

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

REVISED
AGENDA ITEM: 4 – B (1)

DATE: August 10, 2017

SUBJECT: New Certificate: NSU Undergraduate Certificate in Chinese

Northern State University (NSU) requests authorization to offer an undergraduate certificate in Chinese. The certificate will provide a credential to students with Chinese language skills and is designed to allow students to market themselves to potential employers who desire candidates with Chinese language and cultural proficiencies. The certificate requires 14 credit hours to complete and uses all existing courses available at the university.

NSU is requesting authorization to offer the specialization online.

DRAFT MOTION 20170810_4-B(1): I move to approve NSU’s undergraduate certificate in Chinese as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
TITLE OF PROPOSED CERTIFICATE:	Chinese
INTENDED DATE OF IMPLEMENTATION:	Fall 2017
PROPOSED CIP CODE:	16.0301
UNIVERSITY DEPARTMENT:	Languages, Literature, and Communication Studies
UNIVERSITY DIVISION:	College of Arts and Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Alan D. Jaume

Institutional Approval Signature

6/26/2017

Date

President or Chief Academic Officer of the University

- 1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?**

Undergraduate Certificate Graduate Certificate

- 2. What is the nature/purpose of the proposed certificate?**

The Chinese certificate will provide students with introductory and intermediate Chinese language skills. The certificate program will also increase the visibility of the Chinese language offerings at NSU, thus increasing course enrollments. Indication of certificate completion on academic transcripts increases students' perceived value of extended language study by providing a specific goal for students to work towards and making it easier for students to market themselves to potential employers who desire language ability.

NSU’s Chinese language offerings are an important distinguishing feature for NSU. They are an excellent selling point to potential undergraduates, thus aiding in recruitment efforts.

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

Students who have completed the certificate’s required two years in Chinese language will be prepared to take the HSK Chinese Proficiency Test (the Chinese TOEFL) at level 4. This is the equivalent to the American Council on the Teaching of Foreign Languages (ACTFL) intermediate level of proficiency. HSK level 4 qualifies students to study abroad at Chinese universities and participate in summer programs. It also qualifies them for Confucius Institute scholarships.²

Most importantly, this level of proficiency is highly desired by Chinese and other major multinational companies such as Apple, Amazon, etc... as stated in their job advertisements for positions such as account representative, investigation specialist, seller support associate, import operations program manager, and many more.³ While many jobs do require “professional level fluency,” Chinese language certificate holders will have a definite advantage for jobs where Chinese is a preferred qualification or in the many positions where “Chinese language skills are a strong plus.” Such jobs exist in almost every market segment.⁴

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The certificate would be available to any undergraduate. Chinese language proficiency is helpful in careers across the entire spectrum for which NSU schools aim to prepare students, including education, business, arts, law enforcement, science, and government—to name a few.

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

² <http://www.chinesetest.cn/gosign.do?id=1&lid=0#>

³ While specific job postings change constantly and cannot be cited with any reliability, representative samples can be found by searching at https://jobs.apple.com/us/search?#&t=0&sb=req_open_dt&so=1&lo=0*USA&pN=0 or <https://www.amazon.jobs/>

⁴ While the SD Department of Labor, US Bureau of Labor Statistics, and the SDBOR dashboard websites can show jobs by industry, the only category which directly incorporates foreign language skill is the rapidly growing “translator/interpreter” occupation (for example, see <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm> and <https://www.sdbor.edu/dashboards/Pages/Employment-Projections-Dashboard.aspx>). The certificate program proposed here cannot claim to provide the extremely high level of proficiency that translation and interpretation jobs require. Similarly, labor statistics sources can show employment outlook according to college major, but this proposal is for a certificate, not a major. Instead, please see the following perspectives on the value of intermediate level foreign language (especially Chinese) proficiency as a supplement in many other occupational categories: <http://money.cnn.com/2013/10/30/news/economy/job-skills-foreign-language/>; <http://www.ibtimes.com/foreign-language-skills-provide-sharp-edge-job-market-258085>; http://articles.chicagotribune.com/2012-11-26/classified/chi-bilingual-jobs-20121126_1_foreign-language-foreign-language-fastest-growing-language; http://www.newamericaneconomy.org/wp-content/uploads/2017/03/NAE_Bilingual_V8.pdf.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):⁵

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CHIN	101	Introductory Chinese I	4	No
CHIN	102	Introductory Chinese II	4	No
CHIN	201	Intermediate Chinese I	3	No
CHIN	202	Intermediate Chinese II	3	No
Subtotal			14	

The total of 14 credits required for the certificate exceeds the standard total of 12 credit hours for a certificate. The additional 2 credit hours are necessary due to CHIN 101 and 102 consisting of 4 credit hours and the necessity of all four courses to establish an adequate foundation in Chinese language skills.

6. Student Outcome and Demonstration of Individual Achievement.⁶

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

Master the basic rules of pinyin and dictionary use.

Differentiate the four tones and read tones correctly.

Master 1,200 commonly used Chinese words and related grammar patterns.

Read and write 300 Chinese characters with the correct stroke order.

Recognize basic conversation pertaining to a wide range of topics and situations in daily life.

Communicate with others on general topics in social settings. Participate in simple discussions.

Write notes, diaries and correspondence in correct sentences. Explain familiar topics using paragraphs.

Practice simple social etiquette and customs from China.

Describe the social structure and interpersonal relationships in China.

Experience cultural diversity and inter-cultural dynamics.

Critically analyze issues in Chinese culture and local culture, including value systems.

- B. Complete Appendix A – Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*

7. On-line and Off-campus Delivery.⁷

⁵ Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

⁶ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

⁷ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire certificate at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or seeks authorization to deliver the entire certificate through distance technology (e.g., as an on-line program)?

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
Off-campus	No		Click here to enter a date.

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	Yes	Online, internet synchronous	Fall 2017

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	No		Click here to enter a date.
Delivery Method (if applicable)			

8. Additional Information: Appendix A**Individual Student Outcomes and Program Courses**

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	Program Courses that Address the Outcomes				
	CHIN 101	CHIN 102	CHIN 201	CHIN 202	
Master the basic rules of pinyin and dictionary use.	X	X			
Differentiate the four tones and read tones correctly.	X	X			
Master 1,200 commonly used Chinese words and related grammar patterns.	X	X	X	X	
Read and write 300 Chinese characters with the correct stroke order.	X	X	X	X	
Recognize basic conversation pertaining to a wide range of topics and situations in daily life.	X	X	X	X	
Communicate with others on general topics in social settings. Participate in simple discussions.	X	X	X	X	
Write notes, diaries and correspondence in correct sentences. Explain familiar topics using paragraphs.	X	X	X	X	
Practice simple social etiquette and customs from China.	X	X			
Describe the social structure and interpersonal relationships in China.		X	X		
Experience cultural diversity and inter-cultural dynamics.	X	X	X	X	
Critically analyze issues in Chinese culture and local culture, including value systems.			X	X	