgia, public.) Other Chinese Studies programs across the United States include Yale University (New Haven, Connecticut, private); University of California-San Diego (La Jolla, California, public); Valparaiso University (Valparaiso, Indiana, private); University of Washington (Seattle, Washington, public); and University of North Dakota (Grand Forks, North Dakota, public.) For reasons of cost (private institution or out-of-state institution), few South Carolinians can avail themselves of these programs.

6. Admission Criteria

Students who have been admitted as baccalaureate degree-seeking freshmen to the University of South Carolina, Columbia campus, are admissible to the Bachelor of Arts with a major in Chinese Studies. Students who have attended another regionally accredited postsecondary institution and attempted one or more courses (transfer students) and who have met University of South Carolina admission requirements for transfer are admissible to the Bachelor of Arts with a major in Chinese Studies. Freshman and transfer admission requirements are detailed in the University of South Carolina Undergraduate *Bulletin*.

Students in the Bachelor of Arts with a major in Chinese Studies are subject to all University of South Carolina academic regulations regarding progression, probation, suspension, and graduation. In addition, students in the major must achieve a minimum grade of “C” in the following prerequisite courses for the major: CHIN 221 (Intermediate Mandarin Chinese I), CHIN 222 (Intermediate Mandarin Chinese II), and CHIN 240 (Chinese Culture, Tradition, and Modern Societies). All major courses must be passed with a minimum of grade of “C.”

7. Enrollment

Table A: PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours ⁸	Headcount	Credit Hours	Headcount	Credit Hours ⁹
2014-2015	15	225	15	225	2	12
2015-2016	20	300	20	300	2	12
2016-2017	40	600	40	600	5	30
2017-2018	60	900	60	900	5	30
2018-2019	80	1200	80	1200	10	60

⁸ Estimated at 15 credit hours per student per fall and spring semesters.

⁹ Estimated at 6 credit hours per student in summer term.

7.a. Total Enrollment

Enrollments in the Bachelor of Arts with a major in Chinese Studies are estimated to begin at 15 headcount in 2014-2015 and increase to a headcount of 80 in 2018-2019. In the first year, we expect that all students will come from within the University of South Carolina, typically sophomores. We expect no new students to the University of South Carolina in the proposed program in the first year. It will take at least a year, following full approval of the program by CHE and acknowledgement by SACS, to publicize the new major on the University of South Carolina web site and other electronic and print venues. During the first year of implementation, the Chinese Studies faculty will work closely with University of South Carolina admissions recruiters/staff and contacts in the South Carolina Technical College system and South Carolina public schools to publicize the new major. As the only Chinese Studies major at a public institution in South Carolina, we expect that the reputation of the program will grow significantly after the second year of implementation.

Given typical course rotation, it is expected that students will begin their studies in the program in a fall semester.

7. b. Estimates

Estimates are based on the current number of students enrolled in Chinese courses and the minor in Chinese Studies. As of Spring 2012, a total of 109 students had declared their intention to complete a minor in Chinese Studies. We expect that, within five years of implementation, the Chinese Studies major will graduate approximately 20 students per year.

It is expected that in fall and spring semesters, students will enroll in an average of 15 credit hours. (For a 120-hour degree, students should take an average of 15 credits each semester for eight semesters.) It is expected that a small number of students will enroll in a summer term; typically, students who attend a summer session enroll in 6 credits.

Please note that headcount totals are cumulative. Since the Bachelor of Arts with a major in Chinese Studies is a four-year degree, students who enter in 2014-2015 are expected to be graduated at the end of 2017-2018.

7.c. New Students Expected to Enroll

We expect that the major in Chinese Studies will attract students seeking preparation in Chinese language and culture within the context of a strong liberal arts degree. There will be some students choosing the Chinese Studies major who, in its absence, may have chosen political science or history as a major; enrollments in these majors are robust and a slight decline will not affect these programs or their sponsoring units. Given the flexibility of the Chinese Studies curriculum and its focus on language and cultural proficiency, it is expected that many of its students will complete it as a second major. Students in existing majors in international business, economics, political science, international studies, history, natural sciences, and even students majoring in other foreign languages will find the Chinese Studies major an attractive and enriching course of study.

In the 2014-2015 year, we expect no new students to the University of South Carolina for reasons described in 7.a. As the major becomes established and its reputation grows within the state and region, we expect students to seek this program who might not have considered the

University of South Carolina in its absence. Table A.i. below illustrates estimates for numbers of students to enter the University as new students in this major.

Table A. i. ESTIMATED NEW ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours ¹⁰	Headcount	Credit Hours	Headcount	Credit Hours ¹¹
2014-2015	0	0	0	0	0	0
2015-2016	5	75	5	75	0	0
2016-2017	10	150	10	150	3	6
2017-2018	10	150	10	150	3	18
2018-2019	20	300	20	300	6	36

8. Curriculum

8.a. Sample Curriculum

Degree Program:

(120 total hours required)

Degree candidates for a Bachelor of Arts with a major in Chinese Studies must satisfy the general education requirements prescribed for the Bachelor of Arts. These requirements are designed to provide students with a broad experience in the liberal arts and sciences and opportunities to develop intellectual skills in analysis, synthesis, and evaluation, as well as competence in written and oral communication.

I. General Education Requirements (47-64 hours)

See College of Arts and Sciences, General Education Requirements, Bachelor of Arts, 2013-2014 Undergraduate *Bulletin*.

- ❖ Effective, Engaged, and Persuasive Communication: Writing (6 Hours)
- ❖ Analytical Reasoning and Problem-Solving (6-8 Hours)
- ❖ Scientific Literacy (8 Hours)
- ❖ Global Citizenship and Multicultural Understanding: Communicate Effectively in More than One Language (0-9 Hours)
- ❖ Global Citizenship and Multicultural Understanding: Historical Thinking (6 Hours)
- ❖ Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)
- ❖ Aesthetic and Interpretive Understanding (3 Hours)

¹⁰ Estimated at 15 credit hours per student per fall and spring semesters.

¹¹ Estimated at 6 credit hours per student in summer term.

- ❖ Fine Arts and Humanities Requirements (9 Hours)
- ❖ *Stand-Alone or Overlay Eligible Requirements (3-9 Hours):*
 - Effective, Engaged, and Persuasive Communication: Speech
 - Information Literacy
 - Values, Ethics, and Social Responsibility

Students may satisfy these requirements in one of two ways:

(1) by completing three separate courses that are approved to satisfy the Speech, Information Literacy, and Values, Ethics, and Social Responsibility requirements (stand-alone)

or

(2) by completing up to two courses that are specifically designated to satisfy two general education requirements (overlay).

At least one of these requirements must be satisfied by a course not applied elsewhere in general education.

II. Major Requirements

The major requirements for the Bachelor of Arts with a major in Chinese Studies were approved by the College of Arts and Sciences Curriculum Committee on January 24, 2013, and the University Curricula and Courses Committee on February 15, 2013; final approval was given by the Faculty Senate on March 6, 2013.

Major Prerequisites (9 Hours)

A minimum grade of C is required in all prerequisite courses.
CHIN 221 - Intermediate Mandarin Chinese I (or equivalent)
CHIN 222 - Intermediate Mandarin Chinese II (or equivalent)
CHIN 240 - Chinese Culture, Tradition, and Modern Societies

Chinese Studies Major (24 Hours)

A minimum grade of C is required in all major courses.

Required Major Courses (12 Hours)

CHIN 321 - Advanced Intermediate Mandarin Chinese I
CHIN 322 - Advanced Intermediate Mandarin Chinese II
CHIN 421 - Advanced Chinese I
CHIN 422 - Advanced Chinese II

Chinese Electives (6 Hours)

Select 2 courses from the following:

CHIN 335 - Women in China
CHIN 341 - Modern Chinese Literature
CHIN 355 - Screening China

Program Electives (6 Hours)

Select 2 courses from the following:

ARTH 345 - History of Asian Art

CHIN 398 - Selected Topics (may be repeated for major credit under different suffixes)

CHIN 399 - Independent Study (may be repeated for major credit under different suffixes)

HIST 355 - China to Revolution

HIST 356 - China Since 1949

POLI 443 – International Relations of East Asia and the Pacific

POLI 448 - Politics and Government of China

RELG 352 - Religions of East Asia

RELG 356 - Introduction to Buddhism

III. Cognate or Minor Requirements

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor. In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. A student may also choose to complete a second major in place of a cognate or minor.

IV. Electives

The Bachelor of Arts degree requires a minimum of 120 semester hours in academic subjects.

Example student schedule of courses

Freshman Year

First Semester

<u>Course/Number of Hours</u>	<u>Requirement</u>
ENGL 101 (3 hours)	general education
CHIN 121 (4 hours)	general education
MATH 122 (3 hours)	general education
HIST 112 (3 hours)	general education
UNIV 101 (3 hours)	recommended elective
16 credit hours	

Second Semester

<u>Course/Number of Hours</u>	<u>Requirement</u>
ENGL 102 (3 hours)	general education
CHIN 122 (4 hours)	general education
STAT 110, 112, or 201 (3 hours)	general education
HIST 105 (3 hours)	general education
ANTH 102 (3 hours)	general education
16 credit hours	

Sophomore Year

First Semester

<u>Course/Number of Hours</u>	<u>Requirement</u>
CHIN 221 (3 hours)	general education/major prerequisite
BIOL 110 (4 hours)	general education
POLI 101 (3 hours)	general education
Speech (3 hours)	general education
<u>Fine arts (3 hours)</u>	<u>general education</u>
16 credit hours	

Second Semester

<u>Course/Number of Hours</u>	<u>Requirement</u>
CHIN 222 (3 hours)	general education/major prerequisite
CHIN 240 (3 hours)	general education/major prerequisite
GEOL 103 (4 hours)	general education
Values, Ethics, & Soc. Resp. Course (3 hours)	general education
<u>Elective (3 hours)</u>	<u>elective</u>
16 credit hours	

Junior Year

First Semester

<u>Course/Number of Hours</u>	<u>Requirement</u>
CHIN 321 (3 hours)	Major
CHIN 335 (3 hours)	Major
HIST 356 (3 hours)	Major
Cognate (3 hours)	cognate
<u>Cognate (3 hours)</u>	<u>cognate</u>
15 credit hours	

Second Semester

<u>Course/Number of Hours</u>	<u>Requirement</u>
CHIN 322 (3 hours)	Major
CHIN 341 (3 hours)	Major
POLI 443 (3 hours)	Major
Cognate (3 hours)	cognate
<u>Elective (3 hours)</u>	<u>elective</u>
15 credit hours	

Senior Year

First Semester

<u>Course/Number of Hours</u>	<u>Requirement</u>
CHIN 421 (3 hours)	Major
Cognate (3 hours)	cognate
Elective (3 hours)	elective
Elective (3 hours)	elective
<u>Elective (3 hours)</u>	<u>elective</u>
15 credit hours	

Second Semester

<u>Course/Number of Hours</u>	<u>Requirement</u>
CHIN 422 (3 hours)	Major
Elective (3 hours)	elective
Elective (3 hours)	elective
Elective (3 hours)	elective
<u>Elective (3 hours): optional</u>	elective
15 credit hours	

Total Hours = 121 (124 with optional elective)

8. b. New Courses Under Development

(These courses will be additional options under the Chinese Electives component of the major.)

CHIN 3XX Chinese Language and Society: Introduction to Chinese language groups and dialects; Chinese language and media; and communication in its socio-cultural context.

CHIN 3XX Business Chinese: Introduction to formal and informal use of the Chinese language in professional situations, including professional etiquette; survey of important types of business correspondence in Chinese.

9. Assessment

As part of the proposal for the Bachelor of Arts with a major in Chinese Studies, learning outcomes for the major have been developed; please see below. According to University of South Carolina policy, assessment of student learning outcomes is conducted annually. This process includes collection and aggregation of data from key student work items, review of the data by the program faculty, and conclusions drawn from the data to improve the program.

Learning Outcomes for the Chinese Studies Major

- *LO 1: Students will demonstrate a level of comprehension of spoken, standard Mandarin Chinese that will facilitate interactive communication in the language.*
- *LO2: Students will demonstrate advanced proficiency in understanding written Chinese, including familiarity with simplified and traditional character sets and regional variations across the Chinese-speaking world.*
- *LO3: Students will demonstrate the ability to speak Mandarin Chinese at an intermediate to advanced level of proficiency, i.e. to express a wide range of needs, experiences, and ideas in Chinese.*
- *LO 4: Students will demonstrate the ability to write in Chinese at an intermediate to advanced level of proficiency, i.e. to express a wide range of needs, experiences, and ideas in Chinese.*
- *Lo 5: Students will recognize and be able to discuss the significance of primary periods and major writers in Chinese literature, as well as the major historical, cultural, and social trends of Chinese civilization from ancient times to the present day.*

- *LO 6: Students will evaluate and discuss knowledgeably cultural texts or linguistic documents, including major texts of Chinese literature, and advance arguments effectively through strong writing and reasoning.*

Learning Outcomes 1, 2, 3, and 4 will be assessed using data gathered from student work items (oral interviews, dialogues, listening exercises, written exams and essays) in CHIN 221, 222, 321, 322, 421, and particularly CHIN 422. The *intermediate to advanced* levels of proficiency referenced in the learning outcomes are keyed to the American Council on the Teaching of Foreign Languages (ACTFL) standards for oral and writing proficiency. As the final course in the Chinese Studies major sequence, CHIN 422 will be an important source of data for language proficiency. Data from final oral and written projects in CHIN 422 will be used to assess the program’s effectiveness in producing graduates who can comprehend, read, speak, and write Chinese at the desired level.

Student work items (e.g., essays, research papers, presentations, media works) in the Chinese Electives component of the major (CHIN 335 - Women in China, CHIN 341 - Modern Chinese Literature, CHIN 355 - Screening China and new courses in Chinese Language and Society and Business Chinese) will be selected as data sources for Learning Outcomes 5 and 6. Rubrics will be developed to rate dimensions of student performance relating to cultural proficiency on these work items.

In addition to direct measures of student learning described above, the program will collect and analyze data on student perception and satisfaction (derived from a senior exit survey) and job placements (includes both job placement and graduate/professional school acceptances; derived from a senior exit survey.)

10. Faculty
10.a. Faculty Rank and Qualifications

Table B: Faculty List			
Faculty by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor	PhD	Chinese Theater and Film	Yes
Associate Professor	PhD	Chinese Literature and Cultural History	Yes
Assistant Professor #1	PhD	Chinese Literature and Film	Yes

Assistant Professor #2	PhD	Chinese Linguistics and Language Pedagogy	Yes
Assistant Professor #3 Note: Assistant Professor #3 is a new hire who has joined the faculty in Fall 2013.	PhD	Chinese Studies	Yes

The Department of Languages, Literatures, and Cultures currently has five faculty dedicated to the Chinese program: one full professor, one associate professor who serves as the director of the program, and three assistant professors. One of these assistant professors (Assistant Professor #1) is expected to be considered for tenure and promotion in the 2013-2014 academic year. Collectively, these faculty members have the qualifications to teach the Chinese language, literature, and culture courses required for the Chinese Studies major.

Students will have the opportunity to take 2 courses (6 hours) outside the Department of Languages, Literatures, and Cultures; choices include history of oriental art in the Department of Art; Chinese history courses in the Department of History; politics and government of China in the Department of Political Science; and courses in East Asian religions in the Department of Religious Studies. The interdisciplinary opportunities in the Chinese Studies major capitalize on recent hires across several departments within the College of Arts and Sciences. Thus, we expect that teaching needs for the Chinese Studies major will be met with existing faculty positions. Given the range of expertise among these faculty, students in the Chinese Studies major will be provided with rich and varied experiences to develop advanced language proficiency and understanding of the culture, history, and role of Chinese-speaking societies.

10.b. New Faculty and Staff to be Added in Support of Program

No additional faculty, administrators, or staff are needed to support the Chinese Studies major. Existing faculty, administrators, and staff are sufficient to accommodate the needs of the proposed major.

10.c. Currently employed Faculty and Administrators

No changes are required in the assignments of currently employed faculty and administrators. All current faculty are assigned teaching in the Chinese program within the Department of Languages, Literatures, and Cultures within the regular course rotation schedule. Program administration will continue within the established practice of having one faculty position serve as program director.

10.d. Institutional Plan for Faculty Development

Faculty serving the Chinese Studies major are eligible for all professional development support as defined by University policy and the Faculty Manual, e.g., research, conference travel, sabbatical, and curriculum development.

10.e. Definition of Full Time Equivalent (FTEs)

For University of South Carolina faculty, 1.0 FTE is recognized as a faculty position in which a faculty member is under a full time contract and for which the faculty member meets the requirements of his/her assigned teaching, research, and service obligations.

10.f. Unit Administration, Faculty, and Staff Support: See Table C

Table C: UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration¹²						
2014 – 2015			1	.25	1	.25
2015 – 2016			1	.25	1	.25
2016 – 2017			1	.25	1	.25
2017 – 2018			1	.25	1	.25
2018 – 2019			1	.25	1	.25
Table C: UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT---continued						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Faculty¹³						
2014 – 2015			5	4.75	5	4.75

¹² One existing faculty position is expected to serve as director for degree program; figure is calculated as percentage of time expected to be devoted to program administration.

¹³ One existing faculty position is expected to devote .25 of time to program administration and .75 to teaching time; the other four faculty positions are expected to devote 100% of teaching time.

2015 – 2016			5	4.75	5	4.75
2016 – 2017			5	4.75	5	4.75
2017 – 2018			5	4.75	5	4.75
2018 – 2019			5	4.75	5	4.75

11. Physical Plant

The University has adequate physical facilities to support the proposed Bachelor of Arts with a major in Chinese Studies. Faculty and administrative offices are housed in the Department of Languages, Literatures, and Cultures’ existing space. The language learning laboratory operated by the department has sufficient space to support the degree program. No additional physical facilities are required or planned.

12. Equipment

It is expected that only commonly used items for instruction and research will be necessary and will be covered by existing resources. No additional purchases of major equipment are required or planned.

13. Library Resources

Gary D. Geer, Head, Acquisitions and Collection Development, of the University of South Carolina’s Thomas Cooper Library has prepared a qualitative and quantitative assessment of our library resources in Chinese and related studies. His report evaluates our library funds, provides a detailed account of scholarly collections related to the proposed program, and describes library services available through the Partnership Among South Carolina Academic Libraries (PASCAL) as well as the Center for Research Libraries (CRL.) The report concludes that “the libraries of the University of South Carolina can provide excellent support for the proposed B.A. Major in Chinese Studies. I reviewed the documents related to the proposed new major and believe our current coverage of the subject matter is excellent. The existing collections of the library can support this program and library services are already in place to provide continuing support for new programs such as this one.”

(Please see Attachment II.)

14. Accreditation, Approval, Licensure, or Certification

The proposed Bachelor of Arts with a major in Chinese Studies is not subject to specialized/professional accreditation or approval by any agency other than the CHE. Graduates of the proposed program are not subject to licensure or certification by any public or private agency.

15. Articulation

15.b. Entry Path for Students from Two-Year Institutions

The University of South Carolina adheres to the South Carolina State Policy on Transfer at <http://www.che.sc.gov/AcademicAffairs/TRANSFER/RevisedTransferPolicyFINAL.pdf> and <http://www.sctrac.org/>

Students who begin their college studies in the South Carolina Technical System and transfer to the University of South Carolina to pursue the Bachelor of Arts with a major in Chinese Studies have access to numerous courses at the technical colleges that fulfill many of the general education requirements for the degree. Given the nature of language learning where skills must be mastered in sequence, students who complete one or two years of course work at two-year institutions where Chinese is typically not available¹⁴, will need to take Chinese courses in summer at the University of South Carolina or another four-year institution offering the courses or through an approved study abroad program to avoid delays in graduation.

16. Estimated Costs and Sources of Financing

Table D: ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	21,250	21,250	21,250	21,250	21,250	106,250
Faculty Salaries	303,750	303,750	303,750	303,750	303,750	1,518,750
Graduate Assistants ¹⁵	84,000	84,000	84,000	84,000	84,000	420,000
Clerical/Support	18,000	18,000	18,000	18,000	18,000	90,000

¹⁴ SC TRAC indicates that Chinese is taught only at Clemson University, Coastal Carolina University, College of Charleston, the Citadel, University of South Carolina - Upstate, University of South Carolina – Columbia, and Winthrop University.

¹⁵ Graduate assistants are selected from the doctoral program in Comparative Literature, housed in the Department of Languages, Literatures, and Cultures. Normally, four graduate assistantships (two 20-hour per week and two 15-hour per week) are allocated to the Chinese program to support Chinese language teaching. Assistantships include stipend and tuition.

Personnel ¹⁶						
Supplies and Materials	3,000	3,000	3,000	3,000	3,000	15,000
Library Resources ¹⁷	4,646	4,646	4,646	4,646	4,646	23,230
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other (Identify)	0	0	0	0	0	0
TOTALS	434,646	434,646	434,646	434,646	434,646	2,173,230
SOURCES OF FINANCING BY YEAR						
Tuition Funding	161,448	213,528	429,660	637,980	859,320	2,301,936
Program-Specific Fees	0	0	0	0	0	0
State Funding	0	0	0	0	0	0

¹⁶ Administrative support will be provided by the Department of Languages, Literatures, and Cultures. One staff member will contribute 50% of time to the Chinese Studies major.

¹⁷ Please see Attachment II. Current library allocations are adequate to support the major in Chinese Studies. The assessment of library holdings indicates that the China Academic Journals package, while not essential, would be desirable to complement our already extensive holdings in this academic area. The figure presented is the current estimate for the package.

Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
Other Funding (Specify)	0	0	0	0	0	0
TOTALS	161,448	213,528	429,660	637,980	859,320	2,301,936

16.b. Assumptions for Table D

Faculty salary figures are based on current average salaries for full, associate, and assistant professors in the Department of Languages, Literatures, and Cultures. By the implementation date of Fall 2014, the Chinese Studies program is expected to have faculty in the following ranks: one full professor, two associate professors, and two assistant professors.

Tuition revenue is calculated using the University of South Carolina – Columbia in-state rate for 2013-2014: \$10,416 (fall and spring semesters) and \$434 per credit hour in summer.

17. Programs for Teachers and Other School Professionals (only): Not Applicable.