

# EDUC 152: HMONG IN EDUCATION

## In Workflow

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## Approval Path

1. Thu, 18 May 2023 04:31:15 GMT  
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Fri, 01 Sep 2023 18:54:37 GMT  
Bitva Rivas (b.rivas): Rollback to Initiator
3. Thu, 21 Sep 2023 05:15:39 GMT  
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
4. Thu, 28 Sep 2023 22:40:30 GMT  
Bitva Rivas (b.rivas): Approved for ED College Committee Chair
5. Fri, 29 Sep 2023 00:41:12 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean
6. Mon, 30 Oct 2023 16:23:02 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## New Course Proposal

Date Submitted: Fri, 01 Sep 2023 21:46:07 GMT

**Viewing: EDUC 152 : Hmong in Education**

**Last edit: Thu, 28 Sep 2023 22:40:11 GMT**

Changes proposed by: Angela Leslie (101058889)

**Contact(s):**

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**Catalog Title:**

Hmong in Education

**Class Schedule Title:**

Hmong in Education

**Academic Group: (College)**

ED - Education

**Academic Organization: (Department)**

Undergraduate Studies in Education

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

EDUC - Education

**Catalog Number: (course number)**

152

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?**

No

**In what term(s) will this course typically be offered?**

Spring term only

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

\* This new course will serve as an elective for our Minor in Social Justice in Education under an area entitled Culture and Identity in Education.

\* This course will also meet GE Area D (available for all students)

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

This course provides an overview of Hmong educational and lived experiences within the United States. Students will analyze how historical, contemporary, social, and political forces have shaped Hmong educational access and attainment. The course will examine how intersections of identities such as race, ethnicity, language, immigration status, gender, and sexuality that inform Hmong American PK-16 educational pipeline experiences.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Discussion

**Discussion Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Discussion Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	1. Identify how historical, contemporary, social, and political factors influence the educational experiences of Hmong students.	Assigned readings and writing assignments that cover a variety of areas to expand on students' knowledge and understanding of the historical contemporary complexities of Hmong students' educational experiences with an emphasis on social, and political factors that influence Hmong students -Class discussion -Weekly reflection papers -My Journey to College Essay -Highlighting a Hmong American paper
2	2. Connect and analyze the systemic barriers across the Hmong educational pipeline.	Assigned readings and writing assignments that cover a variety of areas to expand on students' knowledge and understanding of the historical contemporary complexities of Hmong students' educational experiences with an emphasis on social, and political factors that influence Hmong students -Class discussion -Weekly reflection papers -My Journey to College Essay
3	3. Infer and connect how race, ethnicity, language, immigration status, gender, and sexuality inform the educational experiences of Hmong students.	Assigned readings and writing assignments that cover a variety of areas to expand on students' knowledge and understanding of the historical contemporary complexities of Hmong students' educational experiences with an emphasis on social, and political factors that influence Hmong students -Class discussion -Weekly reflection papers -My Journey to College Essay -Highlighting a Hmong American paper

4	4. Interpret the relationship between Hmong students, families, communities, and schools.	Assigned readings and writing assignments that cover a variety of areas to expand on students' knowledge and understanding of the historical contemporary complexities of Hmong students' educational experiences with an emphasis on social, and political factors that influence Hmong students -Class discussion -Weekly reflection papers -My Journey to College Essay -Highlighting a Hmong American paper
5	5. Identify how parents, communities, and academic programs support Hmong students' success in education.	Assigned readings and writing assignments that cover a variety of areas to expand on students' knowledge and understanding of the historical contemporary complexities of Hmong students' educational experiences with an emphasis on social, and political factors that influence Hmong students -Class discussion -Weekly reflection papers -My Journey to College Essay -Highlighting a Hmong American paper

**Attach a list of the required/recommended course readings and activities:**

Readings and Activities.pdf

**For whom is this course being developed?**

Minors in the Dept  
General Education

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

**Attach Accessibility Checklist: (Optional at submission. Fulfills requirement to file with Dean's office.)**

course-accessibility-checklist-AIF[49] (1).pdf

**University Learning Goals**

**Undergraduate Learning Goals:**

Knowledge of human cultures and the physical and natural world  
Intellectual and practical skills  
Personal and social responsibility

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

**GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

D. The Individual and Society

**Which GE objective(s) does this course satisfy?**

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

EDUC 152 .pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

If multiple sections of the course are offered, the course structure, content, and learning objectives would be similar, with readings that could vary between sections. The attached syllabus serves as a template. The writing requirement would also be enforced across all sections.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

Similar to other EDUC courses, all instructors will review the objectives and curriculum of the course to collaborate and update this course accordingly.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

The Department provides each instructor with the template syllabus. The EDUC Undergraduate Coordinate will periodically review syllabi from instructors who teach the same courses and hold meetings every semester to ensure goals are being met.

**General Education Details - Area D: The Individual and Society**

Section 1.

**Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.**

Similar to other EDUC courses, all instructors will review the objectives, curriculum, and writing requirements (to ensure that it meets the 1500 word requirement) of the course. EDUC meets once a month, where opportunities are given to collaborate and update this course accordingly amongst the instructors who teach the same courses. Additionally, the Undergraduate Coordinator reviews syllabi each semester to ensure that all the objectives and requirements are being met.

**What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.**

All instructors are given a template syllabus and a shared Canvas course, which includes the common readings, videos, assignments, and other resources. The EDUC Undergraduate Coordinate will review syllabi from instructors who teach the same courses and hold meetings every semester to ensure goals are being met.

Section 2.

**Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.****Describes and evaluates ethical and social values in their historical and cultural context.**

Readings, films, writing assignments, and weekly reflections will focus on the relationship between Hmong students, families, communities, and schools. Students will analyze how historical, contemporary, social, and political factors impact the educational experiences of Hmong students.

**Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.**

Students will examine the Hmong educational pipeline via discussion of historical and contemporary systemic issues, critical race theory, intersectionality, and culturally relevant education. Students will use these theoretical frameworks to analyze Hmong students' experiences in the PK-12 context and then transition to higher education. Students will have the opportunity to compare and contrast the curriculum with their own experiences through reflective work (Classroom discussions, Reflection papers, My Journey to College essay, and the Highlighting a Hmong American paper).

**Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/ disability, sexual identity, gender and gender expression.**

While the entire course aims to use an intersectional framework in analyzing the educational pathways of Hmong students, special attention will be given to Hmong and Lao refugee women in Week 4, exploring the model minority myth in Week 5 and 6, the intersections of language and culture in Week 8 and 9, immigration experiences and perspectives in Week 10, and 12, Hmong gender and LGBTQ perspectives in Week 11,

**Explains and critically examines social dynamics and issues in their historical and cultural contexts.**

This course begins with an introduction to contemporary demographic trends and a historical overview of the construction and characterization of Hmong in society and education. The goal is to give students a historical foundation in order to understand the present educational conditions of Hmong students. Topics will include the model minority myth, exploring the intersections of culture and language, immigration, gender, sexuality, the role of family and community on Hmong students, and systemic educational barriers. The course concludes with stories and evidence of Hmong success in schools. Particular emphasis will be on the positive impact of parental roles, resiliency, and programs that fostered Hmong students' educational achievements.

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students will write a 1000-word research paper on their own educational experiences that is due mid-semester. Writing instruction, a grading rubric, and how to find research articles through our university databases will be given to students during the first month of the course. Students will also receive feedback through peer review before turning the assignment into the instructor. Students will also receive extensive feedback from instructors on their writing and have the opportunity to revise their papers. At the end of the semester, students will write a 1000-word Highlighting a Hmong American essay. Furthermore, students will turn in 10 Active Reading Reflections, where instructors will be able to give students writing advice at the start of the semester.

Section 3.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

The course curriculum, readings, assignments, and weekly themes address the historical and contemporary context of Hmong culture with the intersections of multiple identities of gender, race, ethnicity, ability, and sexuality. Each week, readings, videos, and classroom discussions will examine the intersections of various groups within Hmong culture.

**Please attach any additional files not requested above:**

Ethnic Studies Consult.pdf

**Reviewer Comments:**

**Bitá Rivas (b.rivas) (Fri, 01 Sep 2023 18:54:37 GMT):** Rollback: per request to correct SLO

Key: 14914