# Minor Proposal: Cambodian (Khmer) Language and Culture Minor

1. **Program Type (Please specify any from the list below that apply—delete the others)**

* New Program

1. **Program Identification**
   1. Campus: *California State University, Long Beach*
   2. Full and exact degree designation and title: *Cambodian (Khmer) Language and Culture Minor*
   3. Term and academic year of intended implementation. *Fall 2017*
   4. Name of the department(s), division, or other unit of the campus that would offer the proposed minor or certificate program. Please identify the unit that will have primary responsibility. *Department of Asian and Asian American Studies*
   5. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed minor or certificate program*: Dr. Teri Yamada, Professor of Asian Studies and Chair, AAAS*
   6. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. **(CPEC “Appropriateness to Institutional and Segmental Mission”)**

*Attached.*

* 1. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

*Attached.*

**3. Program Overview and Rationale**

* 1. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. **(CPEC “Appropriateness to Institutional and Segmental Mission”)**

*The Minor in Cambodian\*(Khmer) Language and Culture provides students with linguistic and cultural preparation, supported by international perspectives and understanding of humanities, for personal, sociopolitical and intellectual development, as well as for economic self-sufficiency in today's global economy and multicultural society. As an 18-unit minor, its focus is largely on Khmer language acquisition for heritage language speakers who wish to use Khmer in professional settings.*

*The purpose of this minor is also to support the children of the largest Cambodian community outside of Phnom Penh, now located in Long Beach, California. During the 1980s and 1990s, up to 30,000 Cambodian refugees found a new home in Long Beach, having survived the “killing fields” of the Pol Pot regime (1975-79). Today, Long Beach and the wider Southern California area are home to the largest population of Cambodian refugees (and their second generation Cambodian American children) outside of Cambodia. Long Beach’s Cambodia Town is home to an estimated 70,000 Cambodians (see 2013 Report on the State of Cambodia Town. http://www.aasc.ucla.edu/research/pdfs/cambodiatown.pdf). And CSU Long Beach has the largest population of Cambodian American youth of any university or community college in the United States: about 400 students. Many of their parents were from rural areas, working as rice and vegetable farmers on small plots of land. Their parents’ education was minimal: predominantly a temple education for boys, which stressed the ability to read Buddhist sutras. A significant number of these students are also from low social-economic, single parent families. The standard grade level of rural women. Even today in Cambodia, is the eighth grade level (see Vichet Chhuon, et al, The Multiple Worlds of Successful Cambodian American Students in Urban Education 45.1 (2010): 30-57).*

*Like many children of refugees, our second-generation Cambodian American students often have linguistic difficulty communicating with their parents and grandparents who speak little English, while they speak little Cambodian (see Chhuon). There are multiple reasons for this including older parents and grandparents who find English difficult to learn exacerbated by limited literacy in Khmer thus needed their children to serve as translators; few opportunities to learn formal Khmer in “Saturday schools.” This proposed minor in Cambodian Language and Culture assists them to improve their communication skills in both written and spoken Khmer so that they can acquire the requisite linguistic skills and cultural understanding to communicate more deeply with their parents and grandparents. It also provides Cambodian American students with a solid basis of formal Cambodian language so that they can work as translators in civil or federal government and the justice system in Long Beach and in other professions, involving community outreach with significant Cambodian populations where they can better serve their own communities.*

*This minor also provides Cambodian American students with the language competency to seek employment in Cambodia in the areas of business, accounting, finance, real estate, technology, and education. Cambodia now has one of the fastest growing economies in Asia at an annual 7-8% GNP. Several years of experience in an NGO or other sector in Cambodia would provide a profoundly a different perspective on the global economy plus an immersion experience of Cambodian language, which could be leveraged for other jobs internationally.*

*The Foreign Service Institute ranks Cambodian is a level-four language in difficulty with level 5 being the highest (*[*http://www.effectivelanguagelearning.com/language-guide/language-difficulty*](http://www.effectivelanguagelearning.com/language-guide/language-difficulty)*. Only East Asian languages and Arabic are considered more onerous. It is also a minor language, spoken by only 20 million people globally with 200,000 of them residing in the United States. Therefore, it is taught at only a few universities and community colleges in the United States: Cornell University, University of Hawai’i at Manoa, University of Washington, Seattle; University of Utah; University of Wisconsin, Madison; University of California, Berkeley; CSU Long Beach; University of California, Los Angeles (as part of the UCB-UCLA-CSULB Khmer language consortium); and Middlesex Community College, Massachusetts.*

*Finding qualified instructors for these Cambodian language courses has been challenging since 90% of all educators in Cambodia did not survive the Pol Pot era. Those professionals who did survive and relocated to the United States had difficulty proving their professional qualifications given that nearly all official documents in Cambodia were destroyed between 1975-79. To exacerbate the problem in Long Beach, Cambodian refugee professionals were given greater privileges in the Lowell, Massachusetts’ community due to city policy, such as recognition for professional experience in Cambodia without the proof of certification. As Cambodian professionals moved to Lowell in search of work, Long Beach was left with just a handful of educated professionals and most chose to work in the two mutual aid associations for Cambodians that emerged in Long Beach.*

*In addition to Asian Studies and International Studies majors fulfilling their language requirements, students across disciplines are enrolled in the first year level of Cambodian language courses. These disciplines include Accounting, Biology, Child Development & Family Studies, Computer Science, Electrical Engineering, Film and Electronic Arts, Finance, Health Care Administration, Human Development, Social Work, and Nursing. A Minor in Cambodian Language and Culture will allow students to gain a sufficient proficiency of Cambodian language to use it professionally while enhancing the value of their current majors (such as those listed above) as they seek opportunities in the job market.*

*There is no minor in Cambodian Language and Culture offered by any university in the United States. CSU Long Beach will be the first to offer a minor. Cambodian language courses are typically used to fulfill the language requirement for Asian Studies majors or minors, for example, at the University of Utah and Middlesex Community College. The University of Hawai’i at Manoa offers a Certificate in Khmer with the requirement of 15 credit hours beyond the intermediate level, with a 3.0 GPA. The Minor in Cambodian (Khmer) Language and Culture at CSULB will introduce students, typically heritage language speakers from Long Beach and the Southern California area to the Cambodian language system, culture, and contemporary issues, an important part of the broader traditions and contemporary issues in South East Asia and immigrant/transnational spaces in Cambodian/Asian America.*

\* The term “Cambodia(n)” is the English equivalent derived from the French Cambodge. Cambodians refer to themselves and their language as Khmer.

* 1. Proposed catalog description, including program description, degree requirements, and admission requirements.

*The Minor in Cambodian (Khmer) Language and Culture focuses on the study of Cambodian (Khmer) language, culture, and society. It is available to any CSULB student although the minor is directed toward developing the language capacity of Cambodian heritage speakers. A minimum of 18 units is required. Students must take three Cambodian language courses. In addition, they may choose two upper-division electives in consultation with the program advisor. A C grade in all required and elective courses in the minor is mandatory for continuation in the program.*

*Required courses (three of the following courses or at least ten units of Khmer language courses at the second or third year levels):*

*KHMR 101 Fundamentals of Khmer (4)*

*KHMR 102: Fundamentals of Khmer (4)*

*KHMR 201: Intermediate Khmer (4)*

*The following Khmer language courses can be taken through cross-enrollment or accepted as transfer credit. Students can mix and match these courses for credit with approval of the undergraduate advisor.*

*UCB-UCLA-CSULB Khmer Language Consortium. These courses are taught from UC Berkeley in a synchronous learning class environment.*

*KHMER 100A Intermediate Khmer (5) upper-division*

*KHMER 100B Intermediate Khmer (5) upper-division*

*KHMER 101A Advanced Khmer (3) upper-division*

*KHMER 101B Advanced Khmer (3) upper-division*

*Southeast Asian Studies Summer Institute, University of Wisconsin, Madison.*

***First Year sequence, total of eight credits:*** *1st semester Khmer (522-313), (4) upper-division   
2nd semester Khmer (522-314), (4) upper-division****Second Year sequence, total of eight credits:*** *3rd semester Khmer (522-413), (4) upper-division  
4th semester Khmer (522-414), (4) upper-division****Third Year sequence, total of six credits:*** *5th semester Khmer (522-513), (3) upper division   
6th semester Khmer (522-514), (3) upper division*

*University of Hawai’i at Manoa Summer Abroad Program in Cambodia: Khmer Language & Culture.*

*CAM 112 (first year level); (10) lower division*

*CAM 212 (second year level); (10) lower division*

*CAM 303 (third year level); (6) upper division*

*Electives. Choose up to two CSULB upper-division courses:*

*A/ST 307: Modern Asia (3)*

*A/ST 309: Asia and Globalization (3)*

*A/ST 336: Introduction to Southeast Asian Literatures and Cultures (3)*

*A/ST 490: Special Topics in Asian Studies (3)*

*ASAM 334: Cambodian American Experience (3)*

*EDEL 434: Cambodian Culture, Education, and Diaspora (3)*

*ART 375: Art and Social Action in Cambodia (3)*

1. **Curriculum** 
   1. Goals for the (1) program and (2) [student learning outcomes](http://www.calstate.edu/acadaff/sloa/index.shtml). Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

*Program Goals: The Minor in Cambodian (Khmer) Language and Culture, which focuses on heritage language speakers, has two goals. Upon completion of the minor, students will be able to at least: 1) achieve an ACTFL intermediate mid-to-high level of Khmer language proficiency in Interpersonal, Interpretive, and Presentational modes of Communication (see http://www.actfl.org/global\_statements), and 2) demonstrate cross-cultural competence, through learning about aspects of Khmer culture, customs, history, and contemporary society.*

*Student Learning Outcomes: Upon completion of the minor, students will be able to:*

1. *Communicate at an ACTFL intermediate mid-to high level of Khmer language proficiency in Interpersonal, Interpretive, and Presentational modes of Communication (see* [*http://www.actfl.org/global\_statements*](http://www.actfl.org/global_statements) *for the definition of these categories).*
2. *Demonstrate their knowledge of common Khmer cultural customs (such as Buddhist celebrations and appropriate language to address monks, appropriate gestures, body language, and manners) in order to improve general intercultural communication in Khmer society and/or with native Khmer speakers.*
3. *Demonstrate cultural proficiency of Khmer history, politics, economy, and society that shows understanding of both (1) global issues and world cultures beyond United States boundaries and (2) one of the diverse populations within the United States.*

* 1. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses.

*Students who complete the Minor in Cambodian (Khmer) Language and Culture will be able to demonstrate all of the Student Learning Outcomes (SLO) listed in Table 1.*

*Table 1. Student learning outcomes mapped to courses and assessment methods*

|  |  |  |
| --- | --- | --- |
| *Student Learning Outcome* | *Course(s)* | *Methods of Assessment for program* |
| *Fundamentals of Khmer*  *SLO 1 and 2* | *KHMR 101* | *A periodic review and analysis of the alignment of student SLO 1 and SLO 2 to final exam questions and their alignment with the program goals of developing language and cultural proficiencies. The “final grade” distribution for each section of KHMR 101 will be generated for comparison across sections and semesters to ensure feedback regarding grade inflation and to provide a snapshot of class performance. Results will be assessed and improvements incorporated into the course.* |
| *Fundamentals of Khmer*  *SLO 1 and 2* | *KHMR 102* | *A periodic review and analysis of the alignment of student SLOs 1 and 2 to final exam questions and their alignment with the program goals of developing language (language level: developed) and cultural proficiencies. The “final grade” distribution for each section of KHMR 102 will be generated for comparison across sections and semesters to ensure feedback regarding grade inflation and to provide a snapshot of class performance. Results will be assessed and improvements incorporated into the course.* |
| *Intermediate Khmer*  *SLO 1 and 2* | *KHMR 201* | *A periodic review and analysis of the alignment of the SLOs 1 and 2 in one set of the final course assessments—Oral Proficiency-Achievement Interview, Project Presentation, Final Exam—to determine how well student performance aligns with the program goals of language (language level: proficient) and cultural proficiencies. In addition, data on final grade distribution and retention rates from KHMR 102-201 will be collected and assessed across semesters. Results will be assessed and improvements incorporated into the course.* |
| *Modern Asia*  *SLO 3* | *A/ST 307* | *A periodic review and analysis of the alignment of SLO 3 reflected in one set of the course assessments (Final Essay, Exam or Research Paper, or an entry and final assessment of student knowledge), to determine how well the course content aligns with the program objective of cultural competency.* |
| *Asia and Globalization*  *SLO 3* | *A/ST 309* | *A periodic review and analysis of the alignment of SLO 3 reflected in one set of the course assessments (Final Essay, Exam or Research Paper, or an entry and final assessment of student knowledge), to determine how well the course content aligns with the program objective of cultural competency.* |
| *Introduction to Southeast Asian Literatures and Cultures*  *SLO 2,3* | *A/ST 336* | *A periodic review and analysis of the alignment of SLOs 2and 3 reflected in one set of the course assessments (Final Essay, Exam or Research Paper, or an entry and final assessment of student knowledge), to determine how well the course content aligns with the program objective of cultural competency* |
| *Special Topics in Asian Studies*  *SLO 2,3* | *A/ST 490* | *A periodic review and analysis of the alignment of SLOs 2 and 3 reflected in one set of the course assessments (Final Essay, Exam or Research Paper, or an entry and final assessment of student knowledge), to determine how well the course content aligns with the program objective of cultural competency* |
| *Cambodian American*  *Experience*  *SLO 2, 3* | *ASAM 334* | *A periodic review and analysis of the alignment of the alignment of SLOs 2 and 3 reflected in one set of the course assessments (Final Essay, Exam or Research Paper, or an entry and final assessment of student knowledge), to determine how well the course content aligns with the program objective of cultural competency.* |
| *Cambodian Culture, Education and Diaspora*  *SLO 2, 3* | *EDEL 434* | *A periodic review and analysis of the alignment of SLOs 2 and 3 reflected in one set of the course assessments (Final Essay, Exam or Research Paper, or an entry and final assessment of student knowledge), to determine how well the course content aligns with the program objective of cultural competency.* |
| *Art and Social*  *Action in Cambodia*  *SLO 2* | *ART 375/SOC 375* | *A periodic review and analysis of the alignment of SLOs 2 and 3 reflected in one set of the course assessments (Final Essay, Exam or Research Paper, or an entry and final assessment of student knowledge), to determine how well the course content aligns with the program objective of cultural competency.* |

*Plans for assessing program goals and student learning outcomes are demonstrated in Table 2.*

*Table 2. Plans for assessing*

|  |  |  |  |
| --- | --- | --- | --- |
|  | SLO 1 | SLO 2 | SLO 3 |
| *KHMR 101* | I | I | I |
| *KHMR 102* | D | D | D |
| *KHMR 201* | P | P | P |
| *A/ST 307* | -- | -- | D |
| *A/ST 309* | -- | -- | D |
| *A/ST 336* | -- | D | P |
| *A/ST 490* | -- | D | P |
| *ASAM 334* | -- | P | P |
| *EDEL 434* | -- | D | P |
| *ART 375/SOC* | -- | D | P |

I: Introduced

D: Developed

P: Proficient

1. *Depending on the students’ level of Khmer language competency before starting the sequence, KHMR 101, 102, and 201 are language courses that prepare students to achieve an ACTFL intermediate mid-to-high level of Khmer language proficiency in Interpersonal, Interpretive, and Presentational modes of Communication (see* [*http://www.actfl.org/global\_statements*](http://www.actfl.org/global_statements)*) for the definitions of these categories).*

*A/ST 307, A/ST 309, A/ST 336, A/ST 490, ASAM 334, EDEL 434, and ART 375 provide an enhanced study of Cambodian history, culture, and contemporary society, including in the broader contexts of the broader Asian region and Cambodian diaspora.*

* 1. Total number of units required for the minor or certificate. 18
  2. A list of all courses *required* for the minor or certificate, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

*Required courses:*

*KHMR 101. Fundamentals of Khmer (4)*

*Prerequisites: Beginning conversational ability of Khmer or consent of the instructor.*

*Not open to students who have taken KHMR 111 or KHMR 211.*

*KHMR 102. Fundamentals of Khmer (4)*

*Prerequisites: KHMR 101 or consent of instructor. Not open to students who have taken KHMR 211.*

*KHMR 201. Intermediate Khmer (4)*

*Prerequisites: Khmer 102 or consent of instructor*

* 1. List of *elective* courses that can be used to satisfy requirements for the minor or certificate, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

*Elective courses (choose two from the following courses). These electives may be substituted by Khmer language courses in other programs with permission of the undergraduate advisor:*

*A/ST 307: Modern Asia (3)*

*Prerequisites: GE Foundation requirements, one or more Explorations courses, and upper-division standing.*

*A/ST 309: Asia and Globalization (3)*

*Upper division standing*

*A/ST 336: Introduction to Southeast Asian Literatures and Cultures (3)*

*Prerequisite: Students must have scored 11 or higher on the GWAR Placement Examination or completed the necessary portfolio course that is a prerequisite for a GWAR Writing Intensive Capstone.*

*A/ST 490: Special Topics in Asian Studies (3)*

*No prerequisites.*

*ASAM 334: Cambodian American Experience (3)*

*Upper division standing or consent of instructor.*

*EDEL 434: Cambodian Culture, Education and Diaspora (3)*

*No prerequisites.*

*ART 375: Art and Social Action: A Global Perspective*

*No prerequisites.*

* 1. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.

*We are proposing one new, required course, KHMR 201. Intermediate Khmer (4).*

*This is the third Khmer language course in a series of three courses required for the minor.*

*Proposed catalog description*: Introduction to professional research and translation skills using Khmer. Focus on developing more advanced communication skills in various social and professional settings through an analysis and discussion of newspaper articles, documents, literature, and social media.

* 1. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

|  |  |  |  |
| --- | --- | --- | --- |
| *Year* | *Semester* | *Course* | *Faculty* |
| *1* | *Fall 2017* | *KHMR 101* | *Darith Ung, Outey Khuon* |
| *A/ST 307* | *Teri Yamada, Margaret Kuo* |
|  | | *UCB K. 100A* | *Frank Smith* |
|  | *Winter 2017* | *EDEL 434* | *Alex Morales* |
|  | *Spring 2018* | *KHMR 102* | *Darith Ung, Outey Khuon* |
| *A/ST 309* | *Barbara Kim, Teri Yamada* |
| *ASAM 334* | *Karen Quintiliani* |
|  | | *UCB K.100B* | *Frank Smith* |
|  | *Summer 2018* | *ART/SOC 375* | *Carlos Silveira* |
|  | | *SEASSI* | *Frank Smith* |
| *U Hawaii* | *Chhany Sak-Humphrey* |
| *2* | *Fall 2018* | *KHMR 101* | *Darith Ung, Outey Khuon* |
| *KHMR 201* | *Darith Ung, Outey Khuon* |
| *A/ST 307* | *Teri Yamada, Margaret Kuo* |
| *ASAM 334* | *Karen Quintiliani, Teri Yamada,* |
|  | | *UCB K. 100A* | *Frank Smith* |
|  | *Winter 2018* | *EDEL 434* | *Alex Morales* |
|  | *Spring 2019* | *KHMR 102* | *Darith Ung, Outey Khuon* |
| *A/ST 309* | *Barbara Kim, Teri Yamada* |
| *A/ST 336* | *Teri Yamada* |
|  | | *UCB K. 100B* | *Frank Smith* |
|  | *Summer 2019* | *ART/SOC 375* | *Carlos Silveira* |
|  | | *SEASSI* | *Frank Smith* |
| *U Hawaii* | *Chany Sak-Humphrey* |
| *3* | *Fall 2019* | *KHMR 101* | *Darith Ung, Outey Khuon* |
| *KHMR 201* | *Darth Ung, Outey Khuon* |
| *A/ST 309* | *Teri Yamada, Barbara Kim* |
|  | | *UCB K. 100A* | *Frank Smith* |

1. Admission criteria, including prerequisite coursework.

*Students must be enrolled at CSULB. They will meet with the Undergraduate Advisor in the Department of Asian and Asian American Studies to add the minor to their program plan.*

1. Criteria for student continuation in the program.

*A C grade at minimum in all required and elective classes in the minor is required for continuation in the program.*

1. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process). *N/A*
2. **Need for the Proposed Minor or Certificate Program**
   1. List of other California State University campuses currently offering or projecting the proposed programs; list of neighboring institutions, public and private, currently offering the proposed programs.

*There are none. The only CSU campus that teaches Khmer is CSULB.*

* 1. Differences between the proposed program and programs listed in Section 5a above.

N/A

* 1. List of other curricula currently offered by the campus that are closely related to the proposed program.

*The proposed degree is not closely related to other curricula currently offered by the campus.*

* 1. Community participation, if any, in the planning process. This may include prospective employers of graduates.

*There is community participation in the planning process for this minor, involving Khmer language instructors at UC Berkeley, Long Beach Community College and Wilson high school. This minor is being developed as a means to organize a larger language consortium in the Long Beach Unified School District, including Long Beach City College. I am also consulting with Yin Luoth, language instructor at the University of Washington, Seattle, and Dr. John Marston, former SEASSI instructor.*

* 1. Applicable workforce demand projections and other relevant data.

*The U.S. Bureau of Labor Statistics projects that one of the fast growing occupations (projected for 2022) is interpreter and translator, indicating a need for bi/multilingual, culturally competent professionals both at home and abroad.*

*Cambodia is one of the fastest growing economies in Southeast Asia at seven percent annual GNP. The United States is now the country’s single largest consumer of Cambodian exports and in 2014 contributed over $77.6 million in foreign assistance for programs in health, education, governance, economic growth, and demining (see http://www.state.gov/r/pa/ei/bgn/2732.htm). Jobs in the State Department or agencies such as the United States Agency for International Development seek American educated Khmer speakers for projects in Cambodia (*[*https://www.usaid.gov/work-usaid/careers/urgent-hiring-needs*](https://www.usaid.gov/work-usaid/careers/urgent-hiring-needs)*). Cambodia also has more Non-Governmental Organizations, running humanitarian and other programs, which seek educated Cambodian Americans in accounting, public policy, environmental management, education, health and business. A minor in Cambodian (Khmer) Language and Culture would enhance competitiveness of students pursuing career opportunities in areas such as international business, government affairs, education, and media and public relations.*

*Locally in Long Beach, the city seeks competent translators in areas of social services, librarians, city government, and the City of Long Beach Municipal Court. Hospitals like Saint Mary’s and Long Beach Memorial also need professionals who are fluent in Cambodian.*

*Asian Americans have been among the fastest growing racial groups in the United States since the 1965 Immigration Act (http://www.advancingjustice.org/sites/default/files/CoC%20National%202011.pdf). Furthermore, the greater Los Angeles metropolitan area is the home to the largest ethnic/transnational Cambodian population outside Cambodia. Cambodian Americans are the third largest Southeast Asian ethnic group in the United States and, unlike speakers of European languages, the number of Khmer speakers is growing along with other Southeast Asian languages (see* [*http://www.census.gov/prod/2013pubs/acs-22.pdf*](http://www.census.gov/prod/2013pubs/acs-22.pdf)*). While some other Asian ethnic groups exhibit high rates of entrepreneurship, managerial/professional occupations and college graduates, census data also show that the educational attainment among Cambodian Americans is lower compared to East Asian ethnic cohorts, and they continue to struggle with the current job market (see http://www.advancingjustice.org/sites/default/files/CoC%20National%202011.pdf) Therefore, it seems that CSULB should be seriously engaged in assisting its Cambodian American students to succeed in their career paths since they are among the most academically successful children in the Cambodian community. Combined with the students’ other majors, a background in contemporary Khmer culture and language can help prepare students in diverse careers both locally and internationally such as communication, media, health care, social work, education, business, and sales in and beyond the greater Los Angeles metropolitan area.*

* 1. If the program was proposed to meet society’s need for the advancement of knowledge, please specify the need and explain how the program meets that need.

*The proposed program expands knowledge about Cambodia, one of the fastest growing countries in Asia, and the largest Cambodian population outside Cambodia. Proficiency in Khmer and competency in Cambodian culture and customs are needed at the city, state and federal levels especially in the justice and social service systems. There is no major or minor in Khmer language offered at any university or community college in the United States. The proposed program also expands knowledge about one of the largest Asian American groups that help compose the diverse vibrant ethnic/immigrant/transnational community in the greater Long Beach area.*

1. **Student Demand (CPEC “Student Demand”)**
   1. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

*According to the report “A Community of Contrasts. Asian Americans in the United States: 2011” published by the Asian American Center for Advancing Justice: “Policy makers and service providers in areas with established Asian American communities should determine whether existing services need to be modified to accommodate changing ethnic compositions. Those in areas with less established but growing Asian American communities should work to improve their capacity to serve these emerging populations.”*

*We have been restrained from supporting the Long Beach Cambodian community’s needs regarding better language training for the second generation by focusing on teacher training opportunities that ultimately were overturned later through changing state law. The Department of Asian and Asian American Studies developed Khmer (Cambodian) 111 and 211 over 18 years ago to support the BCLAD credential. California’s embrace of bilingualism in the public schools was voted out in 1998 with Proposition 227, which eliminated the bilingual Khmer-English programs in the elementary schools in Long Beach. Currently, the only high school in the Long Beach Unified School District that teaches Khmer is Wilson High School, a magnet school with a world language program. In Fall 2015, Long Beach Community College offered a course in Cambodian Language for the first time. This now enables us to establish a pipeline of Cambodian language study from Wilson High School, where over 100 Cambodian Americans take Cambodian language classes, to Long Beach City College, and finally to CSULB where since 2014 we have joined a consortium with UC Berkeley and UCLA for an intensive intermediate Khmer program through cross enrollment in a synchronous learning environment. The instructor, situated at UCB in the Department of Southeast Asian Languages and Cultures, is highly qualified and trained in recent best practices in heritage language acquisition of Southeast Asian languages. He also teaches Cambodian in the Summer Southeast Asian Language Institute at the University of Madison, Wisconsin. One objective of this minor is to establish a network of Cambodian language courses and instructors in the Long Beach area and California and connections to intensive Khmer language programs in other states or regions (Royal University of Phnom Penh, Cambodia; University of Wisconsin, Madison) for summer language study.*

*These plans require that we restructure our two existing Khmer courses into a curriculum that supports the opportunity for advanced Khmer language training. Developing a minor then provides an extra incentive for Cambodian American students, who pursue STEM, Business, or Heath Science majors in large numbers at CSULB, also to pursue greater competency in their heritage language. We have not incentivized learning Khmer by maintaining the current structure of two lower-division courses. Enrollments in both these courses, Khmer 111 and 211, have been inconsistent over the past five years. It now becomes possible to restructure the language sequence to better align with the pedagogical basis used in our other language programs since we are no longer promoting Khmer for the BCLAD credential. Also from Fall 2014 we had the assistance of the Associate Dean of Undergraduate Affairs who sent an outreach message to all incoming freshman of Cambodian background informing them of Khmer language courses. From the chart below, we consider this outreach a success and we have been assured that Academic Affairs is willing to send an outreach message about Khmer language courses each fall semester.*

|  |  |  |
| --- | --- | --- |
| *Semester* | *Course* | *Enrollment* |
| *Fall 2015* | *KHMR 211\** | *19* |
| *Spring 2015* | *KHMR 111* | *26* |
| *Fall 2013* | *KHMR 111* | *19* |
| *Spring 2012* | *KHMR 211* | *13* |
| *Fall 2011* | *KHMR 111* | *23* |

*Please note that for the new minor, KHMR 111 becomes KHMR 100 and KHMR 211 becomes KHMR 102*

* 1. Issues of access considered when planning this program.

*Access for this program should be the same as other CSULB programs. The instructors will work with Disabled Student Services to accommodate students who are working toward their academic goals.*

* 1. Professional uses of the proposed program.

*The proposed program will prepare students to work in various multilingual and cross-cultural settings in the local and international job market.*

* 1. The expected number of students in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Initiation Year* | *+3 Years* | *+5 Years* |
| *Number of Students* | *5* | *15* | *25* |
| *Number of Graduates* | *0* | *10* | *20* |

1. **Existing Support Resources for the Proposed Minor or Certificate Program**

**(CPEC “Total Costs of the Program”)**

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

1. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For graduate programs, include faculty publications or curriculum vitae.

***Channy Sak-Humphry, Associate Professor and Coordinator of Khmer Language Program University of*** *Hawai’i at Manoa, Department of Indo-Pacific Languages. 1996, Ph.D. Linguistics, University of Hawai’i at Manoa.*

***Margaret Kuo****, Associate Professor, Department of History at CSULB. Ph.D., 2003, History from UCLA; JD. Georgetown University Law Center*

***Outey Khuon.*** *Instructor, LBUSD. 1996. BCLAD Credential.*

***Karen Quintiliani****, Professor and Chair, Department of Anthropology at CSULB; Ph.D., 2003, Anthropology. UCLA.*

***Darith Ung****, Cambodian language instructor, Wilson High School, Long Beach; 2003, M.A. Education, National University.*

***Teri Yamada****, Professor and Chair, Department of Asian and Asian American Studies at CSULB; Ph.D., 1986, Buddhist Studies, U.C. Berkeley.*

***Alex Morales,*** *Lecturer in Teacher Education. Director, School Improvement Initiative, Center for Language Minority Education and Research, CSULB; 1982. M.A. School Administration, University of La Verne.*

***Carlos Silveira****, Professor, Art Education (COTA) at CSULB; Ph.D., 1995, Fine Arts, Texas Tech University.*

***Frank Smith****, Full-time Lecturer in the Dept. of South and Southeast Asian Languages and Cultures at UC Berkeley since 2008. Khmer Language Coordinator, Southeast Asian Studies Center at University of Wisconsin, Madison, 2000 to present. 1994, M.A. in Library Science (MLS) from Simmons College, Boston.*

***Barbara Kim,*** *Professor, Department of Asian and Asian American Studies at CSULB. Ph.D., 2001, Sociology from University of Michigan – Ann Arbor.*

1. Space and facilitiesthat would be used in support of the proposed program.

*The minor draws from courses already offered through the following departments and programs: Art, Asian and Asian American Studies, Religious Studies, Anthropology, and History. No additional space and facilities are required.*

c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

d. Existing academic technology, equipment, and other specialized materials currently available.

*BeachBoard and active learning classrooms. Our CLA Language Lab has synchronous classroom capacity with UCB and UCLA through Blue Jeans software provided by UCB.*

1. **Additional Support Resources Required**

**(CPEC “Total Costs of the Program”)**

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

1. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.

*The Department of Asian and Asian American Studies supports students enrolled in the UCB-UCLA-CSULB Khmer Language Consortium since cross-enrollment at UCB costs $46 per unit. We have used our Heritage Language Foundation funds to support three students in Fall 2015/Spring 2016 at $230 per student per semester.*

1. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.

*No additional special facilities will be required.*

1. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.

*No additional library resources are required.*

1. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

*No additional materials are required.*