



NEW GRADUATE CONCENTRATION PROPOSALS
ARIZONA STATE UNIVERSITY
GRADUATE COLLEGE

This form should be used for academic units wishing to propose a new concentration for existing graduate degrees.

A concentration is a subspecialty within a degree and major, which reflects that the student has fulfilled a designated, specialized course of study, which qualifies the student as having distinctive skills and training in one highly concentrated area of the major. Concentrations are formally-recognized educational designations (including the assignment of a university plan code for reporting/record-keeping purposes and appearance on the ASU transcript). Concentrations are to be distinguished from not formally recognized academic distinctions frequently referred to as “emphases,” “tracks,” “foci,” “options,” etc.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs**. Mail code 1003 and electronic copies to Joan.Brett@asu.edu or Denise.Campbell@asu.edu

Please type.

Contact Name(s): Elsie M. Szecsy	Contact Phone(s): ext. 5-0122
College/School/Division Name: College of Liberal Arts and Sciences (CLAS)	
Academic Unit Name: School of Transborder Studies (STS) <small>(or proposing faculty group for interdisciplinary proposals)</small>	
Existing Graduate Degree and Major under which this concentration will be established: Doctor of Philosophy (Ph.D.) in Transborder Studies	
Proposed Concentration Name: Transborder Culture, Language and Learning (TCLL)	
Requested Effective Term and Year: Fall 2013 <small>(e.g. Spring 2012)</small>	
Do Not Fill in this information: Office Use Only Plan Code:	CIP Code:

1. Overview

- A. Provide a brief description (*not to exceed 250 words*) of the new concentration (including the specific focus of the new concentration, relationship to other concentrations in this degree program, etc).

The Transborder Culture, Language, and Learning (TCLL) concentration under the Ph.D. in Transborder studies degree program prepares future scholars and practitioners for leadership in the U.S. Southwest-Northern Mexico and other transborder professional contexts (e.g., non-profit agencies, government agencies, professional associations, educational institutions), where a hybrid linguistic and cultural context offers rich, though often elusive, opportunities for migrant people to learn and grow. Similar to its companion concentrations in Transborder Migration, Health and Applied Social Policy (TMHASP) and Transborder Media and Expressive Culture (TMEC), the Transborder Culture, Language, and Learning concentration is rooted in cosmopolitanism as a counterforce to forces of globalization that have been noted to threaten established culture, undermine notions of collective responsibility, and be fundamentally unsustainable in transborder regions where multiple languages and cultures converge. The Transborder Culture, Language and Learning doctoral curriculum will be grounded in a cosmopolitan sensibility on topics related to transborder cultural acquisition, language, and learning. Doctoral students will practice “a sustained readiness to learn from the new and different while being heedful of the known and familiar” (Hansen, 2008, p. 289). Cosmopolitanism also concerns itself with juxtapositions between such things as self and other; the past, present, and future; possibility and challenge; universal and local; as well as competing cultures, economies, or political systems. Cosmopolitan sensibility is essential for this concentration, which is concerned with these same juxtapositions as they relate to culture, language, and learning in a transborder region. Unlike its counterpart concentrations, TCLL specifically explores the role of cultural and linguistic capital in supporting learning that transcends geopolitical, institutional, socioeconomic, and other boundaries within and between communities. It also explores relationships between migration and the development of social policy to support learning and increase human capital among migrants in transborder regions. Finally, TCLL analyzes and critiques various traditional and innovative approaches to transborder learning, and their intended and unintended consequences. Through a cognitive apprenticeship model that permeates the TCLL program of study, students will apply academic knowledge and scholarship in transborder culture, language and learning to resolve challenges to human capital development—at local, regional, practical, or policy levels—in settings where learning is mediated by more than one language and culture.

Hansen, D. (2010). Cosmopolitanism and education: A view from the ground. *Teachers College Record*, 112(1), pp. 1-30.

Hansen, D. (2008). Curriculum and the idea of a cosmopolitan inheritance. *Journal of Curriculum Studies*, 40(3), pp. 289-312.

2. Impact Assessment

- A. Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program, including enrollment, national ranking, etc?

Learning is at the heart of cultural acquisition and human development, and migration has been proven to drive economic growth. However, only an emerging body of literature examines relationships between migration, language, cognition and learning in family, community, and other formal and informal settings. Given the cosmopolitan nature of the transborder environment, where the world seems to be shrinking and neighborhoods and communities constantly changing, new and broader-based approaches to the study of cultural acquisition, language development, and learning are indicated. The TCLL concentration will fill this gap through an interdisciplinary approach that will examine transborder culture, language, and learning through this broader lens.

- B. Please identify other **related** ASU programs and outline how the new concentration will complement these existing ASU programs? **(If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)**

The proposed concentration will not impact other doctoral programs but fills a knowledge gap about cultural acquisition, language development, and learning as each contributes to human capital development, family well-being, and community and economic growth in the uniquely situated transborder context.

Within the College of Liberal Arts and Sciences, The School of Social and Family Dynamics offers a Ph.D. in Family and Human Development, and the School of Human Evolution and Social Change offers a Ph.D. in Anthropology and Certificate in Immigration Studies. The first program offers a quantitative approach to research on learning within the family context, generally originating in the U.S. context. The latter consists of focused anthropologically defined fields, which emphasize Sociocultural Anthropology, and theories of social difference to understand vulnerability in low-resource settings. Faculty area strengths include the Southwest and Arizona borderlands, especially in archaeology; Mexico and Central America; tropical South America; and South East Asia, but not specific to cultural, linguistic, and learning factors raised by this proposal.

The Mary Lou Fulton College of Education offers a MA degree in Social and Philosophical Foundations of Education. This program consists of focused educationally defined fields that emphasize connections between families, communities and schools, as well as academic vulnerability of students in schools located in low-resource communities. Faculty strengths include visual ethnography and culture and schooling, but not specific to cultural, linguistic, and learning factors raised by this proposal.

Our focus is regionally located, developed along the lines of political economy and ecology, and is transborder in process and comparison.

- C. Is this an interdisciplinary concentration? If yes, please address the relationship of the proposed concentration to other existing degree programs and any parallel or similar concentrations in these degree programs. **(Please include relevant Memoranda of Understanding regarding this interdisciplinary concentration from all applicable academic units.)**

The School of Transborder Studies core faculty members represent multiple disciplines. For this reason, this concentration will be interdisciplinary. This concentration will also draw from STS affiliate faculty, whose expertise also spans multiple disciplines.

3. Academic Requirements and Curriculum

- A. What are the total minimum hours required for the major and degree under which the proposed concentration will be established?

84 credits beyond the baccalaureate.

- B. Please provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, you may attach a copy of these criteria as they appear on the departmental website, or other source (please indicate source). Please also list all undergraduate and graduate degrees and/or related disciplines that are required for admission to this concentration program.

Admissions criteria for the TCLL concentration are similar to the criteria for the existing concentrations:

Degree. Minimum of a bachelor's degree (or equivalent) or a graduate degree from a regionally accredited College or University or of recognized standing in a related field such as Anthropology, Economics, Education, Sociology, Literature, and Psychology . Applicants may come from any undergraduate major or with a Master's degree from another discipline, but their scholarly interests should coincide with the program's mission and concentrations. Students must meet all Graduate College criteria for admission and must apply online for admission.

GPA. Minimum of a 3.00 cumulative GPA (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program.

English Proficiency Requirement for International Applicants. Demonstration of English language proficiency will be according to Graduate College policy and procedures.

Advanced Research Skill. The applicant will demonstrate reading knowledge and conversational ability in Spanish through a language exercise; please note that the specific language is subject to change based on the student's area of focus regarding borderland studies. The academic unit will be responsible for tracking the results of this language exercise. Although reading knowledge and conversational ability in a language other than Spanish is not required at the time of admission, it will be considered an asset if students already have familiarity with a non-English language pertinent to their field of study such as an indigenous language.

Other: In addition to transcripts, GRE scores, and reference letters, applicants' statement of purpose should include explanations of past experiences and current scholarly interests and should concentrate on potential areas of research that draw upon the specific resources of the department and its faculty. The program will enroll a limited number of students per year.

- C. If the proposed concentration is part of a larger, interdisciplinary agenda, please provide additional admission information related to students who may enter with various academic backgrounds, including expected entry-level competencies. As applicable, please also address the courses that must be taken to remedy any relevant deficiencies for incoming students.

As is the case with the other concentrations under the Ph.D. in Transborder Studies degree program, our admission process aims to select an intellectually diverse and engaged cohort of students. Applicants may come from any undergraduate major or with a Master's degree from another discipline, but their scholarly interests should coincide with the program's mission. In addition to transcripts, GRE scores, and reference letters (from academicians), applicants' statement of purpose should include explanations of past experiences and current scholarly interests but concentrate on potential areas of research that draw upon the specific resources of the department and faculty.

- D. What knowledge, competencies, and skills (learning outcomes) should students have when they graduate from this proposed concentration program? Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

All students will:

- Explain ecological, economic, and social organizational influences on cultural acquisition in transborder communities.
- Explain ecological, economic, and sociopolitical influences on learning in transborder communities.
- Apply appropriate theoretical frameworks and methodological approaches to the study of culture, language, and learning in transborder and transnational contexts.
- Design and develop original research employing qualitative, quantitative, or multimethodological approaches, including survey, ethnographic, reflective, intensive and extensive techniques.
- Report on findings of their research.
- Create protocols for the communication of original research in transborder culture, language, and learning to multiple publics, including academics, policy makers, educators, organizational leaders, and the general public.

- E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 3.D. above? Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).

Performance will be assessed formatively on an ongoing basis in the context of a cognitive apprentice relationship between faculty mentor and student. At the beginning of each academic year, the student will submit an academic plan for the coming year. The plan will be reviewed by the student's faculty mentor and discussed with the student. Student progress will be assessed summatively on an annual basis at the end of each academic year by the graduate faculty in Transborder Studies. The annual review will include assessment of course artifacts, including research papers, presentations, and other assignments, which will be assessed against the academic plan submitted at the beginning of the year by the student.

The student will begin to develop an original research topic during the third year in the context of the Colloquium course. Students will present their research, which will be evaluated by the faculty and public-at-large in a series of presentations and talks, each of which will include evaluation instruments. Each student will also maintain a portfolio of all courses taken, papers, written, and research proposed and carried out that will be accessible to and assessed by the faculty subcommittee for Transborder Culture, Language, and Learning.

In the Transborder Culture, Language, and Learning concentration, each student will be expected to show mastery in the following areas: the impact of migration on individual and family well-being; the impact of migration on learning; the impact of migration on community development; the political culture of change; policies and practices that encourage learning for civic engagement; structural and organizational mechanisms that connect migrants' cultural capital with learning activities to develop needed human capital. Further, students will be expected to demonstrate ability to apply the appropriate skills, techniques, and methods in to shape public policy that will support organizational structures and educational interventions supportive of development of human capital, i.e., knowledge and skills that will lead to economic growth and ecological well-being in transborder regions.

F. Please provide the curricular structure for the proposed concentration.

- Additionally, please ensure that all **new** required course proposals have been submitted to the Provost's office through the Curriculum ChangeMaker online course proposal submission system for approval before this concentration is put on the University Graduate Council and CAPC agendas.

Required Core Courses for the Degree			Credit Hours
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 21
TSS 502	Deep History of the United States/Mexico Borderlands II	No	3
TSS 503	Epistemologies and Transborder Thought	No	3
TSS 504	Tools for Transborder Research	No	3
TSS 505	Theories and Methods of Migration	No	3
TSS 507	Theory and Methods of Transborder Cultural Acquisition, Language Development, and Learning	No	3
TSS 607	Colloquium in Transborder Studies	No	3
TSS 609	Prospectus Design in Transborder Studies	No	3
Required Concentration Courses			Credit Hours
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 12
TSS 611	Transborder Migration, Culture, Language, and Learning in Comparative Perspective	Yes	3
TSS 612	The Political Culture of Learning and Change in Transborder Context	Yes	3
TSS 614	Bilingualism in Diverse Acquisition and Practicing Contexts	Yes	3
TSS 615	Dialectical Inquiry in Transborder Contexts	Yes	3
Elective or Research Courses (as deemed necessary by supervisory committee)			Credit Hours
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 9
	See sample elective course list in appendix		
Culminating Experience <i>E.g. - Capstone project, applied project, thesis (masters only) – 6 credit hours) or dissertation (doctoral only) – 12 credit hours) as applicable</i>			Credit Hours
			(Insert Section Sub-total) 12
Dissertation			12
Other Requirements <i>E.g. - Internships, clinical requirements, field studies as applicable</i>			Credit Hours
			(Insert Section Sub-total)

<i>For doctoral programs – as approved by the student’s supervisory committee, the program can allow 30 credit hours from a previously awarded master’s degree to be used for this program. As applicable, please indicate the total credit hour allowance that will be used for this program.</i>	30
Total required credit hours	84

- G.** Please describe the primary course delivery mode, (e.g., online, face-to-face, off-site etc.). **Please note:** If this proposed initiative will be offered **completely** online, clearly state that in this section.

The primary course delivery mode will be face-to-face.

- H.** Please **describe** the culminating experience(s) required for completion of the existing degree and major, and the proposed concentration (e.g., thesis, dissertation, comprehensive exams, capstone course(s), practicum, applied projects, etc.).

Qualifying exam

As is the case with the other concentrations in the Ph.D. program in Transborder Studies, the school will administer a written qualifying examination that tests the student’s competence in the concentration and determines whether the student is ready to move on to dissertation research. The qualifying examination will normally be administered at the start of the fall semester of a student’s third year in the program for students entering with a master’s degree and the start of the fourth year for students entering directly from a baccalaureate program. Before taking the qualifying examination, doctoral students must complete all course work on the program of study except for dissertation research credits (TSS 799).

Oral exam

This two-hour exam will be conducted by the student’s supervisory committee. Its purpose is to determine whether the student has adequate foundational knowledge of the literature in his or her research field to support the preparation of a sophisticated dissertation prospectus. It may be scheduled any time after the written qualifying exam is passed, but ideally no later than the end of the fall semester in which the written exam was taken. The examination is pass/fail. A student may not continue in the program without passing this oral exam.

Dissertation prospectus

Upon satisfactory completion of the qualifying and oral examinations, the candidate will immediately begin to prepare for the submission of the dissertation prospectus, which the candidate should defend no later than the close of the spring semester following the oral exam.

Dissertation prospectus defense

The supervisory committee will administer the prospectus defense and mentor the student on the work of the dissertation. The discussion at the defense will include a thorough review and critique of the prospectus to ensure that the student is well-prepared for independent research and that the dissertation will meet rigorous scholarly standards. After the committee has approved the prospectus and signed the Results of the Doctoral Dissertation Proposal/Prospectus form recommending candidacy, s/he may enroll in TSS 799 (dissertation research). Prior to admission to candidacy, the student may enroll in TSS 792 for guided independent research that may lead to the dissertation.

Dissertation

The dissertation must be an original contribution to knowledge and demonstrate the candidate's proficiency in independent research. As the candidate nears completion of research and writing, each committee member will be provided an opportunity to review a draft of the dissertation before the final draft is prepared for the oral defense.

Oral defense of the dissertation

The three faculty members who officially make up the supervisory committee will agree prior to scheduling the oral defense that the dissertation is ready to be defended. The defense will include a presentation of the argument of the dissertation by the candidate and questions from each of the committee members.

- I.** Please **describe** any other requirements for completion of the existing degree and major, and the proposed concentration (e.g., internships, foreign language skills, etc.).

Candidates for the Ph.D. in Transborder Studies, TCLL concentration, will demonstrate an advanced research skill in reading and comprehending more than one language, normally Spanish. Please note that the specific language is subject to change based on the student’s area of focus regarding borderland studies. This skill will be demonstrated in any of a number of ways, for example, by completing a 400 level course in Spanish with a B or higher; completing an upper level (i.e., 500-level or higher) course in any content area conducted in Spanish with required readings in Spanish on the syllabus; writing a research report or creative product in Spanish; giving a conference presentation or performance in Spanish; or conducting field research in Spanish. The candidate’s supervisory committee will be responsible for determining the appropriate benchmarks of proficiency in a language other than English.

Students will apply academic knowledge via fieldwork embedded in coursework, as well as through formal internships, which students may develop in consultation with a faculty mentor and include in their program of studies via TSS 601, Internship, as program electives. Students may include up to 9 credits of internship in their program of study.

- J. For interdisciplinary programs**, additional sample curricular structures must be included as appendix items to this proposal relating to students with various academic backgrounds who may pursue the proposed concentration, including expected mastery of core competencies (e.g., course work, skills, and/or knowledge).

Appendix shows sample list of elective courses across the university from which students may select in customizing their program of study to their interests.

4. Administration and Resources

- A.** How will the proposed concentration be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed concentration is part of a larger interdisciplinary agenda. How will the graduate support staff for this proposed concentration program be met?

The School will provide a one course release to a tenured member of the faculty to serve as graduate student advisor, given that we will recruit a limited number of graduate students over three year periods. Each faculty member will be assigned one (1) graduate student to mentor during the first year of residency after which the student’s major advisor will serve as the student’s mentor and administrative liaison with the graduate student advisor.

- B.** How many students will be admitted immediately following final approval of the concentration? What are enrollment projections for the next three years?

The business plan for the Ph.D. program entails developing two major sources of funding: one for U.S. residents and the second for Mexican graduate students. Students are part of a general cycle in which 5 U.S. graduate students and 5 Mexican students are recruited and accepted every third year. Funding support for U.S. resident students would be solicited from private foundation sources and already available departmental resources. The recruitment of Mexican students would focus on those persons already having a Master’s degree who seek the doctorate and who already are employed within a Mexican university.

Five-Year Projected Annual Enrollment:

	1 st Year	2 nd Year (Yr 1 continuing + new entering)	3 rd Year (Yr 1 & 2 continuing + new entering)	4 th Year (Yrs 1, 2, 3 continuing + new entering)	5 th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students (Headcount)	10	10 No new admits	10 No new admits	20 10 more students admitted	15 No new admits, 5 will graduate

- C.** What are the resource implications for the proposed concentration, including any projected budget needs? For Doctoral students, how will the students be supported financially? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this concentration please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this concentration.

We will require no new resources since all support will be generated from available resources within the department, future earnings from online offerings of a selected number of graduate courses for a graduate certificate in Transborder Studies, private funds developed over the next three years, and Consejo Nacional de Ciencia y Tecnología (the National Council of Science and Technology) (CONACyT) funding. It may be the case in the not too distant future that new graduate advising staff and additional faculty will be needed as the program develops.

- D.** Please list the primary faculty participants regarding this proposed concentration. For interdisciplinary concentrations, please include the relevant names of faculty members from across the University.

Name	Title	Area(s) of Specialization as they relate to proposed concentration
Gustavo Fischman, Ph.D.	Professor	Comparative Perspectives on Learning
Eugene Garcia, Ph.D.	Emeritus Professor	Human development

Carlos Ovando, Ph.D.	Professor	Bilingualism
Elsie Szecsy, Ed.D.	Associate Research Professional	Research methods
Carlos Vélez-Ibañez, Ph.D.	Director and Professor	Funds of Knowledge and Cultural Capital

E. Is there a graduate faculty structure for this concentration program that will differ from the original degree program graduate faculty structure (**for PhD programs only**)? If yes, please include the name of the graduate faculty group and whether they will participate in offering this concentration.

The following faculty will participate in offering this concentration:

Core Faculty in the Transborder Culture, Language, and Learning Concentration (TCLL)

Gustavo Fischman, Ph.D., Comparative and international education; pedagogical discourse in the media about higher education.

Carlos Ovando, Ph.D., Bilingualism, Academic achievement of language minority students and ethnically diverse groups, South-to-south international migration in Central America, school reform in Mexico, English as world Language in Mexico, Costa Rica, and Peru, limits and possibilities of doing qualitative research in non-western sociocultural and linguistic contexts.

Eugene Garcia, Ph.D., Language teaching, bilingual development, early childhood education, Language education policy and practice.

Elsie Szecsy, Ed.D., Curriculum research, development and administration, transdisciplinary research and collaboration, mentorship, information and communication technologies for community and professional educator development, research methods.

Carlos Vélez-Ibañez, Ph.D., Anthropology, Applied Social Science, Migration, Regional Systems, Community Development and Household Formation, Funds of Knowledge, Mexico, Southwest North American, Motorola Presidential Professor of Community Revitalization, Professor of Transborder Studies and Human Evolution and Social Change, Professor Emeritus, department of Anthropology, University of California, Riverside.

Graduate Faculty from Other Programs

M. Beatriz Arias, Ph.D., Education policy and practice with English language learners and their families.

Angela Arzubagi, Ph.D., Education of children of immigrants, eco-cultural and sociocultural perspectives on family life and home-institution connections and immigrant families' adaptations.

Teresa L. McCarty, Ph.D., Educational ethnography, language education policy and planning, curriculum design and development

Daniel Schugurensky, Ph.D., Educational communication and media production, adult education curriculum development, comparative education policy and practice

5. Additional Material — Please attach any additional information that you feel relates to the proposed concentration. (Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Approvals (if the proposal submission involves multiple units, please include letters of support from those units)	
DEPARTMENT CHAIR or SCHOOL DIRECTOR Carlos Vélez-Ibañez	10/31/11
_____ SIGNATURE	_____ DATE
DEAN (Please print or type) (see attached email approval)	
_____ SIGNATURE	_____ DATE

The following section will be completed by the GC following the recommendations of faculty governance bodies.

EXECUTIVE VICE PROVOST FOR ACADEMIC AFFAIRS AND DEAN OF THE GRADUATE COLLEGE	
_____ SIGNATURE	_____ DATE

Please note: Proposals for new concentrations also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (Information item only), and the Office of the Provost before they can be put into operation.

The final approval notification will come from the Office of the Provost.

GF0311E

APPENDIX

Core Courses

TSS 502 Deep History of the United States/Mexico Borderlands II (3)

Using a comparative and relational approach, these seminars will explore various layers of development starting with economic structures and culture and their impact on various aspects of transborder society, including politics, social organization, demography, and cultural practice. Deep History I will focus on the period from pre-contact times to the Mexican American War. Deep History II will focus on the period from the Mexican American War to the recent past. The second seminar will also center on comparative economic growth and development of Mexico and the United States, the impact of unequal development on the border region and its people, and the development of a transnational society in the U.S./Mexico borderlands.

TSS 503 Epistemologies and Transborder Thought (3)

This graduate seminar examines different approaches to the production and critique of knowledge relevant to transborder social, political, economic, cultural and institutional structures and processes. The complexity of these structures and processes require transdisciplinary methods of inquiry that go beyond a single set of disciplinary assumptions. Accordingly, this course will explore the transdisciplinary articulation of theory and method, and consider the strengths and limitations of various approaches and critiques.

TSS 504 Tools for Transborder Research (3)

The focus of this graduate course is the selection of methods appropriate for transborder research. Students will consider the pitfalls of conducting monodisciplinary research in a stratified, differentiated and multicausal world; the most robust methods used in various approaches; the main methodological obstacles to transdisciplinary research; and the challenges of using mixed methodology.

TSS 505 Theories and Methods of Migration (3)

The course is divided conceptually in three broad analytical areas: (1) migration with an emphasis on demography; (2) health with an emphasis on epidemiology and (3) public policy analysis. The purpose of this course is to provide basic training in the application and interpretation of quantitative and qualitative methods and techniques commonly used in researching these areas. A critical component of this course is the application of these techniques to issues that are specific to the reality of transborder and/or transnational contexts. Therefore, students are required to apply and present an analysis in their field of interest, which demonstrates their grasp of theory and method.

TSS 507 Theory and Methods of Transborder Cultural Acquisition, Language Development, and Learning

This course explores relationships between culture, language, and learning and their theoretical and methodological underpinnings, especially as these pertain to Mexican-origin and other Latina/o groups within a transborder context. An integrated ecological approach to inquiry on this topic that includes qualitative research methods of discovery, including field-based case study, will be employed.

TSS 607 Colloquium in Transborder Studies (3)

This course will provide students the opportunity to present their skills, learning, research, and topical interests before an open forum of faculty and students at the beginning of their third year and prior to their dissertation research.

TSS 609 Prospectus Design in Transborder Studies (3)

The focus of this course is an intensive theoretical and methodological discourse between seminar participants and the instructor in order to plumb out the most salient ideas, techniques, and approaches in relation to a proposed dissertation project. Each seminar participant will be required to identify as closely as possible his or her specific research direction, interest, and preliminary frameworks to be used as the basis of their dissertation format. Each participant is expected to complete a well-balanced theoretical, dissertation support and to be used as the basis for his or her final research design.

Concentration Courses

TSS 611 Comparative and Transborder Perspectives on Education (3)

The course will provide an introduction to the cultural, historical, political, and economic dynamics operating in the field of curriculum and educational policies using comparative and transborder perspectives. The course will provide students with an introduction to the major theoretical frameworks used in the field of transborder pedagogical studies comparative and international education (e.g., Functionalism, Development Theories, Dependency Theory, Conflict Theory, Theories of Reproduction, Critical Theory, Feminist Theory, Post-Colonialism, etc.). The course will provide students theoretical concepts and methodological tools to analyze educational experiences using comparative and transborder frameworks.

Upon completion of the course, students will have acquired knowledge and understanding of these theoretical and methodological tools; they will have also employed this knowledge and understanding to critically reflect on contemporary social and educational experiences using a comparative framework.

TSS 612 The Political Culture of Learning & Change in Transborder Context (3)

The course is designed to give students an opportunity to examine a variety of development and learning issues confronting linguistically and culturally diverse groups with an emphasis on immigrant children and families. Course content and lectures will include such topics as:

1. Theoretical foundations and their related impact on organizing interventions for learning and socialization.
2. The intersection of the development of language, culture and learning in context of linguistic diversity and immigration.
3. The influence and impact of public policy on language minority groups of immigrant backgrounds.

Students will examine a variety of socio/philosophical, empirical and political analyses (past and present) that are related to the development and learning of linguistically and culturally diverse groups. Students will also examine the role and responsibility of the communities as they construct responses to the learning needs of all children with a particular focus on children and students from diverse linguistic and cultural backgrounds who are living in immigrant circumstances.

The course will be organized around three foci:

1. Student Diversity in Context: cultural diversity in US and Mexican communities, views of culture and development/learning, organized approaches to address student cultural diversity.
2. The Roots of Diversity: the ecology of family, home, and school; language, communication, culture, and cognition
3. The Learning Response: the role of families, children, public and private institutions in response to learning enhancement at all levels

TSS 614 Bilingualism in Diverse Acquisition and Practicing Contexts (3)

This graduate seminar on bilingualism examines history, theory, practices, policy, research in second language acquisition, and controversy in the United States and in transborder contexts. The seminar will examine the research literature on the use of two languages at the individual or societal level approximating complementary degrees of proficiency: listening, speaking, reading, writing and pragmatics in both languages involving sociocultural, linguistic, cognitive, and academic factors. The course will also provide conceptual and methodological support for students interested on doing research on relevant topics on bilingualism by examining such topics as: origin of research questions, effective literature review practices, methodological issues related to second language acquisition using qualitative, and mix methods, data analysis, conclusions, and recommendations.

TSS 615 Dialectical Inquiry in Transborder Contexts (3)

This course introduces students to the application of dialectical inquiry in value-relevant grounded research methods as a complementary approach to value-free scientific inquiry into practical problems in transborder cultural acquisition, language development, and learning.

Through readings and multi-media resources, students will explore dialectical inquiry and grounded research methods and their use in applied research to help scholars and practitioners make sense of relationships among assumptions and counter-assumptions in organizational settings that are related to cultural acquisition, multilingual development, and organizational learning for change in transborder environments.

Elective Courses

This table includes a list of typical courses from which one may select, in consultation with a faculty advisor, to include in one's program of study. The program requires 39 credits of electives. The list is not exhaustive, and there is no guarantee that courses on this list will be available. Also, other courses not on this list may be available. Consult with the ASU class catalog to find course descriptions and other information about these courses.

Course Title	
Upper Division Undergraduate¹	
TCL 410	Race, Medicine, and the Body
TCL 422	U.S.-Mexico Border Health
TCL 424	Theory and Practice of Community Development and Health
TCL 443 / ASB 463	The Political Ecology of the Border

¹ Doctoral students may include no more than 6 credit hours of 400-level courses on their programs of study.

	Course Title
TCL 444 / ASB 464	The Ethnography of Mexico and the Borderlands
TCL 466 / FMS 466	Constructing the Border on Film
TCL 470 / FMS 470	Race, Sex, and Identity Online
TCL 488	Border/Global Narrative
AMS 428	Chicano Cultures in the Southwest
GCU 425	Geography of the Mexican-American Borderlands
JUS 444	Environment and Justice
SBS 460	Global Cities
WST 498	Gender and Cultures of U.S. Imperialism
WST 440	Politics of Women's Health
Other Graduate Course Options Within STS	
TSS 506	Theories and Methods of Transborder Media and Expressive Culture
TSS 601	Internship
TSS 608	Transmitting Transborder Studies to Publics and Institutions
Sample Elective Graduate Course Options Outside of STS	
APL 620	World Englishes
APL 621	Critical Applied Linguistics
APL 630	Bilingual Language Acquisition
APL 631	Codeswitching & Grammar Theory
APL 632	Language Maintenance and Shift
APL 691	Seminar: Bilingualism and the Community
APL 598	Special Topics: Guadalupe/Mestizaje
COE 501	Introduction to Research and Evaluation in Education (online)
CRJ 605	Topics in Quantitative Methods
EDP 502	Introduction to Data Analysis
EDP 503	Introduction to Qualitative Research
EDP 540	Theoretical Views of Learning
EDP 550	Introduction to Measurement in Education
EDP 552	Multiple Regression and Correlational Methods
EDP 554	Analysis of Variance Methods
EDP 651	Methods and Practices of Qualitative Research
EDP 652	Multivariate Processes for Data Analysis
EDP 654	Structural Equation Modeling in Educational Research
EDP 691	Applied Item Response Theory
EDP 691	Seminar: Linear Modeling
EDP 691	Seminar: Meta-Analysis
ENG 550	Translation
EPA/DCL/SPF 691	Seminar: Power-Politics and Policy
EPA 691	Seminar: Social Policy & Critical Advocacy
EPA 691	Seminar: International Perspectives on Indigenous Language Planning and Policy
FLA 598	Sociolinguistics
GCU 583	Fieldwork: The Geographic Personality of Sonora
HSM 566	Managerial Epidemiology II
HST 590	Reading and Conference: Colonial Latin America
HST 591	Seminar: US Mexico Border
JUS 521	Qualitative Data Analysis and Evaluation
JUS 550	Gender, Race, and Economic Justice
JUS 555	Migration/Immigration and Justice
JUS 650	Advanced Qualitative Data Analysis
JUS 660	Globalization and Economic Justice
LIN 610	Advanced Studies in Linguistics: Globalization of English
REL 594	Conference and Workshop: The Conquest of Mexico
SOS 511	Methodology of Sustainability Research and Problem Solving
SOS 512A	Sustainable Resource Allocation
SPF 501	Culture and Schooling

Course Title

SPF 511	School and Society
SPF 530	Sociology of Education
SPF 544	Philosophical Foundations of Education
SPF 603	Visual Ethnography in Education
SPF 622	Organizational Theory
SPF 634	Foundations of Educational Inquiry
SPF 677	Foundations of Educational Reform Movements
SSH 511	Ethics in Health Social Science Research
SWG 591	Seminar: Latinos, Financial Services and Community Asset Building
WST 598	Special Topics: Gender & Global Health Disparities
WST 598	Special Topics: Global Migrations
WST 601	Critical Concepts of Gender
WST 791	Seminar: Representing Gender in Popular Culture
WST 791	Seminar: Sexuality, Health, and Social Control

**CLAS Dean and Curriculum Committee/Senate Approvals – Transborder Culture,
Language and Learning Concentration**

From: Linda Lederman [mailto:Linda.Lederman@asu.edu]
Sent: Friday, February 10, 2012 2:48 PM
To: curriculumplanning@asu.edu
Subject: FW: New Graduate Concentration in Transborder Culture, Language and Learning

This is fine.
Linda Lederman

Linda Costigan Lederman, Ph.D.
Dean of Social Sciences &
Professor of Human Communication, Hugh Downs School of Human Communication
College of Liberal Arts and Sciences
Arizona State University
PO Box 876505
Tempe, AZ 85287 USA
Voice: 480-965-0668 Fax: 480-965-1093

ASU College of Liberal Arts and Sciences — *Transforming learning, discovery and lives*

From: Jenny Smith
Sent: Thursday, February 09, 2012 4:14 PM
To: Linda Lederman
Cc: Paul LePore
Subject: New Graduate Concentration in Transborder Culture, Language and Learning

Linda,

The CLAS Curriculum Committee and Senate have approved the attached proposal for a new graduate concentration in Transborder, Culture, Language and Learning (TCLL). Please forward the proposal with your approval to curriculumplanning@asu.edu

Thank you,
Jenny

Elsie Szecsy

From: Maureen Goggin
Sent: Wednesday, February 29, 2012 2:28 PM
To: Elsie Szecsy
Cc: Carlos Velez-Ibanez
Subject: RE: Request for Support Letter from Carlos Vélez-Ibáñez

The English department fully supports M. Beatriz Arias's participation in the new concentration in Transborder Culture, Language, and Learning for the PhD in Transborder Studies. We appreciate opportunities like this one for collaboration between our units.

Best,
Maureen

Maureen Daly Goggin, Chair
Professor, Rhetoric
Department of English
Box 870302
Arizona State University
Tempe, AZ 85287-0302

Phone: 480-965-3168 | Fax: 480-965-3451
ASU Department of English— *Root. Bloom. Become.*
english.clas.asu.edu

From: Elsie Szecsy
Sent: Wednesday, February 29, 2012 2:12 PM
To: Maureen Goggin
Cc: Carlos Velez-Ibanez
Subject: Request for Support Letter from Carlos Vélez-Ibáñez

(sent on behalf of Carlos Vélez-Ibáñez)

Dear Dr. Goggin:

You are receiving this message because **M. Beatriz Arias** has been named on a proposal for a new concentration in Transborder Culture, Language and Learning for the Ph.D. in Transborder Studies. This new concentration is under review and will be considered at the next UGC meeting on April 17 (see attachment).

Prof. Arias' expertise in education policy and practice with English Language learners and their families is important to the proposed concentration and will be helpful in assuring a high quality experience for doctoral students in Transborder Studies.

We seek your support of her participation as a member of the Graduate Faculty from the English Department. **You may indicate your support via a simple reply to this message to elsie.szecsy@asu.edu before March 22.** This statement of support will be appended to the attached proposal document per Graduate College request.

If you have questions about this request, please contact Carlos Vélez-Ibáñez at 965-5091 or by email at carlos.velez-ibanez@asu.edu.

We appreciate this opportunity for collaboration between the English Department and the School of Transborder Studies.

Elsie Szecsy

From: Jonathan Koppell
Sent: Thursday, March 01, 2012 9:07 AM
To: Elsie Szecsy
Cc: Carlos Velez-Ibanez
Subject: RE: Request for Support Letter from Carlos Vélez-Ibáñez

I am supportive of Professor Schugurensky's participation in this program.

Jonathan Koppell

From: Elsie Szecsy
Sent: Wednesday, February 29, 2012 2:19 PM
To: Jonathan Koppell
Cc: Carlos Velez-Ibanez
Subject: Request for Support Letter from Carlos Vélez-Ibáñez

(sent on behalf of Carlos Vélez-Ibáñez)

Dear Dr. Koppell:

You are receiving this message because **Daniel Schugurensky** has been named on a proposal for a new concentration in Transborder Culture, Language and Learning for the Ph.D. in Transborder Studies. This new concentration is under review and will be considered at the next UGC meeting on April 17 (see attachment).

Prof. Schugurensky's expertise in educational communication and media production, adult education curriculum development, and comparative education policy and practice is important to the proposed concentration and will be helpful in assuring a high quality experience for doctoral students in Transborder Studies.

We seek your support of his participation as a member of the Graduate Faculty from the School of Public Affairs. **You may indicate your support via a simple reply to this message to elsie.szecsy@asu.edu before March 22.** This statement of support will be appended to the attached proposal document per Graduate College request.

If you have questions about this request, please contact Carlos Vélez-Ibáñez at 965-5091 or by email at carlos.velez-ibanez@asu.edu.

We appreciate this opportunity for collaboration between the School of Public Affairs and the School of Transborder Studies.

Yours,
Carlos Vélez-Ibáñez, Director
School of Transborder Studies

=====
Elsie M. Szecsy, Ed.D.
Associate Research Professional
School of Transborder Studies
elsie.szecsy@asu.edu
480.965.0122

Elsie Szecsy

From: Mary Fonow
Sent: Thursday, March 22, 2012 9:48 AM
To: Elsie Szecsy
Cc: Kathleen Given; Carlos Velez-Ibanez
Subject: RE: Request for Support Letter from Carlos Vélez-Ibáñez

Expires: Tuesday, September 18, 2012 12:00 AM

Dear Carlos, I wholeheartedly support your proposal to establish a Concentration in Transborder Culture, Language, and Learning within the PhD in Transborder Studies. The proposal is coherent and timely and I give it my full support. Best,
Mary Margaret

Mary Margaret Fonow
Director, School of Social Transformation
Professor, Women and Gender Studies
Arizona State University
PO Box 874902
Tempe, AZ 85287-4902
480-965-2358 (office)
480-965-2357 (fax)
marymargaret.fonow@asu.edu

<http://sst.clas.asu.edu/>

From: Elsie Szecsy
Sent: Thursday, March 22, 2012 9:41 AM
To: Mary Fonow
Cc: Kathleen Given; Carlos Velez-Ibanez
Subject: FW: Request for Support Letter from Carlos Vélez-Ibáñez

Dr. Fonow,

Dr. Vélez-Ibáñez requested that I contact you regarding obtaining a letter of support for the attached Concentration proposal in Transborder Culture, Language, and Learning in our Ph.D. in Transborder Studies.

Since Angela Arzubia, Terry McCarty and Daniel Schugurensky are identified in the proposal, the Graduate College requests that a letter of support be attached to the proposal.

We are now operating on a tight timeline, as this item is on the UGC agenda for April and supporting paperwork must be received at the Graduate College no later than this coming Tuesday, March 27. If we could receive your response by Monday, that will leave enough time to process the message for attachment to the proposal.

Please let us know of any questions.

Thanks.

Elsie

From: Elsie Szecsy
Sent: Thursday, March 15, 2012 4:05 PM
To: Mary Fonow
Cc: Carlos Velez-Ibanez
Subject: FW: Request for Support Letter from Carlos Vélez-Ibáñez

Dear Dr. Fonow,

I forward this as a reminder, in case the earlier request did not reach you for some reason. I understand that you may have been out of the office when this was sent.

Dr. Vélez-Ibáñez and I appreciate your response.

Best,
Elsie

From: Elsie Szecsy
Sent: Wednesday, February 29, 2012 2:26 PM
To: Mary Fonow
Cc: Carlos Velez-Ibanez
Subject: Request for Support Letter from Carlos Vélez-Ibáñez

(sent on behalf of Carlos Vélez-Ibáñez)

Dear Dr. Fonow,

You are receiving this message because **Angela Arzubiaga**, **Teresa McCarty**, and **Daniel Schugurensky** have been named on a proposal for a new concentration in Transborder Culture, Language and Learning for the Ph.D. in Transborder Studies. This new concentration is under review and will be considered by the UGC on April 17 (see attachment).

Their collective expertise, as outlined below, is important to the proposed concentration and will be helpful in assuring a high quality experience for doctoral students in Transborder Studies.

- **Angela's Arzubiaga's** research interests: Education of children of immigrants, eco-cultural and sociocultural perspectives on family life and home-institution connections and immigrant families' adaptations
- **Teresa McCarty's** research interests: Educational ethnography, language education policy and planning, curriculum design and development
- **Daniel Schugurensky's** research interests: Educational communication and media production, adult education curriculum development, comparative education policy and practice

We seek your support of their participation as a member of the Graduate Faculty from the School of Social Transformation. **You may indicate your support via a simple reply to this message to elsie.szecsy@asu.edu before **March 22**.** This statement of support will be appended to the attached proposal document per Graduate College request.

If you have questions about this request, please contact Carlos Vélez-Ibáñez at 965-5091 or by email at carlos.velez-ibanez@asu.edu.

We appreciate this opportunity for collaboration between the School of Social Transformation and the School of Transborder Studies.

Yours,
Carlos Vélez-Ibáñez, Director
School of Transborder Studies

=====
Elsie M. Szecsy, Ed.D.
Associate Research Professional
School of Transborder Studies
elsie.szecsy@asu.edu
480.965.0122