Program Review Self Study of Provisional Academic Program for Conversion to Established Status

Bachelor of Arts (B.A.) in Korean

Department of East Asian Languages and Literatures
Colleges of Languages, Linguistics and Literature

April 2011
Introduction

The B.A. in Korean program is an integral component of the Korean Section of the Department of East Asian Languages and Literatures (EALL). The fields of study of the Department of EALL are the languages and literatures of China, Japan, and Korea. Thus, the department is composed of Chinese, Japanese, and Korean sections, each section comprising two disciplinary programs: (a) language and linguistics and (b) literature.

The Department of EALL is the largest of its kind in the nation and offers a curriculum unparalleled in its breadth, depth, and variety of courses in Chinese, Japanese, and Korean. The department offers B.A., M.A., and Ph.D. degree programs in Chinese, Japanese, and Korean. Each semester, some 2,000 students enroll in all levels of the three East Asian languages and literatures. Department statistics (per Evelyn Nakanishi, Student Services Specialist) show a total of 2,079 enrollments in Spring 2011 (Chinese 397; Japanese 1,200; Korean 482).

At the undergraduate level in the department, language skill courses are aimed at developing a high level of proficiency in both the spoken and written aspects of the languages. Cultural awareness as well as language proficiency are promoted through extra-curricular activities such as student clubs, video/film showings, lectures, and study abroad programs. The department currently offers programs in Hainan in China, Kobe and Tokyo in Japan, and Seoul in Korea. Other courses provide both introductory and advanced coverage of the literatures of East Asia and of the analysis and description of the languages themselves. While most undergraduate students enroll in language courses to fulfill the general education core requirement for foreign/second languages, there are many who plan to study Chinese, Japanese, or Korean as majors, often aspiring to do research or graduate studies. Those who plan to enter the work force immediately upon completing their undergraduate studies find that their language proficiency opens doors to employment in the local travel industry and other internationally oriented businesses.

The graduate program of the department provides advanced professional training in the fields of East Asian languages, linguistics, and literatures. Courses for students developing a disciplinary expertise in language and linguistics include language history, linguistic structure, sociolinguistics, language acquisition, and pedagogy. Courses for students developing a disciplinary expertise in literature include literary history, criticism, and cultural studies. In addition, since 2007, the graduate program has been providing a successful federally-funded program in M.A. in Korean for Professionals as a track of the Korean M.A. program.

In spring 1995, the UH Board of Regents provisionally approved a proposal to create a Bachelor of Arts (B.A.) degree in Korean. Before 1995, the department had offered imbalanced degree programs as follows:

<table>
<thead>
<tr>
<th>Language</th>
<th>B.A.</th>
<th>M.A.</th>
<th>Ph.D.</th>
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<td>Chinese</td>
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<td>Japanese</td>
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<tr>
<td>Korean</td>
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<td>M.A.</td>
<td>Ph.D.</td>
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</table>
In order to fill this significant academic gap that existed among the three closely interrelated EALL programs before 1995, the department had long endeavored to create a B.A. in Korean program. With the establishment of the B.A. degree program in 1995, the academic balance of the department was established for the first time, and the Korean program was able to serve a greater number of motivated undergraduate students in Korean and prepare undergraduates for graduate study in the already existing M.A. and Ph.D. programs in Korean.

The department began admitting undergraduate majors in Korean in August 1995. During the initial nine years, enrollments were not remarkable (an average of 5 majors per year). Due mainly to the low enrollments, the first program review in 2000 resulted in recommending an extension of the provisional status for another five years. Since AY 2004-2005, however, the B.A. in Korean program has made remarkable growth in enrollment: 10 (2004-05), 7 (2005-06), 13 (2006-07), 17 (2007-08), 31 (2008-09), 35 (2009-10), and 49 (2010-11).

Between 1995 through 2010, there have been 31 B.A. graduates, averaging approximately 2 students per academic year. This past 2010-2011 academic year saw a marked increase with approximately 12 B.A. graduates between Fall 2010 and Summer 2011. The Korean for Professionals (Flagship) track implemented in Fall 2008 contributed to this jump in number. At the present time, the University’s registration system cannot provide separate numbers for these two tracks as these two are under one degree program, the B.A. in Korean.

Due to the successful management of the UHM Korean B.A. program, UHM was able to obtain a prestigious federal grant (from the National Security Education Program) to establish an additional track of the Korean B.A. program in Fall 2008, titled the “Korean for Professionals” program or commonly “Flagship program.” UHM is the only institution which has a federally-funded Korean Flagship B.A. (as well as an M.A.) program in the nation. Thus, since Fall 2008, the Korean B.A. program has had dual tracks: regular and Flagship. Students can choose either track depending on their preference, career goals, and qualifications. Although the program goals, curricula, and instructional methods are considerably different between the two tracks, graduates of both tracks are awarded the same degree, titled the “Bachelor of Arts in Korean.” With the Flagship track added to the Korean B.A. program, not only did the enrollments markedly increase (e.g., 49 B.A. students in 2011, including 15 regular and 34 Flagship), but also various innovative and dynamic curriculum, course offerings, instructional methods, and assessment tools have been developed.

Complementary and synergetic with the growth of the B.A. program (especially the Flagship track), the M.A. and Ph.D. in Korean graduate programs have also markedly grown to the extent that, as of Spring 2011, the Korean graduate program has the most graduate students among the three East Asian programs: Chinese MA 6, PhD 8; Japanese MA 15, PhD 20; and Korean MA 17, PhD 22 (source: E. Nakanishi).
At present, there are a total of five B.A. in Korean programs in the United States: SUNY Binghamton, Brigham Young University, Ohio State University, UHM, and UCLA. The UHM program is by far the strongest among them in all terms including the number and quality of the faculty and students, curriculum, course offerings, development of textbooks and materials, instructional methods, and assessment tools.

The B.A. in Korean program is sufficiently ready for conversion to permanent status, as roughly indicated in the above and detailed in the following self-studies that address the questions in Appendix D of UH Executive Policies Regarding Program Review (E5.201).

(1) **Is the program organized to meet its objectives?**

*(Discussion of curriculum, requirements, admissions, advising and counseling, and other aspects of the program, with reference to its objectives.)*

The Korean B.A. Program is organized to sufficiently meet the mission and objectives of the University of Hawaii at Manoa (UHM) and Department of East Asian Languages and Literatures (EALL).

The UHM catalog (2010-2011, p.17) stipulates the objectives of the bachelor’s degree as follows: “The baccalaureate degree program provides the student with a coherent undergraduate education that includes a comprehensive set of integrated learning opportunities. There are three basic components to undergraduate education: (a) the University-wide General Education requirements; (b) individual college or school requirements; and (c) an academic specialization comprising a major, as well as a minor or electives that complement and enrich the other requirements.”

The mission and objectives of EALL programs of which Korean programs are a subset are stipulated in the following mission statement adopted by the department in 2003:

To further the growth of knowledge in the field of East Asian Languages and Literatures
1. To pursue new research in the linguistics, literatures, and pedagogies of East Asian languages
2. To recruit and nurture students who will make new contributions to knowledge of the linguistics, literatures, and pedagogies of East Asian languages
3. To train and nurture a new generation of educators and other professionals at all levels in the languages, literatures and pedagogies of East Asian languages
4. To foster among students at the university of Hawai‘i at Mānoa an appreciation of the literatures and cultures of East Asia
5. To develop the language skills of students at the University of Hawai‘i at Mānoa in the languages of East Asian to meet their needs and those of their communities

As stated in the EALL Program Review Self-Study – 2008, pp. 9-10, “the objectives of the programs for B.A. majors in Chinese, Japanese, and Korean are to build the basic foundation for furthering competence in such skills as aural comprehension, speaking, reading, and writing in these languages and to introduce students to the respective literary
traditions of these areas. B.A. majors are also required to take linguistics courses that provide them with a basic familiarity with the scientific analysis of the structural and sociocultural elements of their language of concentration. Improvement of these skills and knowledge of the language and culture that is needed in areas such as tourism, foreign service, translation, and international trade are also important objects. Courses at the 400-level are provided to meet these objectives.”

In order to efficiently perform the above mission and objectives of UHM and EALL, the Korean B.A. Program has developed and established the relevant curriculum, requirements, and admissions. In addition to satisfying the General Education and College requirements, Korean B.A. students in both regular and Flagship programs must successfully complete a minimum of 36 credit hours. For the regular program students, required core courses include 12 credits of intermediate and advanced-level language skill courses and 12 credits of survey courses in Korean literature in translation, linguistic structure of Korean, and language and culture. In addition, 9 credits of upper-level elective courses selected from courses on modern and traditional Korean literature, Korean drama and film, Chinese characters, composition, and selected readings, and three credits of an outside elective course selected from arts, anthropology, Asian studies, music, sociology, and history are required. For the Flagship program students, graduation requirements are (a) successful completion of four advanced and high-advanced level language courses (12 credits) and eight content courses (24 credits); (b) successful completion of full-time overseas study at Korea University (KU) in Seoul in both the fall and spring semesters of one academic year; and (c) a written and oral exit examination in Korean at the end of the program. The overseas component consists of language training, content course taking, and professional internship at various Korean institutions or organizations, including government agencies, business or law firms, newspaper agencies, universities, and NGOs. All Korean courses offered in both undergraduate and graduate programs at UHM are given in Appendix 1 and detailed descriptions of the curriculum, requirements, and admissions for the B.A. programs are given in Appendix 2 (also in the department webpages [www.hawaii.edu/eall/korean](http://www.hawaii.edu/eall/korean)).

Particular attention is paid to student advising and counseling. For this purpose, the department has an Undergraduate Chair (a senior professor) and an Undergraduate Student Advisor (an APT personnel). In addition, the Korean Section has a Language Coordinator who is in charge of the regular undergraduate programs, including the regular B.A. program. All B.A. students have a faculty advisor, who is responsible for advising, counseling, and curricular guidance for his or her student. Six faculty members are available for B.A. student advising. All Flagship students additionally have a language and content tutor, meeting with him or her two to four hours per week.

(2) Is the program meeting its learning objectives for students?

(An assessment of the quality of student learning as indicated by systematic analysis of student performance with reference to standard expectations, surveys of student satisfaction with instructional aspects of the program.)
The B.A. in Korean program is meeting its learning objectives for students as specified in the statement of the department’s mission and objectives (please see Introduction and item 1 above) and the Korean program’s student learning outcomes (SLOs) that the program faculty established and submitted to the college and UHM administration in 2009. The Program SLOs are as follows.

[SLO1: ORAL] Engage in oral communication in Korean in various social contexts, in linguistically and culturally appropriate ways.

[SLO2: READING] Read and comprehend texts written in Korean from a variety of genres and contexts (e.g., newspapers, essay collections, novels).

[SLO3: WRITING] Apply critical thinking and rhetorical skills to produce coherent written works and presentations in both English and Korean.

[SLO4: RESEARCH] Use a variety of Korean reference works and sources, including dictionaries and encyclopedias both in book form and on the internet.

[SLO5: RESEARCH] Conduct independent research on topics in Korean literature and/or linguistics, and effectively communicate the results.

[SLO6: LINGUISTICS] Demonstrate an understanding of phonology, morphology, syntax, and semantics through analysis of words, phrases, and clauses from authentic Korean samples.

[SLO7: LITERATURE] Identify and describe major authors, works, features, forms, and styles of Korean literature, both premodern and modern.

[SLO8: LITERATURE] Analyze and interpret works of Korean poetry, prose, and drama, read both in translation and in the original Korean, using terms appropriate to each genre.

[SLO9: LITERATURE] Situate and evaluate Korean literature in its social, historical, intellectual, and religious contexts.


The curriculum, course offerings, textbooks and other instructional materials, syllabi, teaching methods, and assessment tools are designed around the above Program SLOs, so that students may efficiently achieve them. The Korean BA SLOs and curriculum maps for the regular and Flagship tracks are given in Appendices 3 and 4, respectively.

The quality of student learning is assessed by way of their frequent tests, final exams, and exit survey (Appendix 5). The results are reflected in their grades. Korean BA students’ performance is reflected by their average GPA which is above the EALL requirement.
The average GPA of the current B.A. students represented by 49 current Korean B.A. students is 3.75, much higher than the campus average (3.1~3.2).

Another indicator of program quality is student satisfaction. Data are available from exit surveys of six graduating seniors for Spring 2009, Summer/Fall 2009 and Spring 2010 as shown in Appendix 5. Although only six students out of ten invitees responded, the survey results are favorable. For example, regarding the satisfaction with the program, students’ marking of “very satisfied” are the highest percentage in all ten questions. Similarly, in response to the questions on student learning outcomes, the majority of the students indicated that they “easily” attained their learning in all six questions covering reading, comprehension, analysis, and evaluation of texts, oral and writing communication, research, and culture. The majority of the students were also “very satisfied” with institutional resources. The responses to the six questions regarding “satisfaction with courses” are split among “somewhat dissatisfied”, “somewhat satisfied”, and “very satisfied”. “Somewhat dissatisfied” is related to course availability and frequency of course offerings.

(3) Are program resources adequate?

(Analysis of number and distribution of faculty, faculty areas of expertise, budget and sources of funds, and facilities and equipment.)

The Korean program at UHM is the largest Korean program in the country with a current total of nine and a half faculty members (8.5 FTEs instructional faculty + 1.0 FTE non-instructional faculty [S2] for Flagship programs), including five tenured or tenure-track faculty who are on the State payroll and four and a half temporary faculty who are on the federal grant payroll for the Flagship programs. Appendix 6 shows the names, tenure status, ranks, areas of specialization, and administrative responsibilities of the six faculty members who are partly or wholly involved in undergraduate instructional and advising responsibilities (the remaining 3.5 FTEs are all federally funded faculty whose duties are either exclusively for administration or exclusively for Flagship graduate education). Of the six faculty, only one member (Sumi Chang—I2) is employed exclusively for instruction and advising for the B.A. Flagship program, while the duties of the other five members are for both graduate and undergraduate education. In particular, Ho-min Sohn’s service for the B.A. Program is only as Korean Section Head and Director of the Korean Language Flagship Center, as his teaching is associated entirely with graduate program courses. Similarly, Yung-Hee Kim, as the full-time Director of the Center for Korean Studies, teaches only one undergraduate literature course per year for the Korean undergraduate program.

Instructional FTE for the undergraduate program is shown in Appendix 7. In the current academic year (2010-2011), a total of 3.75 faculty FTE was allocated to undergraduate education. The program services around 42 undergraduate majors (based on Fall 2010 figure;

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1 Tuition increase and program costs per SSH may change during the next five projected years (Fall 2011 through Spring 2016).
the most up-to-date department figure as of the Spring 2011 is 49). The FTE allocations and instructor salary data were used to estimate program costs for provisional years and projected costs for the next five years in Appendix 7c. General funds from the EALL budget and the federal (National Security Education Program) grant for the Korean language Flagship programs are the main source of funding for undergraduate instruction.

Current faculty resources are generally adequate to maintain the Korean B.A. instructional programs and to increase the number of undergraduate majors. Future Korean program needs were already explained in the Strategic Hiring Plan for 2009-2011 submitted to the LLL Dean in early 2011.

In about three to ten years, the Korean program anticipates a change as senior faculty members choose to retire. It will be critical to replace them in a timely manner in order to maintain a strong program.

Presently, the Korean program has adequate instructional space for the existing undergraduate and graduate programs. General classroom assignments are done by the UHM Scheduler. When some classes cannot be accommodated in a general classroom, the Department uses one of its own classrooms in Moore Hall, or a CKS or Temporary Portable room (for Flagship students). In addition, Korean classes make use of the Language Learning Center (LLC), which supports language laboratories, media rooms, and audio-visual equipment. The LLC also hosts workshops for Korean B.A. programs. However, space may be one of the constraints in the future as the number of students grows.

A complete curriculum has already been established, as indicated in Appendices 1 and 2. Thus a wide range of courses on Korean language, linguistics, literature, and culture, innovative web instructions (Korean proficiency through TV drama and film), and overseas program provide students with rich cultural experiences while preparing students to function in various contexts with high proficiency in Korean language and culture. Needless to say, the curriculum will continue to be reviewed and improved as new needs are identified.

(4) Is the program efficient?

(An assessment of productivity and cost/benefit considerations within the overall context of campus and University “mission” and planning priorities. Include quantitative measures comparing, for example, SSH/faculty, average class size, cost per SSH, cost per major with other programs in the college, in the college, on the campus and, as appropriate, similar programs on other UH campuses.)

The Korean B.A. program has developed a highly productive undergraduate program that has been growing rapidly. The program has been built with a modest amount of instructional FTE, starting at only 0.80 instructional faculty FTE in 1995-96, and increasing to 3.75 instructional faculty FTE in 2010-11 (see Appendix 7). In Fall 2010, the program had 42 majors and provided a total of 2,658 SSH in FY10. The up-to-date number of majors in spring 2011 is 49.
The average class size for lower-division courses is much larger at approximately 18, while the upper-division courses average 14 ~ 15 students (Fall 2004-Spring 2011). Upper-division course offerings have increased with the growth in majors and instructional faculty FTE. Appendix 8 shows the increase of courses above the 300 level and enrollment increases, while Appendix 9 presents class sizes of courses above the 300 level. Overall, the average class size of Korean classes is slightly higher than the EALL enrollment capacity (15).

The Korean undergraduate program is also very cost efficient. In 2009-2010, the instructional cost with fringe was relatively low at $122.00, as indicated in Appendix 7. Therefore, the Korean undergraduate instructional program is serving a growing number of majors and providing a significant amount of instructional services to non-majors, given the available instructional resources. As indicated in the Introduction, in the spring semester of 2011, a total of 482 students are enrolled in all levels of Korean language, literature, and linguistics courses, which can be compared to 397 in Chinese courses and 1,200 in Japanese courses. This illustrates the extent of services the Korean program renders to non-majors as a majority of the students taking Korean courses are non-majors.

(5) Evidence of program quality

(A qualitative assessment of the program in relation to competing demands for resources by new programs and continuing programs. Accreditation or external evaluation, student performances [e.g., on external exams], satisfaction, placement and employer satisfaction, awards to faculty and students, faculty publication record, evaluation of faculty.)

There are several lines of evidence validating the high quality of the Korean BA program, including retention and graduation rates, student performance, surveys of student, awards to faculty, evaluation of faculty, faculty publication record, and recent external reviews of the department.

Appendices 7, 8, and 9 show the productivity of the instructional program. Student enrollment has grown rapidly during the provisional period at over 100% since 2003. The number of Korean BA majors has also increased from 5 (2003-2004) to 49 (2010-2011). Korean BA students’ performance is reflected by their average GPA (3.75) which by far exceeds the EALL department requirement and the UH system average.

The Department of EALL has been externally reviewed during the provisional period. In the 2008 Program Review the EALL undergraduate program was commended for its management orientation, curriculum innovation, and high student satisfaction. The Reviewers mentioned EALL’s need for well-stated learning outcomes that guide college program assessment and curriculum improvement. The Reviewers also highly praised in several places the successful obtainment of multi-million dollar federal grants for the
successful operation of the Korean language Flagship programs. The review also indicated the need for additional tenure-track positions for Korean in an effort to institutionalize these deserving programs. Responding partly to this recommendation, the department, Dean, and Vice Chancellor for Academic Affairs have acted on recruiting one additional tenure track Assistant Professor in Korean in year 2010 for program improvement. As a result, the program is able to more efficiently increase prerequisites for core courses, expand advising services for undergraduates, strengthen research, and develop rigorous assessment measurements, as well as ensure more stabilized operation of the Flagship B.A. program.

A remarkable strength of the Korean program is due to faculty quality, as detailed in the vitae of six faculty members contained in Appendices 10 - 15. In addition to a total of approximately 200 published works (books, book chapters, articles, and translations) authored (or coauthored) or edited (or co-edited) by the six faculty members involved in the Korean B.A. program, some other highlights in faculty strength are in order.

(a) Throughout the history of the department of EALL, only two of its faculty members have received Board of Regent’s medals in Excellence in Research/Teaching. Both faculty members are from the Korean Section: Ho-min Sohn (I5) for Excellence in Research in 2005 and Sang Yee Cheon (I3) for Excellence in Teaching in 2009.

(b) Ho-min Sohn has received four Fulbright scholarships to conduct linguistic and sociolinguistic research in Korea. He received a Presidential Award (citation and medal) in 1997 from South Korean President Young Sam Kim for his contributions he made for the promotion of Korean language abroad. Sohn’s Cambridge University book, titled *The Korean Language*, won a prestigious academy award (citation and cash award) from the Tongsung Academy Foundation in Korea in 2001. He has served as third President of the International Circle of Korean Linguistics (1979-81) and inaugural President of the American Association of Teachers of Korean (1999-97). As President of the Korean Language Education and Research Center (KLEAR) incorporated with the State of Hawaii, he received a $1.16 million grant in 1994 and thereafter to collaboratively develop 20 volumes of college-level Korean language textbooks (all published by the UH Press). These textbooks are currently used by some eighty universities in America, Europe, and Australia. As PI and inaugural Director of the Korean Language Flagship Center, which was established in 2007, he brings in approximately $1 million to UHM each year.2

(c) Yung-Hee Kim (I5), currently serving as Director of the Center for Korean Studies, has received a number of extramural awards and grants, including a Korean Culture and Arts Foundation (Seoul) research grant (1997), a Daesan Foundation (Seoul) research grant (1999), an Ewha High School’s special alumni award (2000), and a Korean Foundation research grant (2002-03).

(d) Mee-Jeong Park (I3) has received two extramural research grants from the Korea Foundation for the development of multimedia instructional materials for Korean

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2 Established first in 2002, the UHM Korean Flagship program had been a small-scale non-degree, non-certificate post-B.A. program until the center was established in the summer of 2007.
Language ($55,051) in 2007-8 and development of KLEAR Textbooks: Beginning & Intermediate Student Exercise books ($20,000) in 2009-10.

Finally, evaluation of the Korean program faculty by peers, students, and the Department Personnel Committee has been consistently favorable.

(6) Are program outcomes compatible with the objectives?

(Analysis of numbers of majors, graduates, SSHs offered, service to non-majors, employment of graduates, etc., in relationship to objectives.)

As has been discussed thus far, the BA in Korean program has grown in large measure during the provisional period to the extent that the program has forty-nine B.A. majors as of Spring 2011. The program outcomes are our graduates with advanced or superior level of competence in listening, speaking, reading, and writing in Korean, as well as deep knowledge of linguistic structure of Korean and Korean language in culture and society. Flagship graduates are required to attain superior-level fluency in Korean in their fields of specialty as well so that they may function as global professionals. Such well-trained students demonstrate precisely the compatibility of the outcomes with the program objectives.

The BA in Korean requires for graduation an average of 2½-3 years for regular students and 3½-4 years including one-year overseas component in the case of Flagship students. Many of the Flagship students pursue a Korean B.A. as a double or dual major with a major from the Humanities, Social Sciences, Natural Sciences, or Professional fields, such as history, Asian studies, literature, second language studies, Japanese, political science, psychology, sociology, biology, and international business.

Unfortunately, no systematic tracking of Korean B.A. graduates at the Department level has been established thus far. Establishing a tracking system will be an important priority for EALL. The Language Flagship in Washington, D.C. and the Korean Language Flagship Center have just initiated a web-based tracking system.

As mentioned earlier, with its rich curriculum, faculty, lecturers, and graduate teaching assistants, and other instructional resources, the Korean undergraduate program provides extensive services to non-majors. Services to non-majors are rendered mainly through four foreign/second language requirement courses (KOR 101 through KOR 202) and various writing intensive FOCUS courses such as KOR 380, KOR 420, KOR 425, KOR 470, KOR 480, KOR 485 and KOR 494. KOR 101 and KOR 102 are also offered during the summer sessions to meet the foreign/second language requirement for high school student demand or pre-requisite Korean major demand. The increase in faculty instructional FTE (with the addition of new faculty) has been allocated to upper-division classes, where SSHs have increased during the provisional period.
(7) Are program objectives still appropriate functions of the college and University?

(relationship to University mission and development plans; evidence of continuing need for the program; projections of employment opportunities for graduates, etc.)

The fields of study of the EALL department, of which the Korean B.A. program is an essential component, make its mission and activities particularly relevant to several aspects of the System and Manoa strategic plans, which emphasize a Hawaiian, Asian, and Pacific orientation and an international leadership role.

In a similar vein, the 2008 Program Review of the department of EALL states at the outset as follows: “The department’s focus and output are particularly relevant to the UH systemic strategic plan to take advantage of the location and rich cultural heritage in producing undergraduates and graduates who could function effectively in East Asian countries and other settings. The reputation of the department is considered as outstanding in the country . . .”

Korea is an important country to the United States, politically, economically, strategically, technologically, and culturally. Korea is a fast-developing nation, widely known as the eleventh economic power in the world. Korean is a major world language, in that it ranks twelfth in terms of the number of speakers. Some six million Koreans reside outside of the Korean peninsula as immigrants or for business purposes. The most representative countries where Koreans are concentrated are the United States (approx. 2.3 million), China (approx. 2 million), Japan (approx. 0.7 million), former Soviet Union (approx. 0.5 million), Oceania, Middle East, and South East Asia. Of all these areas, the Korean population grows the fastest in the United States, where solid and successful Korean communities are nurtured. Approximately 50,000 ethnic Koreans reside in Hawaii alone. In Hawaii, there are some forty Korean-language churches and some thirty-five Korean community schools where school children (K-12) are taught Korean language and culture. Koreans are heavily concentrated in major cities such as Los Angeles, New York, and Chicago.

U.S. government agencies such as the National Security Education Program have designated Korean as one of the eight critical foreign languages (together with Chinese, Arabic, Russian, Turkish, Hindu-Urdu, Persian, and Swahili/Yoruba). The government agencies emphasize the importance to cultivate American students to become global professionals with superior-level competence in one (or more) of these eight languages and cultures for America’s national security, international competitiveness, and favorable international relations.

All the above facts, as well as the successful operation of the B.A. in Korean program at UHM as described thus far, sufficiently justify the continuing need for the program. As indicated earlier, the Korean program at UHM is the strongest of its kind in the nation. It is important to maintain and enhance its reputation in order to attract outstanding outside students, bring in federal and other extramural grants to UHM, implement the UH system
and UHM strategic plans, satisfy the community needs, and perform the national mission. It is imperative, therefore, to convert the provisional to permanent status of the B.A. in Korean program.

APPENDICES:

1. Korean classes at UHM – catalog listing
2. BA programs description, requirements, admissions
3. SLOs for regular BA program
4. SLOs for Flagship BA program
5. Exit survey results, Spring 2009, Fall 2009, Spring 2010
6. Faculty members (6) Undergraduate instruction/advising
7a-c. Instructional FTE for Undergraduate program (Excel spreadsheet)  
   1995-2003  
   2003-2010  
   2010-2015 – 5-year projection
8. Korean Courses Offered & Enrollment, 300-level and above, since Fall 2004
9. Average Class Size of Courses, 300-level and above, since Fall 2004
10. CV: Chang, Sumi
11. CV: Cheon, Sang-Yee
12. CV: Kim, Mary S.
13. CV: Kim, Yung-Hee
14. CV: Park, Mee-Jeong
15. CV: Sohn, Ho-min
Appendix 1. All undergraduate and graduate courses

2010-2011 Korean (KOR)

College of Languages, Linguistics and Literature

All students taking language courses in this program for the first time must take a regularly scheduled placement test; those with no background must come to the Department of East Asian Languages and Literatures for a brief interview. A grade of C or better in the prerequisite courses is required for continuation.

KOR 101 Elementary Korean (4) Listening, speaking, reading, writing, grammar. Meets one hour, four times a week, plus lab work. Pre: consent. HSL

KOR 102 Elementary Korean (4) Continuation of 101. Pre: 101 or consent. HSL

KOR 111 Elementary Conversational Korean I (3) Development of basic skills (listening, speaking and grammar) of spoken Korean, with application to some familiar everyday topics. Pre: consent. HSL

KOR 112 Elementary Conversational Korean II (3) Continuation of 111. Pre: 101 or 111, or consent. HSL

KOR 201 Intermediate Korean (4) Continuation of 101 and 102. Meets one hour, four times a week, plus lab work. Pre: 102 or placement test; or consent. NI HSL

KOR 202 Intermediate Korean (4) Continuation of 201. Pre: 201 or placement test; or consent. NI HSL

KOR 211 Intermediate Conversational Korean I (3) Further development of listening and speaking skills. The student is expected to be able to comprehend and produce speech at the paragraph level. Pre: 102 or 112, or consent. NI HSL

KOR 212 Intermediate Conversational Korean II (3) Continuation of 211. Pre: 201 or 211, or consent. NI HSL

KOR 301 Third-Level Korean (3) Continuation of 201 and 202. Major emphasis on comprehension of modern written Korean. Chinese characters. Pre: 202 or consent. (Fall only).

KOR 302 Third-Level Korean (3) Continuation of 301. Pre: 301 or consent. (Spring only).

KOR 307 Readings in Chinese Characters I (3) Training intermediate and advanced learners of Korean to master the reading, writing and usage of some 250 basic Chinese characters as they are used in a wide variety of Korean reading texts. Pre: 202 or consent.

KOR 308 Readings in Chinese Characters II (3) Continuation of 307, covering an additional 250 basic Chinese characters. Pre: 307 or consent.

KOR 380 Korean Proficiency Through TV Drama (3) Students who try to elevate proficiency level to Advanced by challenging themselves to understand culturally and situationally-rich text, i.e., Korean drama. Increasing Korean proficiency within context is the main objective of the course. Pre: 302 or consent.

KOR 399 Directed Third-Level Reading (V) For those who need special assistance, e.g., in reading texts in area of specialization or at a pace more rapid than those of standard courses. Offered if staff available. CR/NC only. Repeatable three times. Pre: consent.

KOR 401 Fourth-Level Korean (3) Continuation of 302. Pre: 302 or consent. (Fall only).

KOR 402 Fourth-Level Korean (3) Continuation of 401. Pre: 401 or consent. (Spring only).
KOR 403 High-Advanced Korean I (3) Continuation of 402. Emphasis on highest level of listening, speaking, reading and writing, with application to Korean culture, using authentic materials. Pre: 402 or consent. (Fall only).

KOR 404 High-Advanced Korean II (3) Continuation of 403. Emphasis on highest level of listening, speaking, reading and writing, with application to Korean culture using authentic materials. Pre: 402 or consent. (Spring only).

KOR 420 Korean Composition (3) Training in modern structural and stylistic techniques; writing on designated themes. Repeatable one time. Pre: 402 or consent.

KOR 421 Media Analysis in Korean I (3) Focus on analyzing, comparing, and evaluating current media materials in South Korea to develop professional language skills and to deepen knowledge and understanding of contemporary Korean society. A-F only. Pre: 402, or consent. (Once a year)

KOR 422 Media Analysis in Korean II (3) Focus on analyzing, comparing, and evaluating current media materials in South Korea and North Korea to develop professional language skills and to deepen knowledge and understanding of contemporary North Korea. A-F only. Pre: diagnostic assessment (equivalent to ILR 2), 421, or consent. (Once a year)

KOR 425 Selected Readings in Korean (3) Selected readings in various disciplines. Repeatable one time with consent. Pre: 402 or consent.

KOR 451 Structure of Korean (3) Introduction to phonology, morphology, and history. Pre: 302 or consent.

KOR 452 Structure of Korean (3) Introduction to syntax and semantics. Pre: 302 or consent.

KOR 470 Language and Culture of Korea (3) Relation of Korean language to literature, history, philosophy, social structure, values, and interpersonal relationships; social and regional varieties. Pre: 402 or consent. DH

KOR 480 Korean Oral Proficiency Through Film (3) Designed to increase proficiency level from advanced to superior and to deepen cultural awareness. Pre: 402 or consent.

KOR 485 (Alpha) Korean for Career Professionals (V) Combined lecture-conference on functional command of various discourse-level features in Korean in domain of (B) economics; (C) political science; (D) computer science; (E) engineering; (F) travel industry management; (G) business; (H) law; (I) medicine; (J) nursing and public health, and (K) others. Repeatable one time. Pre: 402 or diagnostic assessment procedures or consent.

KOR 486 (Alpha) Korean for Academic Purposes (V) Content taught in Korean by professional school Korean faculty and flagship instructor in domain of (B) economics; (C) political science; (D) computer science; (E) engineering; (F) travel industry management; (G) business; (H) law; (I) medicine; (J) nursing and public health, and (K) others. Repeatable one time. Pre: 485 or diagnostic assessment procedures or consent.

KOR 493 Introduction to Traditional Korean Literature (3) Critical readings from earliest times and presentations that emphasize genre, style, and context. Pre: 402 or consent. DL

KOR 494 Introduction to Modern Korean Literature (3) Critical readings of 20th-century materials and presentations that emphasize context and the development of style. Pre: 402 or consent. DL

KOR 495 Internship Program (V) Supervised internship with Korean professional hosts on O'ahu. Students will also attend an on-campus preparatory and follow-up language class. A-F only. Pre: 486, diagnostic assessment procedures; or consent.

KOR 496 Korean Abroad (V) Supervised internship with Korean professional hosts in Korea. Students also undergo a one-week training module designed to prepare them to maximize the benefits of the overseas internship. Repeatable up to 9 credits. CR/NC only. Pre: 495, diagnostic assessment procedures; or consent.

KOR 499 Directed Fourth-Level Reading (V) For those who need special assistance, e.g., in reading texts in area of specialization or at a pace more rapid than those of standard courses. Primarily for graduate students from other departments. CR/NC only. Repeatable three times. Pre: consent of department chair.
**KOR 613 (Alpha) Korean Verse (3)** Intensive and analytical reading of selected works of Korean lyric and didactic verse (e.g., hyangga, changga, hanshi, sijo, kasa, free form): (M) modern; (T) traditional. Pre: 494 or consent for (M), 493 or consent for (T).

**KOR 614 (Alpha) Korean Narrative (3)** Intensive and analytical reading of selected works of Korean narrative (e.g., myth, p’ansori, shaman song, essay, biography, fiction): (M) modern; (T) traditional. Pre: 494 or consent for (M), 493 or consent for (T).

**KOR 615 (Alpha) Korean Drama (3)** Intensive and analytical reading of selected materials in Korean performing arts (e.g., spectacle, farce play, mask dance, staged narratives, theatrical drama): (M) modern; (T) traditional. Pre: 494 or consent for (M), 493 or consent for (T).

**KOR 621 Media Research in Korean (3)** Focuses on searching, analyzing, and evaluating media data for research in areas of student specializations. Students are required to write short analysis papers and a final research paper. Pre: diagnostic assessment (equivalent to ILR Level 2) or consent. (Once a year)

**KOR 622 Comparative Studies of Contemporary South and North Korean Language (3)** Comparing and analyzing language data to investigate language heterogeneity problems, its causes, and importance of comparative studies in NK/SK language differences; differences in language policy, grammar, and vocabulary, pronunciation, and discourse style. Pre: 621 or consent. (Once a year)

**KOR 623 Interdisciplinary Research in Korean (3)** Combined lecture-discussion on preparing students to be able to conduct interdisciplinary research in Korean. Require advanced-level Korean proficiency. Pre: diagnostic assessment (equivalent to ILR Level 2) or consent. (Once a year)

**KOR 624 (Alpha) Analysis of Korean Academic Discourse (3)** Co-taught by Korean faculty of professional schools and Korean instruction in domain of (B) economics; (C) political science; (D) computer science; (E) travel industry management; (G) business; (H) law; (I) medicine; (J) nursing and public health; and (K) others. Exclusively in Korean. Repeatable one time. Pre: 485 or 623 or consent. (Once a year)

**KOR 631 History and Dialects of Korean Language (3)** Survey of various hypotheses on the genetic relationship of Korean; evolution of Korean from the 15th century to the present; Korean dialects. Pre: 451 and 452, or consent.


**KOR 633 Korean Syntax and Semantics (3)** Review of theoretical problems in Korean syntax and semantics; different approaches; and contributions of Korean linguistic study to syntactic and semantic theory. Pre: 452 or consent.

**KOR 634 Korean Sociolinguistics (3)** Variations in form and use depending on sociocultural factors. Role of language in politics, mass media, group identity, bilingualism, and intercultural communication. Pre: 470 or consent.

**KOR 635 Pedagogy of Teaching Korean as a Second Language (3)** Identification and analysis of major problems in Korean language learning, teaching, testing, and materials development by examining theoretical issues and conducting classroom research; practical techniques of teaching and testing skills in listening, reading, speaking, writing and culture. Pre: 451 and 452; or consent.

**KOR 640 Literary Translation of Korean (3)** The art and craft of translating traditional and modern Korean literary works into English. Repeatable four times. Pre: 493 and 494, or consent.

**KOR 645 Research in Korean Language Acquisition (3)** Integrating the conceptual aspects of statistics and scientific analysis of human language behavior into the study of Korean as a foreign language. Pre: 635 or consent.

**KOR 652 Major Authors in Modern Korean Literature (3)** Advanced study of major Korean fiction writers from the 1910s to the present with emphasis on critical reading of their lives and writings to arrive at informed appraisal of their contribution to modern Korean literature. Repeatable one time. Pre: 494 or consent.
KOR 655 Practicum: Teaching Korean as a Second Language (3) Designed for graduate students pursuing Korean language teaching, while developing practical teaching skills through class observation, action research and discussion under supervision. Pre: 635 or consent.

KOR 664 Topics and Issues in Modern Korean Literature (3) Intensive study of selected topics and issues in modern/contemporary Korean fiction, focusing on texts that problematize critical socio-cultural issues in the evolving contexts of modern Korean intellectual history. Repeatable one time. Pre: 494 or consent.

KOR 699 Directed Research (V) CR/NC only. Pre: consent.

KOR 720 Research Seminar in Korean Literature (3) Advanced study of an author, school, period, genre, or problem leading to a research paper. Repeatable one time. Pre: consent.

KOR 730 Research Seminar in Korean Language (3) Advanced study in history and dialects, phonology and morphology, syntax and semantics, sociolinguistics, or pedagogy, leading to a research paper. Repeatable one time. Pre: consent.
Appendix 2: Korean B.A. Curriculum, Requirements, and Admissions

Regular Program:

I. Required Core Courses (24 credits)

Language Skills Courses
(12 credits)

- KOR 301-302 Third-Level Korean (3-3 cr.) (Pre: 202 for 301; 301 for 302)
- KOR 401-402 Fourth-Level Korean (3-3 cr.) (Pre: 302 for 401; 401 for 402)

Survey Courses
(12 credits)

- EALL 281 Korean Literature in Translation: Traditional (3)
  or EALL 282 Korean Literature in Translation: Modern (3)
- KOR 451 Structure of Korean (3) (Pre: 302)
- KOR 452 Structure of Korean (3) (Pre: 302)
- KOR 470 Language and Culture of Korea (3) (Pre: 402)

II. Upper-Division Electives (select 9 credits)

- EALL 384 Modern Korean Women Writers and Culture (3) (Pre: 282)
- KOR 307 Readings in Chinese Characters I (3) (Pre: 202)
- KOR 308 Readings in Chinese Characters II (3) (pre: KOR 307 or consent)
- KOR 380 Korean Oral Proficiency Through Drama (pre: KOR 302 or consent)
- KOR 420 Korean Composition (3) (Pre: 402)
- KOR 425 Selected Readings in Korean (3) (Pre: 402)
- KOR 480 Korean Oral Proficiency Through Film (3) (Pre: 402 or concurrent with 470)
  - KOR 485 Korean for Career Development
  - KOR 486 Korean for Academic Purposes
- KOR 493 Introduction to Traditional Korean Literature (3) (Pre: 402)
- KOR 494 Introduction to Modern Korean Literature (3) (Pre: 402)

Highlighted courses are for B.A. Flagship students.

III. Outside Electives (select 3 credits)*

- Anth 462 East Asian Archaeology (3) (Pre: Anth 210 or consent)
- Art 384 Art of Korea (3) (Pre: Art 180)
- Asan 310 Asian Humanities (3) (Pre: Asan 201, 202, or consent)
- Hist 309-310 East Asian Civilization (3-3) (Pre: Hist 151, 152, or consent)
- Hist 327-328 History of Korea (3-3) (Pre: Hist 151, 152, or consent)
- Music 478E Musical Cultures (3) (Pre: junior standing or consent)
- Sociology 358 People and Institutions of Korea

*Other courses may be used to satisfy this requirement with approval of the Undergraduate Adviser.
Notes

1. Thirty-six credits must be taken from this list (or approved substitutions as noted above) in order to fulfill the Korean B.A. requirements. Students who test out of required courses (e.g., 301, 302, etc.) must take one additional course from either Section II or Section III for each required course they test out of. These additional courses will be selected upon consultation with the Academic Adviser.

2. At least 18 of the 36 required credits must be taken within the University of Hawaii system, or else through a study abroad or exchange program administered by an official University of Hawaii organ (e.g., the Study Abroad Center, the Center for Korean Studies, etc.).

3. Prerequisites for all Korean courses must be passed with a "C" or better. They may also be waived with the consent of the instructor.

4. All courses must be taken for a letter grade and must be passed with a "C" or better in order to be applicable toward the fulfillment of one's major requirements.

5. All Korean majors are required to consult with the Student Adviser (in Moore 378) prior to registering for each semester.

Flagship Program (B.A. in Korean for Professionals):

Graduation Requirements

- Successful completion of the following courses:
  1. Four language courses (12 credits)
  2. Eight content courses (24 credits)
- Successful completion of Korean Full-time Overseas Study at Korea University (KU) in Seoul in both the fall and spring semesters of one academic year
- A written and oral exit examination at the end of the program

In residence at the UHM

<table>
<thead>
<tr>
<th>Language Courses: All of the following four courses (12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KOR 401-402</td>
</tr>
<tr>
<td>KOR 403-404</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Courses: All of the following eight courses (24 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KOR 425</td>
</tr>
<tr>
<td>KOR 470</td>
</tr>
<tr>
<td>KOR 480</td>
</tr>
<tr>
<td>KOR 485</td>
</tr>
<tr>
<td>KOR 486</td>
</tr>
<tr>
<td>KOR 421</td>
</tr>
</tbody>
</table>
Media Analysis in Korean I  
[view KOR 421 syllabus]

KOR 422  Media Analysis in Korean II

Elective Courses: To replace exemption of KOR 401 ~ 402

KOR 307-308  Readings in Chinese Characters

One-year overseas component at KU

Summer: Intensive Language Program

Fall Semester: KOR 496 Korean Full-time Overseas Study

- KU  Advanced Media Research (7.5 hours/week)
- KU  Korean through Tasks (7.5 hours/week)
- KU  Research in Domain (3 hours/week)

Winter: Intensive Language Program & Internship

Spring Semester: KOR 496 Korean Full-time Overseas Study

- KU  Research Project (7.5 hours/week)
- KU  Korean through Tasks (7.5 hours/week)
- KU  Seminar in Domain (3 hours/week)

Application for the program of B.A. in Korean for Professionals

Eligibility

- U.S. citizenship or permanent residency
- Acceptance into UHM, including current UHM students, transfer students, and incoming freshmen
- Minimum cumulative GPA of 3.0
- Minimum proficiency of Intermediate-mid (as defined by ACTFL) or Level 1 (as defined by ILR) in Korean. We will conduct a 30-minute Oral Proficiency Interview (OPI) with all applicants.
Documents

1. A completed UHM Admissions Application Form with the nonrefundable 
   application fee of $50. The online application is available at 
   http://www.hawaii.edu/admrec/.
2. Incoming freshmen only: Official SAT-I or ACT test scores (College codes: SAT-
   I/4867, ACT/0902)
3. (a) Incoming freshmen: Two official high school transcripts
   (b) Transfer students: Two official transcripts from all colleges and universities 
   attended
4. A completed UHM KLFC BA application form
5. A five- to ten-page academic writing sample
6. Two letters of recommendation written in English and printed on the 
   recommender's institutional letterhead

A. Admissions

*Department*: East Asian Languages & Literatures
*Program*: Korean (BA)
*Level*: Bachelor's

UHM Admissions and Records Office
Center for Student Services
2600 Campus Road, Room 001
Honolulu, HI 96822, U.S.A.
www.hawaii.edu/admrec

Korean Language Flagship Center
University of Hawai‘i at Manoa
1859 East-West Road, Suite 110
Honolulu, HI 96822
www.koreanflagship.manoa.hawaii.edu
## Appendix 3. Korean BA SLOs and Curriculum Map

I (Introduced), R (Reinforced and opportunity to practice), M (Mastery at the exit level)

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment tools to measure the outcomes</th>
<th>Required courses</th>
<th>Korean Section Electives</th>
<th>Non-Korean Section Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ORAL] Engage in oral communication in Korean in various social contexts, in linguistically and culturally appropriate ways.</td>
<td>-Oral/listening achievement tests -Oral presentations</td>
<td>KOR 301 Third-Level Korean I (R) KOR 302 Third-Level Korean II (R) KOR 401 Fourth-Level Korean I (R) KOR 402 Fourth-Level Korean II (R)</td>
<td>KOR 380 Korean Proficiency Through TV Drama (M) KOR 425 Selected readings in Korean (R) KOR 470 Language and Culture of Korea (R) KOR 480 Korean Oral Proficiency Through Film (M)</td>
<td></td>
</tr>
</tbody>
</table>

| [READING] Read and comprehend texts written in Korean from a variety of genres and contexts (e.g., newspapers, essay collections, novels). | - Reading achievement test - Written report | KOR 301 Third-Level Korean I (R) KOR 302 Third-Level Korean II (R) KOR 401 Fourth-Level Korean I (R) KOR 402 Fourth-Level Korean II (R) | KOR 307 Readings in Chinese Characters I (R) KOR 308 Readings in Chinese Characters II (R) KOR 425 Selected readings in Korean (R) KOR 470 Language and Culture of Korea (R) |  |

| [WRITING] Apply critical thinking and rhetorical skills to produce coherent written works and presentations in both English and Korean. | -Composition -Translation project -Research paper | KOR 301 Third-Level Korean I (R) KOR 302 Third-Level Korean II (R) KOR 401 Fourth-Level Korean I (R) KOR 402 Fourth-Level Korean II (R) | KOR 380 Korean Proficiency Through TV Drama (R) KOR 420 Korean Composition (M) KOR 425 Selected readings in Korean (R) KOR 470 Language and Culture of Korea (R) KOR 480 Korean Oral Proficiency Through Film (R) |  |

| [RESEARCH] Use a variety of Korean reference works and sources, including dictionaries and encyclopedias both in book form and on the internet; Conduct independent research on topics in Korean literature and/or linguistics, and effectively communicate the results. | -Research paper -Oral presentation | KOR 451 Structure of Korean I (M) KOR 452 Structure of Korean II (M) KOR 470 Language and Culture of Korea (M) | KOR 307 Readings in Chinese Characters I (R) KOR 308 Readings in Chinese Characters II (R) KOR 420 Korean Composition (R) KOR 425 Selected readings in Korean (R) KOR 493 Intro to Traditional Korean Lit (R) KOR 494 Intro to Modern Korean Lit (R) |  |

| [LINGUISTICS] Demonstrate an understanding of phonology, morphology, syntax, and semantics through analysis of words, phrases, and clauses from authentic Korean samples. | -Achievement test - Research paper -Oral presentation | KOR 451 Structure of Korean I (M) KOR 452 Structure of Korean II (M) |  |  |

| [LITERATURE] Identify and describe major authors, works, features, forms, and styles of Korean literature, both traditional and modern. | -Achievement test - Research paper | EALL 282 Korean Lit in translation (Modern) (M) | EALL 281 Korean Lit in translation (traditional) (M) KOR 493 Intro to Traditional Korean Lit (M) KOR 494 Intro to Modern Korean Lit (M) |  |

**GPA requirement:** All courses must be taken for a letter grade and must be passed with a grade of C or better in order to be applicable toward the fulfillment of the major requirements.
### Appendix 4. Korean [Flagship] BA SLOs and Curriculum Map

[Listed below are] courses that map a given BA program learning outcome to the Korean [Flagship] BA curriculum. I (Introduced), R (Reinforced and opportunity to practice), mastery at the exit level (M), assessment evidence collected (A)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (Credits Total = 36)</th>
<th>Required (Flagship) Courses (24 Credits)</th>
<th>Required (non-Flagship) Courses (12 Credits)</th>
<th>One-year Overseas Component (0–12 credits)</th>
</tr>
</thead>
</table>
| [SLO FLAGSHIP1: SPEAKING] Engage in oral communication in Korean in various social contexts, in linguistically and culturally appropriate ways | KOR 425 Selected Readings in Korean I (I)  
KOR 425 Selected Readings in Korean II (R) | *KOR 401 Fourth-Level Korean I (I)  
*KOR 402 Fourth-Level Korean II (I) | | |
| [SLO FLAGSHIP2: SPEAKING] Express opinions and ideas by using professional-level vocabulary and formal expressions | KOR 403 Fifth-Level Korean I (R, A)  
KOR 404 Fifth-Level Korean II (R, A)  
KOR 421 Media Analysis in Korean I (R)  
KOR 422 Media Analysis in Korean II (M) | | | |
| [SLO FLAGSHIP3: READING] Read and comprehend professional-level Korean materials from a variety of genres and contexts (e.g., newspaper or internet articles, books, etc.) | KOR 425 Selected Readings in Korean I (I)  
KOR 425 Selected Readings in Korean II (R)  
KOR 421 Media Analysis in Korean I (R)  
KOR 422 Media Analysis in Korean II (M)  
KOR 485 Korean for Career Professionals (M) | *KOR 307 Readings in Chinese Characters I (I)  
*KOR 308 Readings in Chinese Characters II (I) | | |
| [SLO FLAGSHIP4: LISTENING] Listen, comprehend and analyze Korean audio/video materials from a variety of genres and contexts (e.g., news, documentary, talk shows, etc.) | KOR 421 Media Analysis in Korean I (R)  
KOR 422 Media Analysis in Korean II (M) | | | |
| [SLO FLAGSHIP5: WRITING] Apply critical thinking and rhetorical skills to produce coherent written works and presentations in Korean only | KOR 421 Media Analysis in Korean I (R)  
KOR 422 Media Analysis in Korean II (M)  
KOR 486 Korean for Academic Purpose (M) | KOR 470 Language and Culture of Korea (R)  
KOR 480 Korean Proficiency through Film (R) | | |
| [SLO FLAGSHIP6: RESEARCH] Use a variety of Korean reference works and sources, including dictionaries and encyclopedias both in book form and on the internet | KOR 403 Fifth-Level Korean I (I)  
KOR 425 Selected Readings in Korean II (R) | KOR 470 Language and Culture of Korea (R)  
KOR 480 Korean Proficiency through Film (R) | | |
| [SLO FLAGSHIP7: RESEARCH] Conduct independent research on students’ major-related topics in Korean, and effectively communicate the results | KOR 486 KOR for Academic Purpose (M, A) | | |
Appendix 5.

Korean BA Student Exit Survey Results
Spring 2009, Summer/Fall 2009, and Spring 2010

This report contains response data from the Korean BA exit survey for students graduating in spring of 2009, summer/fall of 2009, and spring 2010. A total of 10 students were invited to respond; 6 students completed the survey (response rate=60%).

<table>
<thead>
<tr>
<th></th>
<th>Invited</th>
<th>Responded</th>
<th>%</th>
<th>Graduated</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fall/Sum 2009</td>
<td>4</td>
<td>1</td>
<td>25.0%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spring 2010</td>
<td>3</td>
<td>2</td>
<td>66.7%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>6</td>
<td>60.0%</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

a Response rates are calculated by dividing the number of respondents (Responded) by the number of invitees (Invited—students who petitioned to graduate for the indicated semester). For various reasons the number of invitees does not always correspond to the number of actual graduates.

1. Start of enrollment (N=6).

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Fall</td>
<td>Fall</td>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>Q.1. &quot;When did you first enroll at UHM?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Declaration of major (N=6).

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Fall</td>
<td>Spr</td>
<td>Fall</td>
</tr>
<tr>
<td>Q.2. &quot;When did you declare a B.A. in Korean as your major?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

3. “Are/Were you a double-major?”

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>6</td>
<td>2a</td>
</tr>
</tbody>
</table>

a. "Education"
2. "B.A. in Japanese"

4. “Why did you decide to major in Korean?”
(Note: This item appeared on the spring 2010 survey only; n=2).

- I want to teach Korean in High schools here in Hawaii.
- I have a deep interest and love for the language and culture. Also, being part Korean I am exposed to the language and culture to some degree at home. But, I would really like to learn the language and more about the culture, so I am having fun learning the language at the University.

5. “To what degree do you feel you were able to attain your goals?”
(Note: This item appeared on the spring 2010 survey only; n=2).

•
<table>
<thead>
<tr>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>Not attained</th>
<th>Partly attained</th>
<th>Mostly attained</th>
<th>Fully attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2.50</td>
<td>.71</td>
<td>0%(0)</td>
<td>50%(1)</td>
<td>50%(1)</td>
<td>0%(0)</td>
</tr>
</tbody>
</table>

Comments (n=2):
- Not too sure on what will happen at the high schools.
- I feel that I could have applied myself more in gaining a better grasp of the language and culture during my studies, but that will not stop me from continuing to pursue learning the language and culture after graduating.

6. “Did you do an internship during your study at UHM?”

<table>
<thead>
<tr>
<th>N</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

a One student did not respond.

7. “Did you study in Korea during your study at UHM?”

<table>
<thead>
<tr>
<th>N</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2a</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Length of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seoul, Ehwa Women’s University</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Sang Myung University, Seoul</td>
<td>2 semesters</td>
</tr>
</tbody>
</table>

8. Immediate/Extended family members who are native speakers of Korean (N=6 respondents).

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```

Other (n=3):
1. “Relatives in Japan and Korea”
2. “Relatives”
3. “Maternal side of the Family”

- Fellowship/scholarship, \(n=0\)
- Teaching/research assistantship, \(n=0\)
- Personal earnings/savings, \(n=0\)
- Loans, \(n=0\)
- Other, \(n=0\)

10. Plans after graduation \((N=6)\).  

- Since I am an international student, I applied OPT which is the status for working in the US. I will work in the U.S. for a year.
- Work for couple years. Then go to grad school.
- Work for couple years. Then come back to school for masters.
- Work on resumes and cover letter and start to find jobs within industries that need second language speakers
- I want to teach Korean in high schools here in Hawaii
- After graduation I plan on applying for the JET program and the JLPT. After studying in Japan for sometime hopefully during my participation in the JET program I plan on applying for a similar program in Korea to continue studying the Korean language.

11. Long-term personal and/or career goals \((n=5)\).  

- I would like to teach Korean language or culture in the future. Or, I would like to work at company where I can use Korean language.
- To help the Korean American society with my abilities.
- To be a professor in the EALL department and be able to help out the Korean communities in US.
- same as above and pursue a teaching career in universities
- After studying the Japanese and Korean languages in gaining a deeper understanding and fluency of them both I plan on pursuing careers related to utilizing these languages such as translator/interpreter, international business, and any other related careers. Another personal goal after getting a lot better in Japanese and Korean language, I plan on learning Mandarin Chinese and/or some European Languages because I find learning languages fun and challenging.
12. Overall satisfaction with the program.

<table>
<thead>
<tr>
<th>Satisfaction with the program</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Very dissatisfied 1</th>
<th>Somewhat dissatisfied 2</th>
<th>Neutral 3</th>
<th>Somewhat satisfied 4</th>
<th>Very satisfied 5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Availability of program information (website, brochure)</td>
<td>6</td>
<td>4.50</td>
<td>0.84</td>
<td>0%(0)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>17%(1)</td>
<td>67%(4)</td>
<td>0%(0)</td>
</tr>
<tr>
<td>2. Academic standards and expectations</td>
<td>6</td>
<td>4.33</td>
<td>1.21</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>67%(4)</td>
<td>0%(0)</td>
</tr>
<tr>
<td>3. Relevance of program to academic/professional goals</td>
<td>6</td>
<td>4.17</td>
<td>1.17</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>33%(2)</td>
<td>50%(3)</td>
<td>0%(0)</td>
</tr>
<tr>
<td>4. Appropriateness of degree requirements</td>
<td>6</td>
<td>4.17</td>
<td>1.17</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>33%(2)</td>
<td>50%(3)</td>
<td>0%(0)</td>
</tr>
<tr>
<td>5. Faculty mentoring and advising</td>
<td>6</td>
<td>4.33</td>
<td>1.21</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>67%(4)</td>
<td>0%(0)</td>
</tr>
<tr>
<td>6. Extra-curricular activities (e.g., cultural activities)</td>
<td>6</td>
<td>4.20</td>
<td>1.30</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>50%(3)</td>
<td>17%(1)</td>
</tr>
<tr>
<td>7. Student morale</td>
<td>6</td>
<td>3.83</td>
<td>1.17</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>17%(1)</td>
<td>33%(2)</td>
<td>33%(2)</td>
<td>0%(0)</td>
</tr>
<tr>
<td>8. Research opportunities</td>
<td>6</td>
<td>3.60</td>
<td>1.52</td>
<td>0%(0)</td>
<td>33%(2)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>33%(2)</td>
<td>17%(1)</td>
</tr>
<tr>
<td>9. Professional training opportunities</td>
<td>6</td>
<td>3.60</td>
<td>1.34</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>33%(2)</td>
<td>0%(0)</td>
<td>33%(2)</td>
<td>17%(1)</td>
</tr>
<tr>
<td>10. Faculty's ability to keep pace with the field</td>
<td>6</td>
<td>4.00</td>
<td>1.26</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>17%(1)</td>
<td>17%(1)</td>
<td>50%(3)</td>
<td>0%(0)</td>
</tr>
</tbody>
</table>

Comments: (n=1)
- Was not fully happy with how UHM offers Korean...

13. Satisfaction with courses.

<table>
<thead>
<tr>
<th>Satisfaction with courses</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Very dissatisfied 1</th>
<th>Somewhat dissatisfied 2</th>
<th>Neutral 3</th>
<th>Somewhat satisfied 4</th>
<th>Very satisfied 5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall quality of instruction</td>
<td>6</td>
<td>4.33</td>
<td>0.82</td>
<td>0%(0)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>33%(2)</td>
<td>50%(3)</td>
<td></td>
</tr>
<tr>
<td>2. Variety of courses</td>
<td>6</td>
<td>3.17</td>
<td>1.72</td>
<td>17%(1)</td>
<td>33%(2)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>33%(2)</td>
<td></td>
</tr>
<tr>
<td>3. Course sequencing</td>
<td>6</td>
<td>4.00</td>
<td>1.10</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>50%(3)</td>
<td>33%(2)</td>
<td></td>
</tr>
<tr>
<td>4. Course availability</td>
<td>6</td>
<td>3.33</td>
<td>1.51</td>
<td>0%(0)</td>
<td>50%(3)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>33%(2)</td>
<td></td>
</tr>
<tr>
<td>5. Frequency of course offerings</td>
<td>6</td>
<td>3.33</td>
<td>1.51</td>
<td>0%(0)</td>
<td>50%(3)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>33%(2)</td>
<td></td>
</tr>
<tr>
<td>6. Class size</td>
<td>6</td>
<td>4.17</td>
<td>1.33</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>67%(4)</td>
<td></td>
</tr>
</tbody>
</table>

Comments: (n=1)
- Not many classes were provided. I would have to say out of the classes that I took I would say I am 99% satisfied with one class.

14. Satisfaction with institutional resources.

<table>
<thead>
<tr>
<th>Satisfaction with institutional resources</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Very dissatisfied 1</th>
<th>Somewhat dissatisfied 2</th>
<th>Neutral 3</th>
<th>Somewhat satisfied 4</th>
<th>Very satisfied 5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom facilities</td>
<td>6</td>
<td>4.33</td>
<td>1.21</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>67%(4)</td>
<td>0%(0)</td>
</tr>
<tr>
<td>2. Lab facilities</td>
<td>6</td>
<td>4.00</td>
<td>1.26</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>17%(1)</td>
<td>17%(1)</td>
<td>50%(3)</td>
<td>0%(0)</td>
</tr>
<tr>
<td>3. Library resources</td>
<td>6</td>
<td>3.67</td>
<td>1.75</td>
<td>17%(1)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>50%(3)</td>
<td>0%(0)</td>
</tr>
<tr>
<td>4. Funding opportunities (e.g., scholarships, grants, study abroad)</td>
<td>6</td>
<td>3.60</td>
<td>1.95</td>
<td>17%(1)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>0%(0)</td>
<td>50%(3)</td>
<td>17%(1)</td>
</tr>
</tbody>
</table>
15. Learning outcomes.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Not at all difficulty 1</th>
<th>With great difficulty 2</th>
<th>With some difficulty 3</th>
<th>Easily difficulty 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read and comprehend texts written in Korean from a variety of genres and contexts (e.g., newspapers, novels).</td>
<td>6</td>
<td>3.33</td>
<td>0.82</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>33%(2)</td>
<td>50%(3)</td>
</tr>
<tr>
<td>2. Analyze, evaluate and critique texts written in Korean from a variety of genres and contexts.</td>
<td>6</td>
<td>3.17</td>
<td>0.98</td>
<td>0%(0)</td>
<td>33%(2)</td>
<td>17%(3)</td>
<td>50%(3)</td>
</tr>
<tr>
<td>3. Engage in oral communication in Korean in various communicative contexts.</td>
<td>6</td>
<td>3.50</td>
<td>0.84</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>17%(1)</td>
<td>67%(4)</td>
</tr>
<tr>
<td>4. Engage in writing in Korean in various contexts and for various audiences.</td>
<td>6</td>
<td>3.67</td>
<td>0.82</td>
<td>0%(0)</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>83%(5)</td>
</tr>
<tr>
<td>5. Conduct research on Korean language and/or culture using knowledge and skills learned in the program.</td>
<td>6</td>
<td>3.17</td>
<td>1.17</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>33%(2)</td>
<td>50%(3)</td>
</tr>
<tr>
<td>6. Demonstrate a familiarity with the current events, traditional and pop culture, and social structures of the society/societies in which Korean is spoken.</td>
<td>6</td>
<td>3.50</td>
<td>1.22</td>
<td>17%(1)</td>
<td>0%(0)</td>
<td>0%(0)</td>
<td>83%(5)</td>
</tr>
</tbody>
</table>

Comments: (n=0)

16. Korean proficiency test (n=1).

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Year taken</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department placement test</td>
<td>2006</td>
<td>400 level</td>
</tr>
</tbody>
</table>

17. "Describe any awards/scholarships you received during your degree program" (n=0).

18. "Describe any other accomplishments during your degree program" (n=0).

19. Strengths of the program (n=3).
- Variety of classes
- Variety of classes, great instructors.
- Teachers, course materials, class activities such as group projects

20. Recommendations for improvements (n=4).
- I wonder why native Korean speakers can take this course (especially, international students).
- Just expanding the program and the department itself.
- Advertise more so more people can know about the program and come to UH to study.
- N/A

21. "Did this program increase your job prospects?"

<table>
<thead>
<tr>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Definitely not 1</th>
<th>Maybe not 2</th>
<th>Neutral 3</th>
<th>Maybe yes 4</th>
<th>Definitely yes 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3.83</td>
<td>0.75</td>
<td>0%(0)</td>
<td>0%(0)</td>
<td>33%(2)</td>
<td>50%(3)</td>
<td>17%(1)</td>
</tr>
</tbody>
</table>
22. “Would you recommend the program to other students who are interested in getting a B.A. in Korean?”

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Definitely</th>
<th>Maybe</th>
<th>Neutral</th>
<th>Maybe</th>
<th>Definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>not not</td>
<td>not</td>
<td>not</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>3.83</td>
<td>1.17</td>
<td>0%</td>
<td>17%</td>
<td>17%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>(2)</td>
</tr>
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<td></td>
<td></td>
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<td>(2)</td>
</tr>
</tbody>
</table>

Comments: (n=0)
## Appendix 6: Korean Faculty with Undergraduate Instructional Responsibilities

<table>
<thead>
<tr>
<th>NAME</th>
<th>RANK</th>
<th>FIELD</th>
<th>AREA OF EXPERTISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sohn, Ho-min (tenured)</td>
<td>I-5</td>
<td>Korean language/linguistics</td>
<td>Syntax, General linguistics, Sociolinguistics</td>
</tr>
<tr>
<td>Kim, Young-Hee (tenured)</td>
<td>I-5</td>
<td>Korean literature</td>
<td>Modern Korean women and fiction, Modern Korean literature and culture</td>
</tr>
<tr>
<td>Park, Mee-Jeong (tenure-track)</td>
<td>I-3</td>
<td>Korean language/linguistics</td>
<td>Pedagogy, Prosody, Pragmatics, Instructional technology</td>
</tr>
<tr>
<td>Cheon, Sang Yee (tenure-track)</td>
<td>I-3</td>
<td>Korean language/linguistics</td>
<td>Korean linguistics, Phonetics/Phonology, Second language acquisition, Teaching language and culture of Korean through film</td>
</tr>
<tr>
<td>Kim, Mary Shin (tenure-track)</td>
<td>I-3</td>
<td>Korean language/linguistics</td>
<td>Discourse analysis, Vocabulary acquisition, Korean language pedagogy</td>
</tr>
<tr>
<td>Chang, Sumi (temporary: federally funded)</td>
<td>I-2</td>
<td>Korean language/linguistics</td>
<td>Korean sociolinguistics, Second language acquisition</td>
</tr>
</tbody>
</table>

Administrative Duties for AY 2011-12:

Ho-min Sohn: Korean Section Head & Director of the Korean Language Flagship Center
Yung-Hee Kim: Director of the Center for Korean Studies
Mee-Jeong Park: Undergraduate Language Coordinator for Regular Program
Sang Yee Cheon: Undergraduate Coordinator for Flagship Program
### Appendixes 7a-c: Instructional FTE for Undergraduate Program (Academic Program Cost Revenue Template)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Program Cost and Revenues Template: Provisional to Established</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>ENTER VALUES IN HIGHLIGHTED CELLS ONLY</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>CAMPUS/Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MANOA/BA in Korean</td>
</tr>
<tr>
<td>5</td>
<td>Provisional Years (adjust as needed to show all provisional years)</td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>6</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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<tr>
<td>7</td>
<td>ENTER ACADEMIC YEAR (i.e., 2004-05)</td>
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</tr>
<tr>
<td>9</td>
<td>Students &amp; SSH</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>10</td>
<td>A. Headcount enrollment (Fall)</td>
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<td>11</td>
<td>Year 1</td>
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<td>Year 3</td>
<td>Year 4</td>
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<td>12</td>
<td>B. Annual SSH</td>
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</tr>
<tr>
<td>14</td>
<td>Direct and Incremental Program Costs Without Fringe</td>
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<tr>
<td>15</td>
<td>C. Instructional Cost without Fringe</td>
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<td>16</td>
<td>Year 1</td>
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<td>Year 3</td>
<td>Year 4</td>
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<td></td>
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<tr>
<td>18</td>
<td>D. Other Personnel Costs</td>
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<td>19</td>
<td>E. Unique Program Costs</td>
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<td>20</td>
<td>F. Total Direct and Incremental Costs</td>
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<tr>
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</tr>
<tr>
<td>22</td>
<td>G. Tuition</td>
<td></td>
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</tr>
<tr>
<td>23</td>
<td>H. Other</td>
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<tr>
<td>24</td>
<td>I. Total Revenue</td>
<td></td>
<td></td>
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### Table: Direct and Incremental Program Costs Without Fringe

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<tr>
<th>C. Instructional Cost without Fringe</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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### Table: Revenue

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<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td>$930,300</td>
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### Table: Program Cost per SSH With Fringe

<table>
<thead>
<tr>
<th>K. Instructional Cost with Fringe/SSH</th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
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<td>$119</td>
<td>$119</td>
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### Table: Instruction Cost with Fringe per SSH

<table>
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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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</tbody>
</table>
### Instructions

Please include an explanation of this template in your narrative.

- **A.** Number of full time faculty and lecturers who are > .5 FTE.
- **B.** Number of part time lecturers who are < .5 FTE.
- **C.** Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.

**Total Program Cost/SSH:** K + L  *Formula for column D: =IF(OR(D31<"",D36<>""),D31+D36,"")

**For example, from the 2005-06 UH Expenditure Report, the support expenditure/ssh per campus is:**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>Instructions</td>
<td>50</td>
<td>Please include an explanation of this template in your narrative.</td>
<td>51</td>
<td>A. Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at: <a href="http://www.iro.hawaii.edu/maps/mltitles.asp">http://www.iro.hawaii.edu/maps/mltitles.asp</a></td>
<td>52</td>
<td>B. Annual SSH: Course Registration Report located at: <a href="http://www.iro.hawaii.edu/maps/mltitles.asp">http://www.iro.hawaii.edu/maps/mltitles.asp</a>. Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors.</td>
<td>53</td>
<td>C. Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32&lt;&quot;&quot;,D34&lt;&quot;&quot;),D32+D34,&quot;&quot;)</td>
<td>54</td>
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</table>
# Appendix 9. Korean courses offered above 300 level and enrollment since Fall 2004

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<th>S05</th>
<th>F05</th>
<th>S06</th>
<th>F06</th>
<th>S07</th>
<th>F07</th>
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<th>F08</th>
<th>S09</th>
<th>F09</th>
<th>S 10</th>
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</table>
Enrollment in
KOR courses above 300 level

AY 04-05  AY 05-06  AY 06-07  AY 07-08  AY 08-09  AY 09-10  AY 10-11
Appendix 9: Average Class Size of Courses above 300 Level since Fall 2004

<table>
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<th>KOR Course</th>
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<th>KOR Course</th>
<th>#</th>
<th>KOR Course</th>
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</tbody>
</table>

Average Class Size is 15
Sumi Chang  

Curriculum Vitae  
Department of East Asian Languages and Literatures  
University of Hawai‘i, Manoa  
Moore Hall 373, 1890 East-west Road  
Honolulu, Hawai‘i 96822  
O: (808) 956-2076  
changhan@hawaii.edu

<table>
<thead>
<tr>
<th>EDUCATION AND AWARDS</th>
<th></th>
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</thead>
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<tr>
<td><strong>UNIVERSITY OF HAWAI‘I AT MANOA</strong>, Honolulu, Hawai‘i</td>
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<tr>
<td>Ph D Program, Korean</td>
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<td>Department of East Asian Languages and Literature</td>
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<tr>
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<td>August, 2004</td>
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<tr>
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<tr>
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<tr>
<td>(Graduate Assistant, August, 2002 – July, 2004)</td>
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<tr>
<td><strong>RHODE ISLAND COLLEGE</strong>, Providence, Rhode Island</td>
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<td>M.A. in Counseling and Educational Psychology</td>
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</tr>
<tr>
<td><strong>YONSEI UNIVERSITY</strong>, Seoul, Korea</td>
<td>February, 1983</td>
</tr>
<tr>
<td>B.A. in Political Science and Diplomacy</td>
<td></td>
</tr>
</tbody>
</table>
### TEACHING EXPERIENCES

<table>
<thead>
<tr>
<th>Role</th>
<th>Department</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTOR</strong></td>
<td>Department of EALL, UHM</td>
<td>Fall 2009- present</td>
</tr>
<tr>
<td>Korean Language Flagship Center, B.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean 403, 404 (High-Advanced Korean I &amp; II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean 421 &amp; 422 (Media Analysis in Korean I &amp; II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean 499 (Directed Readings in Korean)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LECTURER OR GRADUATE ASSISTANT</strong></td>
<td>Department of EALL, UHM</td>
<td>Fall 2004 – Spring 2009</td>
</tr>
<tr>
<td>Korean 102, 301, 302, 401, 481 (Selected Readings in Korean)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Department of EALL, UHM</strong></td>
<td>Korean 420 (Korean Composition), Korean 301</td>
<td>Fall 2004 – Spring 2005</td>
</tr>
<tr>
<td><strong>GRAUDATE ASSISTANT, LEAD MEDIA TEACHER</strong></td>
<td>Korean Flagship Program, NFLRC</td>
<td>Fall 2004 semester - present</td>
</tr>
<tr>
<td>KOR 485, 486, 621: Political Science Track, Media Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADUATE ASSISTANT/ (ASSISTANT) CO-LEAD TEACHER, ELI</strong></td>
<td></td>
<td>August, 2003 – December, 2003:</td>
</tr>
<tr>
<td><strong>LISTENING AND SPEAKING CURRICULUM AREA</strong></td>
<td></td>
<td>Co-lead teacher</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td></td>
<td>January, 2003 – July, 2003:</td>
</tr>
<tr>
<td><strong>KOREAN</strong>, native language</td>
<td>Attended elementary school and university in Korea</td>
<td>Assistant lead teacher</td>
</tr>
<tr>
<td><strong>ENGLISH</strong>, native-like proficiency</td>
<td>Attended schools in the U.S. from grades 6 to 12 and graduate schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lived in the U.S. for over 18 years</td>
<td></td>
</tr>
<tr>
<td><strong>JAPANESE</strong>, fluent</td>
<td>Studied at a Japanese university for one year</td>
<td></td>
</tr>
<tr>
<td><strong>FRENCH</strong>, intermediate</td>
<td>Studied the subject as a foreign language for four years</td>
<td></td>
</tr>
</tbody>
</table>
PUBLICATIONS


CONFERENCE AND BY-INVITATION PRESENTATIONS

**The 4th Annual Summer Heritage Research Institute**
Invited presenter for a one-and-a-half hour session
Targeting Superior Level through Use of Media Materials: A Case of the Korean Language Flagship Center at the University of Hawaii
UHM, Honolulu
June 22, 2010 (6/21-25)
http://nhlrc.ucla.edu/2010summer/

**2nd International Conference on Task-Based Language Teaching 2007**
A group presenter at a colloquium ‘Developing task-based language program for advanced L2 learners: From needs analysis to program evaluation’
with Hye-Young Kwak, Seungyeon Lee, Heeyeon Yoon
September 22, 2007
Does TBLT Really work?: Assessment of student progress in a TBLT program
UHM, Honolulu

**Conference on College Composition and Communication (CCCC) 2007**
Presenter
March 24, 2007
Hilton Hotel, New York City
“Formality in L2 Korean Writing and Learner Identity”
<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td><strong>Conference on College Composition and Communication (CCCC) 2007</strong></td>
<td>Chair of Session O32: March 24, 2007 Hilton Hotel, New York City</td>
</tr>
<tr>
<td><strong>UH Graduate Assistant Orientation, Center for Teaching Excellence</strong></td>
<td>Invited panelist January 2006 and August 2005</td>
</tr>
<tr>
<td><strong>Korean 635, Teaching Korean as a Second Language</strong></td>
<td>Guest speaker on the topic of Task-based Language Teaching April 11, 2005</td>
</tr>
<tr>
<td><strong>UH Conference for Graduate Students in the College of LLL</strong></td>
<td>Presenter “The effects of text and question type on ESL listening comprehension,” at the 9th College-Wide Conference for Graduate Students in Languages, Linguistics, and Literature. Honolulu. April 9, 2005</td>
</tr>
<tr>
<td><strong>Korean Flagship Program</strong></td>
<td>Speaker, Task-based Language Teaching Workshop April 2, 2005</td>
</tr>
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</table>

**WORKSHOP ATTENDANCE**

<table>
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<tr>
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<tr>
<td><strong>The American Council on the Teaching of Foreign Languages (ACTFL) Korean Oral Proficiency Interview (OPI) Tester Training Workshop</strong></td>
<td>January 5-8, 2011 (29 hours of professional development), at UHM Conducted by Dr. Sahie Kang, DLI</td>
</tr>
</tbody>
</table>
Text Typology and Passage Rating and Introduction to ILR (Interagency Language Roundtable) Reading and Listening Skills Workshop at UHM
March 5th – 8th, 2009 (24 hours)
Conducted by Dr. James Dirgin

The American Council on the Teaching of Foreign Languages (ACTFL) Korean Oral Proficiency Interview (OPI) Tester Training Workshop
(ILR Scale)
August 14 – 17 and October 19-22, 2007, at UHM

REFERENCES

Professor Homin Sohn, Advisor
Professor, Department of East Asian Languages and Literatures
University of Hawai‘i, Manoa
Moore 352
1890 East-West Rd.
Honolulu, HI  96822
(808) 956-2054, homin@hawaii.edu

Professor Sang Yee Cheon
Assistant Professor, Department of East Asian Languages and Literatures
University of Hawai‘i, Manoa
Moore 419
1890 East-West Rd.
Honolulu, HI  96822
(808) 956-8020, scheon@hawaii.edu

Professor Mee-Jeong Park
Assistant Professor, Department of East Asian Languages and Literatures
University of Hawai‘i, Manoa
Moore 353
1890 East-West Rd.
Honolulu, HI  96822
(808) 956-2052, meejeong@hawaii.edu
**Appendix II. SY Cheon**

**CURRICULUM VITAE**

**SANG YEE CHEON**  
scheyn@hawaii.edu  
(808) 956-8020 (Office)  
(808) 295-0782 (Mobile)

Department of East Asian Languages and Literatures  
1890 East-West Road, Moore Hall #382  
Honolulu, Hawaii 96822, U.S.A.

**PRESENT POSITION**

August 2005 – present  
Assistant Professor, Korean Language Flagship Center Undergraduate program coordinator, Department of East Asian Languages and Literatures, University of Hawai‘i at Mānoa (UHM)

**EDUCATION**

August 1996 – May 2005  
Ph.D. (linguistics); University of Hawai‘i at Mānoa, U.S.A.

March 1990 – August 1992  
M.A. (English linguistics); Sookmyung Women's Univ., Seoul

March 1986 – Feb. 1990  
B.A. (English linguistics); Sookmyung Women's Univ., Seoul  
(minor: Korean linguistics)

**ACADEMIC EMPLOYMENT**

Aug. 2005 – Present  
Assistant Professor, Department of East Asian Languages and Literatures, UHM, U.S.A.

Nov. 2000 – May 2005  
Library research assistant at the Center for Korean Studies at UHM

Teaching Assistant (LING 102: Introduction to Linguistics), Department of Linguistics at UHM, U.S.A.

Graduate Assistant, Department of Linguistics at UHM, U.S.A.

**AWARDS**

September 2009  
UH Board of Regents' Excellence in Teaching Award

**PUBLICATIONS**

| In preparation | 8. Production and perception of L2 phonological contrasts |
| 7. Acquisition of Korean bilabial stops by American English learners of Korean |
| 6. Acquisition of English bilabial stops by Korean ESL learners |
| 5. Interlanguage: Korean and English obstruents |
| 4. Dialects of Korea reflected in Korean Films |
| 3. Status of the off-glide in Korean |
| 2. Language and Culture of Korea through films for Advanced Learners of Korean (completed book manuscript) which is currently being used for the course KOR 480 |
| 1. Research project titled “Perceived similarity/dissimilarity between English, Korean and Japanese segments for native speakers of these three languages” with Prof. Takeshi Nozawa of Ritsumeikan University |

**CONFERENCE PROCEEDINGS**

2008  
On the perception of L2 phonological contrasts in second language acquisition, *Proceedings of Meetings on Acoustics, 1.*

2008  

2007  

2001  
Appendix I: SY Cheon

**REFERRED JOURNAL PUBLICATIONS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>2010</td>
<td>Teaching Korean Culture with Advertisements: Change and Persistence in Family Values and Gender Roles. The Korean Language in America, 15, 1-22.</td>
<td>[Co-authored with Kevin Kim]</td>
</tr>
<tr>
<td>2008</td>
<td>Phonetic similarities between English and Korean sibilants: Implications for second language acquisition, Korean Linguistics, 14, 41-64.</td>
<td>[Co-authored with Victoria B. Anderson]</td>
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</table>

**BOOKS AND BOOK CHAPTERS**

<table>
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<tr>
<th>Year</th>
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<tr>
<td>2000</td>
<td>“Korean phonology”. In D. J. Lee et al. (eds.), Studies on Korean in Community Schools [in Korean]. Honolulu, University of Hawai‘i at Mānoa, Second Language Teaching &amp; Curriculum Center, 185-207.</td>
<td></td>
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**BOOK (& PROCEEDINGS) EDITOR**

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<th>Year</th>
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<th>Author(s)</th>
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**DISSERTATION AND THESIS**

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<th>Year</th>
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**BOOK REVIEWS**

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**ACADEMIC PRESENTATIONS**

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<th>Date</th>
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<tr>
<td>April 2, 2011</td>
<td>Presented at the special Joint AAS-ICAS conference in celebration of “70 Years of Asian Studies” held in Honolulu, March 31–April 3, 2011. With Man as Mirror: Intimations of Changing Gender Roles in South Korean Ads Aimed at Women.</td>
<td></td>
</tr>
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</table>


May, 1999  Presented at Workshop for Studies on Korean Community Schools. *Korean Phonology.*

**PROFESSIONAL SERVICES AND ORGANIZATIONS**

<p>| April-May 2011  | LEARN conference abstract reviewer |
| April 2, 2011   | Chair of the Panel “Media Flow” at the special Joint AAS-ICAS conference in celebration of “70 Years of Asian Studies” |
| Jan. 29, 2011   | EALL Korean Section Coordinator, Mānoa Open House |
| Fall 2010-Present | CKS Student Affairs Committee member |
| April, 2010     | National Science Foundation, proposal reviewer (outsider) |
| Nov. 12, 2009   | Chair of the session “Formal phonology/L2 phonetics in Korean” of the 19th Japanese-Korean Linguistics Conference held at the Center for Korean Studies, UHM, Nov. 12–14, 2009 |
| Nov. 12–14, 2009 | Conference coordinator of the 19th Japanese-Korean Linguistics Conference, held at the Center for Korean Studies, UHM, Nov. 12–14, 2009 |
| Oct. 12, 2009   | Session moderator of the Language Learning in Computer Mediated Communities (LLCMC) Conference, held at Hawai‘i Imin International Conference Center, UHM, October 10–13, 2009 |
| June 27, 2009   | Chair of the session “Assessment of oral proficiency/Enhancing sociolinguistic competence” held at the University of Washington, 25 June–27 June, 2009 |
| May 2009        | Attended the 2009 Annual Meeting of the Language Flagship, Austin, Texas |
| April 2-May 12, 2009 | Quest speaker and coordinator for 2009 Korean Language Flagship Center Teacher Training Workshop for Korean community schools held at the UHM |
| March, 2009     | Trained for The American Council on the Teaching of Foreign Languages (ACTFL) Reading and Writing Passage |
| Nov. 15, 2008   | Korean Program Coordinator, Mānoa Open House Day, 2008 |
| August, 2008-present | Coordinator of Korean Flagship Undergraduate Program at UHM |
| July 21, 2008   | Moderator of the session “Speech Science in Linguistics” at the 18th International Congress of Linguistics held at Korea University, Seoul, July 21–26, 2008. |
| June 2008       | Attended the 2008 Annual Meeting of the Language Flagship, Washington, D.C. |
| Nov. 28–30, 2007 | Conference coordinator of the Inha-Hawai‘i International Symposium: How We View Each Other, Korea and the United States, held at the UHM CKS |
| Nov. 30, 2006   | Chair of the session “Speech Communication and Psychological and Physiological Acoustics: Second Language Acquisition II” held at the 152nd Meeting of the Acoustical Society of America, Honolulu, 28 November–2 December 2006 |
| Fall 2006 – Spr 2007 | Course development project (KOR 480: Korean Proficiency through Film) |
| Aug./Oct., 2006 | Trained for The American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) Tester |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>October 27, 2006</td>
<td>Coordinator of Korean Film Day at UHM</td>
</tr>
<tr>
<td>October 6, 2006</td>
<td>Coordinator of Korean Program Orientation at UHM</td>
</tr>
<tr>
<td>September 2006</td>
<td>Compiled Korean Program Handbook for students majoring in Korean</td>
</tr>
<tr>
<td>Fall 2005–Aug. 2010</td>
<td>In charge of Korean Placement Test at UHM</td>
</tr>
<tr>
<td>Fall 2005–Aug. 2010</td>
<td>B.A. advisor in the Korean Program at UHM</td>
</tr>
<tr>
<td>Fall 2004–Spr 2005</td>
<td>Korean Culture Club faculty advisor in the Korean Program at UHM</td>
</tr>
<tr>
<td></td>
<td>Editorial assistance for Editor Ho-min Sohn, <em>Korean Language in Culture and Society</em>, University of Hawai'i Press (published in January 2007)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>Organizing Committee of the 10th Conference of Austronesian Formal Linguistics Association, Honolulu, UHM</td>
</tr>
<tr>
<td>April 2001</td>
<td>Moderator at the 5th Annual Conference for Graduate Students in the College of Language, Literature, and Linguistics at UHM</td>
</tr>
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**COMMUNITY SERVICE**

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>November 13, 2010</td>
<td>Judges for the 10th Korean Singing Contest hosted by the Hawaii Association for Korean Community Schools</td>
</tr>
<tr>
<td>Sept. 25, 2010</td>
<td>Guest speaker for 2010 Annual Teacher Training Workshop hosted by the Hawaii Association for Korean Schools 'Korean Grammar II'</td>
</tr>
<tr>
<td>Sept 14, 2010</td>
<td>Volunteer for the 2010 UHM Convocation</td>
</tr>
<tr>
<td>May 8, 2010</td>
<td>Chair of the judges for the 6th Speech Contest hosted by the Hawaii Association for Korean Community Schools</td>
</tr>
<tr>
<td>Sept. 26, 2009</td>
<td>Guest speaker for 2009 Annual Teacher Training Workshop hosted by the Hawaii Association for Korean Community Schools 'Korean Grammar I'</td>
</tr>
<tr>
<td>Oct. 11, 2008</td>
<td>Judge for both a storytelling competition and an essay contest during the Korean Hangul Festival held at the UHM Center for Korean Studies in conjunction with the local Korean community</td>
</tr>
<tr>
<td>Sept. 27, 2008</td>
<td>Guest speaker for 2008 Annual Teacher Training Workshop hosted by the Hawaii Association for Korean Community Schools 'Teaching Language and Culture of Korea with the Aid of Technology'</td>
</tr>
<tr>
<td>December 2007</td>
<td>Guest speaker at a Korean Immersion Program</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>Guest speaker for Silver School at Christ United Methodist Church, Honolulu, HI</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>Youth group teacher at Christ United Methodist Church, Honolulu, HI</td>
</tr>
<tr>
<td>2000 – 2001</td>
<td>Friends of Linguistics and ESL Reading Room Representative, UHM</td>
</tr>
<tr>
<td>1997 – 2001</td>
<td>Korean language teacher at Korean community of Honolulu, Hawaii</td>
</tr>
<tr>
<td>March 1999</td>
<td>Coordinator of 1999 Korean Culture Day by the UHM Korean Graduate Students Association</td>
</tr>
<tr>
<td>March 1998</td>
<td>Coordinator of 1998 Korean Culture Day by the UHM Korean Graduate Students Association</td>
</tr>
<tr>
<td>1997 – 1998</td>
<td>Vice-president of the Korean Graduate Students Association at UHM</td>
</tr>
<tr>
<td>1994 – 1996</td>
<td>Volunteer English teacher for an elementary school, Seoul, Korea</td>
</tr>
</tbody>
</table>
MARY SHIN KIM

Department of East Asian Languages and Literatures
University of Hawaii at Manoa
Moore Hall 382
1890 East-West Road
Honolulu, Hi 96822
(808) 956-2074

3029 Lowrey Avenue O-2206
Honolulu, HI 96822
(808) 888-6203
maryskim@hawaii.edu

EDUCATION

Ph.D., University of California, Los Angeles
East Asian Languages and Cultures, January 2006
Studies in Korean linguistics, functional linguistics (conversation analysis, discourse analysis, corpus
linguistics, grammaticalization), with additional studies in second language acquisition, pedagogy, and
Japanese functional linguistics.
G.P.A. - 3.98

M.A., University of California, Los Angeles
East Asian Languages and Cultures, Spring 1999
Studies in modern Korean history with additional studies in pre-modern Korean history and culture.
G.P.A. - 3.94

B.A., Ewha Women’s University, Seoul, Korea
Political Science, 1995
G.P.A. - 3.82 (1st in Political Science Department)

FIELDS OF SPECIALIZATION

Korean discourse-functional linguistics, Korean conversation analysis, Korean vocabulary acquisition,
Korean language pedagogy

ACADEMIC POSITIONS

Assistant Professor, University of Hawaii at Manoa
Fall 2010-

Lecturer, University of California, Los Angeles
Spring 2006-Spring 2010

Teaching Assistant/Associate, University of California, Los Angeles
Fall 1997-2002

ACADEMIC HONORS AND AWARDS

Graduate Division Dissertation Year Fellowship
2004-2005

Korea Foundation Fellowship
2003-2004

Graduate Student Department Fellowship
2003-2004

Summer Research Mentorship
Summer 2003

Asian Languages Cultures Quality of Graduate Fellow Award
for Teaching Excellence
Spring 2003
Mary Shin Kim, Page 2

Graduate Student Department Fellowship 2002-2003

Korea Foundation Fellowship 2001-2002

Korea Foundation Fellowship 2000-2001

American Association of Teachers of Korean Award August 2000
Outstanding graduate student paper and presentation for “Mnemonic Vocabulary Learning Strategies of Non-Heritage Korean Language Students” presented at the fifth annual AATK conference in Los Angeles, California.

Kim Eh Da Award 1995
Given to a graduating student for leadership and being a role model to other students at Ewha Women’s University.

Honors Graduate Award 1995
Given to a graduating student for academic excellence at Ewha Women’s University.

GRANTS

UCLA Non-Senate Faculty Professional Development Fund 2009-2010
For developing spelling strategies and materials for Korean heritage language classes.

UCLA Non-Senate Faculty Professional Development Fund 2008-2009
Travel grant for the 18TH Japanese/Korean Linguistics Conference.

UCLA Non-Senate Faculty Professional Development Fund 2007-2008
For developing authentic oral assessment materials for non-heritage Korean learners.

PUBLICATIONS

Articles


Book Chapter


Textbooks and Workbooks


PRESENTATIONS

**The 20TH Japanese/Korean Linguistics Conference**  October 2010
“A usage-based study of the Korean adverb kunyang in spoken discourse” co-presented at the University of Oxford.

**First International Conference on Heritage/Community Languages**  February 2010
“Developing effective vocabulary teaching strategies for heritage and non-heritage learners” co-presented at University of California, Los Angeles. The presentation is part of Korean heritage language panel, “Placement, Instructional Strategies, and Multi-media for Korean Heritage Language Learners”.

**The 14TH American Association of Teachers of Korean**  June 2009
“The organization and development of the Korean language learners’ lexicon: A word association approach” co-presented at the fourteenth annual AATK conference at the University of Washington, Seattle.

**The 18TH Japanese/Korean Linguistics Conference**  November 2008
“The functional polysemy of the Korean discourse marker mak” presented at the Graduate Center of the City University of New York.

**The 13TH American Association of Teachers of Korean**  July 2008
“Korean heritage learners’ use of discourse markers in conversation” presented at the thirteenth annual AATK conference in Binghamton, New York.

**SNU-UCLA Conference on Korean Studies**  January 2007
“Discourse functions of the Korean adverb mak” presented at University of California, Los Angeles. This conference was jointly organized and sponsored by Seoul National University and UCLA.

**American Association for Applied Linguistics**  June 2006
“Embedding multiple characters, events, and time settings within a single utterance in Korean conversational narratives” presented at the AAAL Conference, Montreal, Canada.

**Western Conference of the Association for Asian Studies**  October 2003
“Developing language curriculum in multilingual and multicultural classrooms: integration of culture into teaching and learning Korean” presented at Western Conference of the Association for Asian Studies at Arizona State University.
The 9TH Annual Conference on Language, Interaction, and Culture May 2003
“Reorganizing participation framework in Korean conversation” presented at the University of California, Santa Barbara.

The 12TH Japanese/Korean Linguistics Conference November 2002
“Reported speech as an interactive resource: An examination of Korean quotative constructions” presented at the Graduate Center of the City University of New York.

The 10TH Annual Workshop on East Asian Linguistics March 2002
“Grammaticalization of sentence-enders from clausal connectives” presented at the University of California, Santa Barbara.

The 5TH American Association of Teachers of Korean August 2000
“Mnemonic vocabulary learning strategies of non-heritage Korean language students” presented at the fifth annual AATK conference in Los Angeles, California.

The 5TH American Association of Teachers of Korean August 2000
Demonstrated how to implement task-based teaching methods in the Korean language classroom at AATK workshop in 2000.

INVITED PRESENTATIONS

UCLA Campus-wide TA Orientation Workshop Guest Speaker 2003
Invited as a guest speaker for UCLA campus-wide new teaching assistants’ workshop. Led a workshop on how to utilize visual aids for foreign language teaching.

Korean Language Development for Teachers Workshop Summer 2001

RELATED PROFESSIONAL EXPERIENCE

Chinese, Japanese, Korean Placement Registration Tool Project Coordinator 2009-2010
Coordinate developing online registration tools for Asian Languages and Cultures Department’s Chinese, Japanese, and Korean placement tests with the assistance of UCLA Center for Digital Humanities. The online registration tool enables students to register on-line for placement tests in an efficient manner by grouping students into different levels and test types based upon their responses to a self-assessment questionnaire.

Korean Placement Exam Coordinator 2006-2010
Coordinating, administering, and supervising all facets of Korean placement exam three quarters a year which includes counseling, registration, and enrollment duties.

Korean Culture Center, Los Angeles: Korean language program lecturer 2008-2009
Teaching elementary level Korean to students with multiethnic and multicultural backgrounds.

Digital Instructional Material Developer 2007
Developed digital instructional materials for intermediate level Korean textbooks published by KLEAR (Korean Language Education and Research Center) at University of Hawaii Press. Created PowerPoint lesson presentations, including grammar explanations, follow-up interactive activities, and a collection of authentic media clips, flash animations, and illustrations for teaching vocabulary and grammar.
Organizer of a Korean Language Panel at *Western Conference of the Association for Asian Studies* October 2003

Research Assistant Winter 2001-Spring 2001
Assisted Professor Sung-Ock Sohn with the implementation of Korean Language Development for Teachers, a federally funded project aimed at training elementary and secondary education teachers of Korean language in the Los Angeles area, with the latest developments and technologies in foreign language acquisition.

Research Assistant Fall 1998
Developed and wrote an instructional manual for Korean language teaching assistants under Professor Sung-Ock Sohn’s supervision.

**PROFESSIONAL TRAINING**

*Heritage Language Teacher Workshop* 2007
Participated in Heritage Language Teacher Workshop organized by National Heritage Language Resource Center at University of California, Los Angeles.

*Korean Language ACTFL OPI Workshop* 2005
Completed the ACTFL OPI (Oral Proficiency Interview) workshop held at University of California, Los Angeles in December 2005.

**EDITORIAL SERVICE**

CURRICULUM VITAE

YUNG-HEE KIM

ADDRESS

Center for Korean Studies
University of Hawaii at Manoa
1881 East-West Road
Honolulu, Hawaii 96822

Telephone: (808) 956-7041
Fax: (808) 956-2213
E-mail: yunghee@hawaii.edu

EDUCATION

1984 Ph.D. Asian Studies, Cornell University, Ithaca, New York
1968 M.A. Comparative Literature, Indiana University, Bloomington, Indiana
1963 B.A. English, Ewha Woman’s University, Seoul, Korea

ACADEMIC EMPLOYMENT

2010- University of Hawaii at Manoa, Honolulu, Hawaii
Center for Korean Studies
Director

2009-2010 University of Hawaii at Manoa, Honolulu, Hawaii
Department of East Asian Languages and Literatures
Sabbatical Leave

2006 Korea University, Seoul, Korea
International Summer Campus
June 24-August 4, 2006.
Adjunct Professor

2002-2003 University of Hawaii at Manoa, Honolulu, Hawaii
Department of East Asian Languages and Literatures
Sabbatical Leave

2001- University of Hawaii at Manoa, Honolulu, Hawaii
Department of East Asian Languages and Literatures
Professor of Korean Literature
Appendix 13. YH Kim

1969-73  Ewha Woman’s University, Seoul, Korea
          Director, the English House
          Instructor, English Department

1970-73  Ewha Woman’s University, Seoul, Korea

1982-83  University of Wisconsin, Madison, Wisconsin
          Visiting Instructor, Department of East Asian Languages and Literature

91980-81  Cornell University, Ithaca, New York
          Teaching Assistant, Department of Asian Studies

1983-96  Ohio State University, Columbus, Ohio
          Vice-Chair, Department of East Asian Languages and Literatures
          Associate Professor, Department of East Asian Languages and Literatures
          Assistant Professor, Department of East Asian Languages and Literatures
          Instructor, Department of East Asian Languages and Literatures

1980-81  Cornell University, Ithaca, New York
          Teaching Assistant, Department of Asian Studies

1980-81  University of Hawaii at Manoa, Honolulu, Hawaii
          Department of East Asian Languages and Literatures
          Associate Professor of Korean Literature

1992-93  Stanford University, Stanford, California
          Institute for Research on Women and Gender
          Visiting Scholar

1990-96  Associate Professor, Department of East Asian Languages and Literatures

1991-92  Vice-Chair, Department of East Asian Languages and Literatures

1996-2000  University of Hawaii at Manoa, Honolulu, Hawaii
          Department of East Asian Languages and Literatures
          Associate Professor of Korean Literature

1984-90  Assistant Professor, Department of East Asian Languages and Literatures

1983-84  Instructor, Department of East Asian Languages and Literatures

1982-83  University of Wisconsin, Madison, Wisconsin
          Visiting Instructor, Department of East Asian Languages and Literature

1980-81  Cornell University, Ithaca, New York
          Teaching Assistant, Department of Asian Studies

1980-81  University of Hawaii at Manoa, Honolulu, Hawaii
          Department of East Asian Languages and Literatures
          Associate Professor of Korean Literature

1980-81  Cornell University, Ithaca, New York
          Teaching Assistant, Department of Asian Studies

1970-73  Ewha Woman’s University, Seoul, Korea
          Director, the English House
          Instructor, English Department

GRANTS, HONORS AND AWARDS

2010-2011  Research Grant, Center for Korean Studies, UHM.

2007-2008  Research Grant, Center for Korean Studies, UHM.

2004-2005  Research Grant, Center for Korean Studies, UHM.

2002-2003  Research Grant, Center for Korean Studies, UHM.

2002-2003  Research/Publication Grant, Korea Foundation, Seoul, Korea.


1999  Research Grant, Daesan Foundation, Seoul, Korea.
          Research Grant, Center for Korean Studies, UHM.

1998  Research Grant, Center for Korean Studies, UHM.

1997  Research Grant, Center for Korean Studies, UHM.
          Grant for Travel with Asian-Pacific Focus, UHM.
          Grants-in-Aid, College of Humanities, OSU, Winter Quarter.
          Special Research Assignments, College of Humanities, OSU, Winter Quarter.
Special Research Assignments, College of Humanities, OSU, Spring Quarter.
Travel Grant, Northeast Asia Council, Association for Asian Studies, Summer.

1993 Grants-in-Aid, College of Humanities, OSU, Summer Quarter.
NEH Summer Stipend Grant.
Grants-in-Aid, College of Humanities, OSU, Winter Quarter.

1992 Publication Subvention Grant, College of Humanities, Ohio State University.
1991 Special Research Assignments, College of Humanities, OSU, Autumn Quarter [Postponed to Winter Quarter 1994].
1989 University Small Grants, OSU, Autumn Quarter.
1988 Special Research Assignments, College of Humanities, OSU, Autumn Quarter.
1987 Leave, Probationary Faculty Development Quarter, College of Humanities, OSU, Spring Quarter.
1986 University Small Grants, OSU, Autumn Quarter.
1985-86 Fulbright Research Grant, Seoul, Korea.
1985 University Small Grants, OSU, Winter Quarter.
1980-81 NDEA-Title VI Fellowship, Cornell University.
1979-80 Department Fellowship, Department of Asian Studies, Cornell University.
1965-68 P.E.O. International Peace Scholarship, Indiana University.
1964 Summa cum laude, College of Arts and Sciences, Ewha Woman’s University.
1962-63 Scholarship for Highest Academic Achievements, College of Arts and Sciences, Ewha Woman’s University.

PROFESSIONAL SERVICE/ORGANIZATIONS

MEMBERSHIP
Association for Asian Studies
American Association of Teachers of Korean

PROFESSIONAL SERVICE

The University of Hawaii at Manoa

Departmental

2008-2009 Departmental Advisory Committee
2008-2009 Chair, Departmental Personnel Committee
2006-2009 Departmental Personnel Committee
2005-2006 Graduate Admissions Committee
2004-2006 Head, Korean Section
2003-2006 Departmental Advisory Committee
2003-2004 Departmental Personnel Committee
2000-2002 Graduate Admissions Committee
2000-2001 Ad. Hoc. Committee on Undergraduate Minors
1997-99 Head, Korean Section
1997-99 Departmental Advisory Committee
1996-97 Graduate Admissions Committee

**University**

2010- Director, Center for Korean Studies, UHM.
2007- Member, Editorial Board of the *Hawaii Studies on Korea*, Center for Korean Studies, UHM.
2007-2010 Member, Publication Committee, Center for Korean Studies, UHM.
2004-2007 Executive Committee, Center for Korean Studies, UHM.
2004-2007 Chair, Research and Grants Committee, Center for Korean Studies, UHM.
2003-2004 Curriculum Committee, College of Languages, Linguistics, and Literature, UHM.
2001-2002 Tenure and Promotion Review Committee, UHM.
2001-2004 Publications Committee, Center for Korean Studies, UHM.
1998-2000 Referee, the Marshall Pihl Literary Award, Center for Korean Studies, UHM.
1997 Nomination Committee for the Excellence in Teaching Awards, College of Languages, Linguistics and Literature, UHM.
1996-2001 Academic Affairs Committee, Center for Korean Studies, UHM.

**The Ohio State University**

**Departmental**

1995-96 Search Committee for Department Chair
1994-95 Chair, Search Committee for Korean position
1991-92 Vice-Chair
Graduate Committee
Coordinator, Plan of Action Task Force, Department Program
Review Committee
Coordinator, TA and RA Assignment
Coordinator, Faculty and TA Scheduling
1990-91 Department Council
Chair, Search Committee for Japanese Literature Position
Chair, Search Committee for Korean Language Position
1990 Chair, Korean Instructorship Search Committee (Summer)
1989-90 Japanese Literature Position Search Committee
Chair, Instructional Resources Committee
Curriculum Committee
1988-91 Department Program Review Committee
1988-89 Japanese Literature Search Committee
Appendix 13. YH Kim

 Graduate Committee
 1987-88
 Library Committee
 Search Committee for Japanese Literature Position
 Search Committee for Chinese Linguistics Position
 Salary Adjustment Committee (ad hoc)
 1986-88
 Planning Committee for the Japanese Ph.D. Degree Proposal
 1986-87
 Chair, Library Committee
 Graduate Committee
 Search Committee for Japanese Literature Position
 1984-85
 Chair, Instructional Resources Committee
 Classroom Allocation Coordinator
 1983-87
 Curriculum Committee
 1983-84
 Events and Publicity Committee
 Japanese Language Study Committee
 International Christian University (ICU), Tokyo, Japan-OSU
 Exchange Committee

 University
 1988-89
 Library Committee, East Asian Studies Center
 1990-91
 Representative, Comparative Studies Council
 Search Committee for Asian Religion Position in the Division of
 Comparative Studies
 East Asian Library Special Project Committee, College of
 Humanities

 National and International Professional Community

 2011
 “In Memoriam: Pak Wan-sŏ (1931-2011)—Her Life and Literary World.”
 Inaugural lecture for the CKS Community Lecture Series. Center for Korean
 Studies, UHM, February 20, 2011.

 2010
 Organized and served as moderator for the 2nd Center for Korean Studies Forum on
 Critical Issues in Korean Studies, “Modernity and Traditional Korean Values:

 2010
 External reviewer for tenure & promotion, Binghamton University, State
 University of New York, November 8, 2010.

 2009-
 Member, International Board, the International Society of Korean Language and
 Literature, Seoul, Korea [founded in February, 2009].

 2009
 Reviewer of an article submitted for publication for Korean Studies, February 2009.

 2007-
 Member, Overseas Advisory Committee, the Korean Translation Institute, Seoul,
 Korea.

Reviewer of the multi-volume translation project on “Modern Korean Poetry and Short Stories,” sponsored by the Korean Translation Institute, Seoul, Korea, November 15, 2007.


2003 Member, Planning committee on “Educating through Images: Korean Film in 2003.” An international conference sponsored by the Center for Korean Studies, The Asia-Pacific Media Center, Annenber Center for Communications (USC), Honolulu Academy of Arts, the Hawaii International Film Festival, the East-West Center. Held at the Center for Korean Studies, UHM, September 17-20, 2003.


2001 Reviewer of manuscript, *Korean Studies*, Center for Korean Studies, UHM [Two articles].

2000 Organizer of two panels, “The Korean War and Literature in Divided Korea” and “Korean Literature in Diaspora” (also chaired), for the International Conference on “Critical Issues in Korean Studies in the New Millennium,” co-sponsored by the Center for Korean Studies, University of Hawaii at Manoa, the Osaka University of Economics and Law, the International Society for Korean Studies, Osaka, Japan, and Beijing University, held in Honolulu, Hawaii, February 18-22, 2000.


1999 Reviewer of manuscript, *Korean Studies*, Center for Korean Studies, UHM [One article].
1997-2000 Member, Board of the American Association of Teachers of Korean.

Reviewer of a book manuscript, Columbia University Press.
Reviewer of a book manuscript, Cornell East Asia Series, Cornell University.


1962-64 President, English Department Student Association, Ewha Woman’s University.
Copy-editor, *Ewha Voice* (English Newspaper), Ewha Woman’s University.

1960-64 Class Representative, English Department, Ewha Woman’s University.

**FUNDRAISING**

1994-95 Initiated and obtained the Korea Foundation’s Three-Year Grant (1995-97; $100,000.00) for the Development of the Korean Language Program in the Department of East Asian Languages and Literatures, Ohio State University. It resulted in the establishment of a tenure-track position in Korean in the Department of East Asian Languages and Literatures, Ohio State University, Fall 1995.

December 2010
Completion of the $1 million Korea Foundation matching fund challenge for the Rotating Chair Endowment which began in 2006 by the Center for Korean Studies, University of Hawaii at Manoa.

**PUBLICATIONS**

**BOOKS**


CHAPTERS IN BOOKS


ARTICLES IN INTERNATIONAL OR NATIONAL REFEREED JOURNALS


**ENCYCLOPEDIA ARTICLES**


**EDITED VOLUMES**


**ARTICLES IN PROCEEDINGS**


OTHER PUBLICATIONS


REVIEWS


TRANSLATIONS


**REFEREED CONFERENCE PRESENTATIONS**

2005 “Authenticating Woman’s Voice: Sŏnyŏja (New Women), the First Feminist Journal in Colonial Korea.” Presented at the 9th International Interdisciplinary Congress on Women, Ewha Woman’s University, Seoul, Korea, June 19-24, 2005.

“In Pursuit of Authenticity: Feminist Writers of Early Colonial Korea.” Presented at the 2nd World Congress of Korean Studies, Peking University, Beijing, China, February 2-4, 2005. [Travel grant from the University Research Council, UHM]


INVITED CONFERENCE PRESENTATIONS


Appendix 13. YH Kim


2000  “On Kim Wŏn-ju’s ‘Awakening.’” Presented at the conference on “Modernity in East Asia and Literature of ‘New Women’ Writers,” the First International Symposium on Women Writers of Korea, China, and Japan. Co-sponsored by the Academic Society of Feminism and Korean Literature and the Republic of Korea Presidential Special Committee on Women, Seoul, Korea, July 5-6, 2000. [In Korean]


INSTITUTIONAL INVITED PRESENTATIONS

2010  “Novels by Modern Korean Women Writers and Globalization of Korean Literature.” College of Liberal Arts, Ewha Woman’s University, Seoul, Korea, June 8, 2010.

“Modern Korean Women Novelists in the Context of American Humanities
Eduaction.” The Korean Language and Culture Institute, Sookmyung Women’s University, Seoul, Korea, June 5, 2010.


“Korean Literature.” Presentation at the Summer Institute on Korean Culture & Society, Asian Studies Development Program, sponsored by the East-West Center and the University of Hawaii, Honolulu, Hawaii and funded by the Freeman foundation and the Korea Foundation, May 29, 2007.

2004 “Korean Literature: Contemporary Perspectives.” A lecture presented at the Summer Institute on Korean Culture & Society, Asian Studies Development Program,


“The ‘New Woman’ Question in Colonial Korea.” Guest lecture for SOC 358 (Sociology of Korea), Department of Sociology, University of Hawaii at Manoa, October 28, 2003.

2002 “Korean Literature: Contemporary Perspectives.” Presented at the Institute on Korean Culture and Society, funded by the Korea Foundation and sponsored by the Asian Studies Development Program and the Center for Korean Studies, East-West Center, Honolulu, Hawaii, June 10, 2002.

“Classical Korean Literary Traditions.” Presented at the Institute on Korean Culture and Society, funded by the Korea Foundation and sponsored by the Asian Studies Development Program and the Center for Korean Studies, East-West Center, Honolulu, Hawaii, June 5, 2002.


1996 “Seminar on Korean Culture.” Presented at the Eighth Annual Language and Culture Seminar sponsored by the Center for Asia-Pacific Exchange, Campus Center, University of Hawaii at Manoa, Honolulu, Hawaii, November 16, 1996.


“Korean Literary Traditions.” Guest lecture for the course, “East Asian Humanities,” East Asian Languages and Literatures 131, Ohio State University, February 15 and 19, 1996.


1994 Songs to Make the Dust Dance: The Ryōjin Hishō of Twelfth-Century Japan.” Faculty Author Series, College of Humanities and the Little Professor Bookstore, Columbus, Ohio, October 19, 1994.


PROFESSIONAL SERVICE

PUBLIC PRESENTATIONS FOR COMMUNITY


Served on the panel of judges for the 6th Youth Speech Contest sponsored by the Advisory Council on Democratic and Peaceful Unification of Korea, Hawaii Chapter, Honolulu, April 30, 2005.

Congratulatory speech at the ceremony for the publication of Hawaii Sisim 100-nyŏn (One Hundred Years of Korean Poetry in Hawaii), ed., by Korean Literary Club in Hawaii; Kwanak Publishing Co., Seoul, 2005. Center for Korean Studies,


Served on the panel of judges for the 5th Youth Speech Contest sponsored by the Advisory Council on Democratic and Peaceful Unification of Korea, Hawaii Chapter, Honolulu, Hawaii, June 5, 2004.


WORKSHOPS

1999 Presentation at the workshop on Korean language pedagogy for student teachers from the Institute for Korean Language Education, College of Education, Seoul National University, held at the Center for Korean Studies, University of Hawaii at Manoa, Honolulu, Hawaii, November 18-20, 1999.

1998 Organized and coordinated the workshop on Korean language pedagogy for student teachers from the Institute for Korean Language Education, College of Education, Seoul National University, University of Hawaii at Manoa, Honolulu, Hawaii,
November 16-17, 1998.


Served as the Humanities Scholar for the teacher workshop in “Korea’s Heritage of Traditional Music” Project, co-sponsored by the Hawaii Committee for the Humanities, Honolulu, Hawaii, the Center for Korean Studies, University of Hawaii at Manoa, and the Halla Huhm Foundation,” Honolulu, Hawaii, January 31 and February 14, 1998.


Education

- PhD in Applied Linguistics, UCLA 1998 - 2003
- M.A. in Romance Linguistics, UCLA 1993 - 1996
- B.A. in Linguistics, UCLA 1989 - 1993

Areas of Interest

Pedagogical Grammar, Pedagogical Phonology, Discourse Analysis, Instructional Technology, Intonation

Research Publications

- Park, M.-J. (2009). Acquisition of Korean Obstruents through Prosodic Cues. 11th International Conference of Korean Education. p. 121-134.
### Textbooks

### Presentations
- Doing Business in Korean. AATK
  - June, 2010
- Needs Analysis and Curriculum Development for Business Korean. 1st LEARN, DLI, Monterey, CA.
  - Apr. 2010
  - Apr. 2010
  - Mar. 2010
- Invited Lecture: UH Short-term program for Inha University students. Structure of Korean.
  - Feb. 2010
- The Korean Pragmatics. Ewha Language Center. Ewha Woman’s University (invited lecture).
  - Nov. 2009
- Acquisition of Korean Obstruents through prosodic Cues. The 11th International Conference of Korean Education. Seoul National University (invited talk)
  - Oct. 2009
  - Sept. 2009
- Politeness projected through Korean Spatial Deixis. The 13th Harvard International Symposium on Korean Linguistics. Cambridge, MA. (w/ BY Choi)
  - Aug. 2009
- Korean Locative Deictic Adverbials. The 18th CIL (International Congress of Linguists), Korea University, Seoul-Korea (M.J. Park, B. Choi, & H.S. Lee).
  - July, 2008
- Proficiency through Korean TV Dramas. The 13th AATK (American Association of Teachers of Korean), Binghamton University, Binghamton, NY.
  - June, 2008
Appendix 14. M-J. Park

- Teaching Korean Stop Consonants through Prosodic Cues. 2008 ICKL (International Circle of Korean Linguistics), Cornell University, NY.
- Hybrid Online Language Course Using TV Programs and Movies with Focus on Listening and Speaking. 2008 SITE (Society for Information Technology & Teacher Education), Las Vegas, NV (M.J. Park, B. Choi, & B. Sung).
- The Use of Edited Video Clips for Increased Contextual Inputs in Foreign Language Classrooms. 2008 SITE (Society for Information Technology & Teacher Education), Las Vegas, NV (M.J. Park & HS. Lee)
- Oral Achievement Tests for Beginning Korean Language Classes. 1st Korean Language Workshop, EALL, UHM.
- Video Dubbing for Language Instruction. Language Learning Center Workshop, LLL, UHM (invited talk).
- Online reading material project. UC Consortium Workshop on Heritage Languages. UCLA (L. Jensen & M.J. Park).
- The domain of prosodic boundary tones: a case study from Korean. Jan., 2003 Linguistic Society of America, Atlanta, GA.
- The domain of Korean boundary tone realization. 12th Japanese/Korean Linguistics Conference. CUNY, NY. Nov., 2002
- Indirect Hearsay in Korean. 11th Japanese/Korean Linguistics Conference. UCSB, CA (S.O. Sohn & M.J. Park).
- Prosodic variation in the speech of Korean men and women. 1st. IGALA (International Gender Association of Language). Stanford University, CA May, 2000
### Service

#### Academic

- Hybrid Online Course Development (KOR 425, Advanced reading) 2010 - 2011
- Hybrid Online Course Development (KOR 480, Korean proficiency through Films) 2010 - 2011
- Board member of AATK (American Association of Teachers of Korean) 2010 - 2013
- Session Chair of the 19th JK Linguistics Conference, UHM. 2009
- Assessment Committee member. EALL, UHM. 2009
- Business Korean Online Module Development Project (funded by the UH CIBER: Centers for International Business Education and Research) 2008 - 2011
- Coordinator and Advising faculty for Korean Culture Night for UH undergraduate students (funded by Korea Foundation) 2008
- Session Chair of the 13th AATK, Binghamton University, New York. 2008
- Korean Annual Workshop Organizer/Coordinator, EALL, UHM 2008
- Coordinator of the KLEAR Workbook writing: Beginning 1 & 2, and Intermediate 1 & 2. 2007 - 2011
- Coordinator of the KLEAR textbooks revision: Beginning 1 & 2, and Intermediate 1 & 2. 2007 - 2011
- Hybrid Online Course Development for Advanced Conversation 2007 - 2008
- New Course Development: Proficiency through Korean TV Dramas 2006 - 2007
- Curriculum Development Committee member, LLL, UHM 2007 - 2009
- Advisory Committee member of the EALL, UHM. 2007 -
- Section Head of Korean Program, EALL, UHM 2007 - 2010
- Board member, ALAK (Applied Linguistics Assoc. in Korea) 2007 -
- Graduate Admission Committee, EALL, UHM 2006 - 2008
- Undergraduate Coordinator for Korean, EALL, UHM 2006 -
- Student Affairs Committee member, CKS, UHM 2006 - 2010
- Board member, CKS, UHM 2006 -
- Coordinator of Korean Language program, UCLA. 2005 - 2006
- Korean Flagship Textbook Project. UCLA. 2003
- Research Fellow, Korean Language development for Teachers K-12 teachers (KLDT) funded by U.S. Department of Education 1999 - 2002
- 10th Japanese/Korean Linguistics conference secretary, UCLA 2000
- 5th AATK (Association of American Teachers of Korean) conference secretary/coordinate, UCLA 2000
- Workshop leader, Campus wide TA orientation, UCLA 1998 - 2001
- Workshop leader for TAs of the Spanish/Korean language 1998 - 2000
- Research Assistant, KLEAR textbook project 1998 - 1999
## Professional

- Journal Review: Bilingual Research Journal 2010 -
- Journal Review: Heritage Language Journal 2009 -
- Journal Review: Journal of Pragmatics 2008 -
- Journal Review: Korean Linguistics 2008 -
- College Board Committee member for SAT Subject Test in Korean 2005 - 2010

## Community

- Judge of Hankul’s Day Speaking & Writing Contest 2009 -
- Coordinator (and judge) of Hankul’s Day Speaking & Writing Contest 2008
  by Korea Times: College group (UH Undergraduate/Graduate students)

## Teaching Experience

- Assistant Professor, EALL, University of Hawaii at Manoa 2006 -
- Full time Lecturer, Asian Languages & Cultures, UCLA 2003 - 2006
- TA Consultant & Technology TA Consultant, UCLA 1998 - 2002
- Korean Instructor, UCLA Extension 1996 - 1999
- Teaching Assistant, Korean/Spanish Language, UCLA 1993 - 1996

## Student Committee

- Heeyeong Jung, PhD dissertation committee, EALL 2011 -
- Miyung Park, PhD dissertation committee, EALL 2011 -
- Jason BY Sung, PhD dissertation committee, EALL 2010 -
- Hye Young Kwak, PhD dissertation committee (Proxy for Prof. HM. Sohn), Linguistics 2010 -
- Sang-Hee Lee, MA exam committee, EALL 2010 -
- Jiyoung Kim, PhD dissertation committee, EALL 2010 -
- Yoon Hwa Choi, PhD dissertation committee, EALL 2010 -
- Jieun Lee, PhD dissertation committee, EALL 2009 -
- Sorin Huh, PhD dissertation committee, EALL 2009 -
- Hee Yeon Dennison, PhD dissertation committee, Linguistics 2009 -
- Hye Seung Lee, PhD dissertation committee, EALL 2009 -
- Bumyong Choi, PhD dissertation committee, EALL 2009 -
- Seung Hye Lee, MA dissertation committee, EALL 2008 -
- Minkoo Choi, PhD Dissertation committee, EALL 2008 - 2010
- Jee Hyun Ma, PhD Dissertation committee, SLS 2008 - 2009
- Yeon Hee Yoon, PhD dissertation committee, EALL 2008 - 2010
- Sumi Chang, PhD dissertation committee, EALL 2008 -
- Myung Hee Ko, PhD dissertation committee, SLS 2008 - 2009
- Hyun Sook Ko, PhD dissertation committee (Proxy for Prof. HM Sohn, EALL), SLS 2008 -
- Clay Parker, PhD dissertation committee, EALL 2007 -
- Jae Sun Lee, MA exam committee, EALL 2007 -
- Jieun Lee, MA exam committee, EALL 2007 -
- Yoon Hwa Choi, MA exam committee, EALL 2007 -
- Dong Kwan Kong, PhD dissertation committee, EALL 2007 -
- Soo Jin Jung, PhD dissertation committee, EALL 2007 -
- Hye Seung Lee, MA exam committee, EALL 2007 -
Appendix 14. M-J. Park

- William Yu, PhD dissertation committee (Proxy for Prof. John Norris at SLS), EALL. 2007
- Jae Eun Im, PhD dissertation committee, EALL. 2007 -

**Student Advising**
- Dongmin Kim, doctoral student 2011-
- Hyunji Lee, MA student 2010 -
- 19 BA students 2009 -
- Soyoung Lee, doctoral student 2009 -
- Seung Hye Lee, doctoral student 2009 -
- Heeyeong Jung, doctoral student 2008 -
- Miyung Park, doctoral student 2008 -
- Eun Ho Kim, doctoral student 2008 -
- Jason BY Sung, doctoral student 2008 -
- Jae Sun Lee, doctoral student 2008 -
- Yoon Hwa Choi, doctoral student 2008 -
- Jieun Lee, doctoral student (ABD) 2008 -
- Jiyoung Kim, doctoral student 2007 -
- Hye Seung Lee, doctoral student (ABD) 2007 -
- Sorin Huh, doctoral student (ABD) 2007 -
- Woi-Sook Choi, doctoral student 2006 - 2007
- Bumyong Choi, doctoral student (ABD) 2006 -

**Classes**
- KOR 101-102: Elementary Korean (English lecture section)
- KOR 380: Proficiency through Korean TV dramas
- KOR 451: Structure of Korean 1 (Phonetics, Phonology, Morphology)
- KOR 452: Structure of Korean 2 (Syntax)
- KOR 470: Language and Culture of Korea
- KOR 499: Directed Readings
- KOR 634: Korean Sociolinguistics
- KOR 635: Korean Pedagogy
- KOR 655: Teaching KSL (practicum)
- KOR 699: Directed Studies
- EALL 603K: Bibliography & Research Methods

**Grants**
- 2010 Korean LEARN Conference, Monterey, CA. Faculty travel Grant. (URC, UHM: $1,000; DLI $850) 2010
- 2010 Business Language Research and Teaching, Faculty Grant. (The CIBER Consortium: $6,500) 2010
- Travel Grant to attend 2010 CIBER Business Language Conference. (UH CIBER & NRCEA: $1,000) 2010
- DOD Summer Certificate Program in Korean. Program and Course Development (Outreach College, UHM: $21,000) 2009-2010
- .50 fte Graduate Research Assistant for the Online Course Development for two semesters (NRCEA, UHM: $15,000) 2009-2010
- KLEAR Textbooks: Beginning & Intermediate Student Exercise books 2009-2010
Appendix 14. M-J. Park

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Funding &amp; Start End Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Workbook for the Hybrid Online Korean course (NRCEA, UHM: $8,000)</td>
<td>2009-2010</td>
</tr>
<tr>
<td>Travel expenses covered by SNU (Seoul National University) annual Korean Language Education Conference ($1800)</td>
<td>2009</td>
</tr>
<tr>
<td>Pre-College Summer Program Multimedia Material Development (NRCEA, UHM: $7,000)</td>
<td>2009</td>
</tr>
<tr>
<td>Travel Grant to attend 2010 CIBER Business Language Conference. (UH CIBER &amp; NRCEA: $1,000)</td>
<td>2009</td>
</tr>
<tr>
<td>Business Korean Online Module Development Grant (CIBER, UHM: $7,000)</td>
<td>2008 - 2009</td>
</tr>
<tr>
<td>Faculty Research Grant: Vowel Fossilization in Korean &amp; English Interlanguage (CKS, UHM: $4,000)</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Faculty Travel Grant (URC, UHM: $1,700)</td>
<td>2008</td>
</tr>
<tr>
<td>Faculty Research Grant: Teaching Korean Stop Consonants through Prosodic Cues (CKS, UHM: $4,000)</td>
<td>2008 - 2009</td>
</tr>
<tr>
<td>Online Korean course development (NRCEA, UHM: $28,000)</td>
<td>2007 - 2008</td>
</tr>
<tr>
<td>Multimedia instructional materials for Korean Language (Korea Foundation: $55,051)</td>
<td>2007 - 2008</td>
</tr>
<tr>
<td>Faculty Travel Grant (URC, UHM: $1500)</td>
<td>2007</td>
</tr>
<tr>
<td>New course development (NRCEA, UHM: $9,500)</td>
<td>2006 - 2007</td>
</tr>
<tr>
<td>Faculty grant for instructional improvement, UCLA (OID: $28,000; $13,000; $10,000)</td>
<td>2003 - 2006</td>
</tr>
<tr>
<td>Non-Senate Faculty Grant for research, UCLA ($1000; $1,000)</td>
<td>2004 - 2006</td>
</tr>
<tr>
<td>Non-Senate Faculty Grant for travel, UCLA ($800)</td>
<td>2004</td>
</tr>
</tbody>
</table>

Revised: 1/05/2011
Ho-min Sohn

Curriculum Vitae (04/01/11)

CITIZENSHIP: U.S.A.
ADDRESS: 781 Kapulena Loop, Honolulu, Hawaii 96825 (TEL: (808) 396-0234)

PRESENT POSITIONS:

Professor of Korean (Language & Linguistics),
Director, Korean Language Flagship Center,
Dept of East Asian Languages & Literatures, University of Hawaii at Manoa (UHM),
Honolulu, Hawaii 96822 (TEL: (808) 956-2054; FAX: (808) 956-9515;
homin@hawaii.edu)

EDUCATION:

Graduate study at UCLA Summer Linguistic Institute (1966) & Indiana University
Ph.D. in Linguistics, UHM, 1969 (East-West Center grantee),
Post-doctoral Fellow in Linguistics, Anthropology Department, University of

FIELDS OF SPECIALIZATION:

Korean linguistics, Korean sociolinguistics, Korean language pedagogy, Oceanic
linguistics, general linguistics.

EMPLOYMENT:

1957–60: Head Secretary to Vice-Minister of Education, Government of Republic of
Korea.
1960–65: Admin. Assistant to Project Director, UN Special Funds Projects in Korea.
1969–71: Assistant Professor of Linguistics & English, Dongguk University, Seoul.
1971–72: Assistant Researcher, Pacific and Asian Linguistic Institute, UHM.
1972–present: Assistant Professor (72–76), Associate Professor (76–81), and Full
Professor (81–present), Department of East Asian Languages and Literatures,
UHM.

OTHER INSTRUCTIONAL & ADMINISTRATIVE FUNCTIONS:

1972–present: Graduate faculty member in Department of East Asian Languages and
Literatures & Department of Linguistics, UHM.
1979–80; 81–82: Acting Chair, Dept of East Asian Languages & Literatures, UHM.
1993–2000: Chair, Dept of East Asian Languages & Literatures, UHM.
2004–2010: Director, Center for Korean Studies, UHM.
2007–present: Director, Korean Language Flagship Center, UHM.

PROFESSIONAL SERVICES:

1975–78; 1990–94: Editor, Korean Linguistics (journal of International Circle of
Korean Linguistics).
1994–97: Inaugural President of the American Association of Teachers of Korean.
1994–present: Inaugural President, the Korean Language Education & Research Center, Inc. (KLEAR), an international organization incorporated with the State of Hawaii.

**MAJOR ACADEMIC HONORS & AWARDS:**

1965–69: Received a four-year East-West Center scholarship to work for Ph.D. in Linguistics at UHM.
1970–71: Received a Post-doctoral research fellowship in Anthropological Linguistics from the University of Auckland, New Zealand.
1974: Received a National Science Foundation Summer Research grant to do research on Korean grammar.
1975: Received an ACLS/SSRC grant to do research on Japanese-Korean syntax.
1985–86: Appointed as a UH President Fujio Matsuda scholar to write *A Descriptive Grammar of Korean*.
1990: Received an International Cultural Society of Korea award to work on Korean sociolinguistics.
1991: Received a Council for International Exchange of Scholars Fulbright Scholar Award Abroad to work in Korea on *Politeness and Honorifics in Korean*.
1994: Received an Andrew Mellon fellowship for research on *Korean language education in the United States: theory and practice* at NFLC in Washington, D.C. during the summer.
1994–2000: As PI and Project Director, received a Korea Foundation grant ($1.1 million) to lead an international collaborative project to develop 13 (increased later to 19) college-level Korean language textbooks, a teacher’s manual, and a dictionary of Korean grammar and usage. More than 30 university faculty in the U.S., Canada, England, Australia, and Korea participated in the project.
1995–97: As PI and President of the American Association of Teachers of Korean, received a total of $125,000 of conference grants from the Korean Research Foundation and Korea Foundation to hold three annual conferences of the Association (in Monterey in 1995; in Los Angeles in 1996; in Phoenix in 1997).
1996: As PI and main editor, received a Korea Foundation grant to collaboratively write a book entitled *KOREA: Its Tradition, Culture and Society* ($37,000). Eleven scholars contributed chapters on the areas of their expertise.
1997: Received a Presidential Award (citation & medal) from South Korean President Young Sam Kim for my contributions to the promotion of Korean language abroad.
2001: Received a Tongsung Academic Prize (citation & cash award) from the Tonsung Academic Foundation in Korea, for distinguished scholarly achievements.
2004: Received a Korean language textbook development supplementary grant ($60,000) from the Korea Foundation.
2005: Received the 2005 Award of Excellence in Research from the Univ. of Hawaii Board of Regents (medal & cash award).

2006: As PI and Center for Korean Studies Director, received a one-million dollar challenge grant from the Korea Foundation to establish a $2 million endowment for Korean studies rotating chairs, which was completed in March 2011.

2007–present: As PI and Director of the Korean Language Flagship Center, received from the Language Flagship in Washington, D.C. multi-million dollar grants to establish the Korean Language Flagship Center and implement the M.A. and B.A. programs in Korean for Professionals at UHM. (This is an ongoing project.)

2007 (Fall Semester): Distinguished Visiting Scholar in Linguistics at the Institute of Advanced Study, La Trobe University in Melbourne, Australia.

2009: As PI and Conference Chair, received a conference grant ($35,000) from the Korea Foundation for the 5th Workshop of the World-wide Consortium of Korean Studies Centers held at UHM.

2009: As PI and Conference Chair, received conference grants from the Academy of Korean Studies, Japan Foundation-UHM CJS, and CKS for the 19th International Japanese-Korean Linguistics Conference held at UHM.

COURSES TAUGHT AND PROGRAM DEVELOPMENT AT UHM:

Undergraduate courses taught: All levels of Korean language skill courses (KOR 101–402); Selected Readings in Korean (KOR 481); Korean Composition (KOR 420); Language and Culture of Korea (KOR 470); Structure of Korean (KOR 451–452).

Graduate courses taught: History and Dialects of Korean (KOR 631); Phonology and Morphology of Korean (KOR 632); Syntax and Semantics of Korean (KOR 633); Sociolinguistics and Pragmatics of Korean (KOR 634); Teaching Korean as a Second Language (KOR 635); Syntax of Asian Languages (LING 750); Bibliographical Research Methods (EALL 603K); Seminar in Korean Linguistics and Language Pedagogy (KOR 730), Research Seminar in Asian Studies (ASAN 750K).

Curriculum and program development: I was instrumental in establishing the regular B.A., M.A., and Ph.D. programs in Korean and Flagship B.A. and M.A. programs at UHM, developing pertinent curricula. In particular, I was solely responsible for developing and offering the following undergraduate and graduate courses: Readings in Chinese Characters (KOR 370), High-Advanced Korean (KOR 403–404), Language and Culture of Korea (KOR 470), Korean Composition (KOR 420), Structure of Korean (KOR 451–452), Selected Readings in Korean (KOR 481), History and Dialects of Korean (631), Korean Phonology and Morphology (KOR 632), Korean Syntax and Semantics (633), Korean Sociolinguistics (KOR 634), Teaching Korean as a Second Language (635), and Research Seminar in Korean Language (KOR 750).

RESEARCH PAPERS PRESENTED AT CONFERENCES:


37. 1988. “Typological Characteristics of Korean Honorifics.” At the Conference on Honorifics, held at Reed College and Portland State University, sponsored by the National Science Foundation, April.


Appendix 15. H-M Sohn

74. 1999. “Politeness and Honorifics in Korean.” At the annual conference of the Institute of East Asian Studies of University of Texas at Austin. Austin. March 27.
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PUBLICATIONS — AUTHORED BOOKS:


**PUBLICATIONS — EDITED BOOKS:**


**PUBLICATIONS — ARTICLES:**


**PUBLICATIONS — BOOK REVIEWS:**


