

**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE DEGREE**

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

DEGREE PROGRAM INFORMATION

College/School(s) offering this degree: College of Liberal Arts & Sciences/School of Social Transformation

Unit(s) within college/school responsible for program: Asian Pacific American Studies

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources: N/A

Proposed Degree Name: Bachelor of Arts in Asian Pacific American Studies

Undergraduate Degree Type: Bachelor of Arts

If Degree Type is Other, provide proposed degree type:

and proposed abbreviation:

Proposed title of major: Asian Pacific American Studies

Is a program fee required? Yes No

Requested effective term: Fall and year: 2010
(The first semester and year for which students may begin applying to the program.)

PROPOSAL CONTACT INFORMATION

(Person to contact regarding this proposal)

Name: Kathy Nakagawa

Title: Interim Head of Faculty, Asian Pacific American Studies

Phone: 480/727-6052

email: nakagawa@asu.edu

DEAN APPROVAL

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. *(Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)*

College Dean name: Quentin Wheeler

College Dean signature _____ **Date:** _____

College Dean name: Linda Lederman
(if more than one college involved)

College Dean signature _____ **Date:** _____

**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE DEGREE**

This proposal template should be completed in full and submitted to the University Provost's Academic Council [<mailto:curriculum@asu.edu>]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

DEGREE PROGRAM INFORMATION

Undergraduate: Bachelor of Arts

**If Degree Type is Other, provide proposed degree type:
and proposed abbreviation:**

Proposed title of major: Asian Pacific American Studies

1. PURPOSE AND NATURE OF PROGRAM

- A. Brief program description** (This is a catalog type description of no more than 250 words. Include the distinctive features of the program that make it unique. Do not include program or admission requirements.)

The Asian Pacific American Studies major (APAS) is an interdisciplinary undergraduate degree focused on demographic, cultural, social, economic and policy issues that have shaped and continue to affect Asian American and Pacific Islander communities in Arizona, the Southwest United States, nationally, and internationally. Students will study both the historical and contemporary experiences of Asian Americans and Pacific Islanders (AAPIs), and gain knowledge about AAPI experiences and communities in Arizona and nationally, and within a larger global context.

As part of the new School of Social Transformation, APAS students will learn to think broadly about societal transformations involving and affecting AAPI communities. Areas of study include representations of AAPIs in literature and media, changes in the growing and increasingly diverse AAPI population as a result of both natural growth and immigration, patterns of settlement and economic changes among Asian Americans in the U.S. and in other countries, cultural and multi-ethnic identity, and global and transnational histories, representations, and engagement of AAPIs in the diaspora. Students who earn a major in APAS learn to think critically, communicate effectively in working with diverse communities, develop clear written arguments, and engage in both humanities and social science research. In addition, the internship opportunity provides students with a unique experience to learn more about local Asian Pacific American organizations and communities and to apply what they have learned in coursework to actual community contexts. The capstone research project provides students with experience in conducting research in collaboration with an APAS faculty member that relates to Asian American and Pacific Islander issues.

2. STUDENT LEARNING OUTCOMES AND ASSESSMENT

- A. List the knowledge, competencies, and skills** students should have when they graduate from the proposed degree program. (You can find examples of program Learning Outcomes at (<http://www.asu.edu/oue/assessment.html>))

The University requires units submitting new degree proposals to include a list of learning outcomes.

All BA in APAS students will:

Outcome 1: Demonstrate an ability to think critically, develop clear written arguments, and present their perspectives effectively.

Outcome 2: Demonstrate abilities that allow them to participate in an increasingly diverse and global U.S. society.

Outcome 3: Possess knowledge of the history, context, experiences and communities of Asian Americans and Pacific Islanders in Arizona, nationally, and within a larger global context.

Outcome 4: Understand and be able to apply theoretical and historical knowledge related to Asian Pacific Americans to current challenges and issues in U.S. society.

Outcome 5: Demonstrate research skills in examining an issue related to Asian Pacific Americans.

Outcome 6: Develop a portfolio of projects based on coursework for use in employment interview or postgraduate opportunity.

B. Describe the plan and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at <http://www.asu.edu/oue/assessment.html>)

Learning Outcome 1: Students will demonstrate an ability to think critically, develop clear written arguments, and present their perspectives effectively.

Measure 1.1: Essay assessments in 300 level courses will be scored on a rubric for writing, critical thinking and coherent organization.

Measure 1.2: Article written for a community/public audience submitted to a community Asian American newspaper, summarizing internship and APAS course experiences, graded by faculty and peers for coherence, critical thinking and persuasion.

Learning Outcome 2: Students demonstrate abilities that allow them to participate in an increasingly diverse and global U.S. society.

Measure 2.1: Student self-efficacy survey on content, communication and interpersonal abilities.

Measure 2.2: Summary of internship supervisor assessments of students (via questionnaire) to determine whether students successfully demonstrated communication skills in the workplace.

Learning Outcome 3: Students will possess knowledge of Asian American and Pacific Islander experiences and communities in Arizona, nationally, and within a larger global context.

Measure 3.1: Multiple-choice, short answer and essay exam on key APAS concepts, regularly administered through key core courses; 80% or above score to demonstrate mastery.

Measure 3.2: Final essay paper in APA 450 (a core course), scored by rubric for content knowledge.

Learning Outcome 4: Students will understand and be able to apply theoretical and historical knowledge related to Asian Pacific Americans to current challenges and issues in US society.

Measure 4: Portfolio assessment completed during their community internship course (APA 484), will include critical analysis essay analyzing the internship experience in relation to APAS theoretical

and historical issues-- scored on a rubric for writing, content knowledge, critical thinking and coherent organization.

Learning Outcomes 5 & 6: Students will demonstrate research skills in examining an issue related to Asian Pacific Americans; develop a portfolio of projects based on coursework for use in employment interview.

Measure 5-6.1: Research project, developed in collaboration with APAS faculty member and presented to at an undergraduate research symposium—scored by rubric.

Measure 5-6.2: Portfolio assessment and mock interview—scored by rubric for organization, writing, presentation skills.

3. CURRICULUM OF THE PROPOSED PROGRAM

Total credit hours must be 120 to include: first year composition, general studies, core/required courses, program specific electives, and any additional requirements.

A. Major Map. Please prepare and attach a Major Map. If there are concentrations in this degree program, prepare a separate Major Map for each one. (Examples of Major Maps can be found at <http://provost.asu.edu/curriculum>)

A major map is attached.

B. Total credit hours required for this program: 45 hours (15 hours of APAS core, 15 hours of APAS program electives, 15 hours of related areas electives)

C. Core/Required Courses.

i. Total required and/or core course credit hours:

Degree will include 15 credit hours (5 courses) as a common core for all students

ii. List the name, prefix, and credit hours for each required/core class for this program

APAS Core (**15 credit hours**):

APA 200: Introduction to Asian Pacific American Studies

APA 360: Asian Pacific American Experience

APA 450: Asian Pacific American Contemporary Issues (will integrate humanities & social science inquiry methods)

APA 484: Asian Pacific American Community Service Internship

APA 499: Individualized Instruction; to be used for APAS Capstone Experience

D. Program Specific Electives.

i. Total required program elective credit hours: 15 credit hours

Program electives will allow students to gain interdisciplinary training in both humanities and social science research.

ii. List the name, prefix, and credit hours for any program specific electives for this program:

APA 210: Introduction to Ethnic Studies in the U.S.

APA 310: Asian Pacific American Arts & Cultures

- APA 315: Asian Pacific American Literature
- APA 330: Asian Pacific American Genders and Sexualities
- APA 340: Asian Pacific Americans & Media
- APA 345: Asian Pacific Americans & Film
- APA 360: Asian Pacific American Experience (Note: 1 APA 360 is required for the core; other sections may be repeated for credit with different topic)
 - a) The Chinese American Experience
 - b) The Japanese American Experience
 - c) The Filipina/o American Experience
 - d) The Korean American Experience
 - e) The Pacific Islander Experience
 - f) The South Asian Experience
 - g) The Southeast Asian Experience
 - h) The Multi-Racial Experience
 - i) Asian American Psychology
- APA 394: Special Topics (may be repeated for credit with a different topic)
- APA 494: Special Topics (may be repeated for credit with a different topic)
- APA 499—Individualized Instruction (1-3 credits, note: APA 499 is required for the core; 3 more hours of 499 may be repeated for credit to count as an elective)

iii. Related Areas (Sample of acceptable elective classes): 15 credit hours

The 15 credit hours in related areas are designed to allow students to expand their interdisciplinary training in relation to further understanding Asian Pacific American Studies. Any APA courses not taken as part of the core or program electives are part of the approved courses from related areas. In addition, courses from related areas addressing issues important to gaining a broad understanding of Asian Pacific American Studies may also be taken.

Examples of approved related area classes are below. Other courses from various units may be accepted. Course selection will be done with the program coordinator or unit academic advisor. Enrollment in related area courses will be contingent upon completion of any enrollment requirements established by the unit offering the course.

- ASB 202: Ethnic Relations in the U.S.
- AFH 333: American Ethnic Literature
- AFR 317: Genes, Race and Society
- AFS 370: Family, Ethnic and Cultural Diversity
- COM 371: Language, Culture & Communication
- ENG 333: American Ethnic Literature
- ENG 460: Ethnic Women Writers
- FMS 470: Race, Sex, and Identity On-Line
- HST 325: Immigration & Ethnicity in the United States
- HST 415: Unequal Sisters: Women, Politics & Culture
- HIS 439: Topics in American Race, Class, Gender & Ethnicity
- JUS 320: Community and Social Justice
- JUS 325: Globalization and Socio-Economic Justice
- JUS 350: Immigration and Justice
- JUS 405: Economic Justice
- JUS 425: Race, Gender & Justice
- JUS 432: Racial Justice
- POS 439: Minority Group Politics in America
- SBS 301: Cultural Diversity
- SBS 339: Grassroots Social Movements

- Proposal for BA in Asian Pacific American Studies
- SBS 410: Topics in Identity/Difference
 - TCL 327: Health and Migration
 - TCL 410: Race, Medicine & the Body
 - WSH 420: Women of Color in Film
 - WST 378: Global Feminist Theory
 - WST 380: Gender Race and Class
 - WST 457: Gender, Culture and Development

E. Additional Program Requirements, if any. List and describe any capstone experiences, milestone, and/or additional requirements for this degree program:

- At least 33 credit hours taken for the major must be upper division courses.
- All students will be required to complete a) an internship in which they create a portfolio covering their academic and work experiences and b) a capstone research project focusing on an issue related to Asian Pacific American Studies.
- A grade of “C” or better is required in all core courses, major electives, and related area electives.
- A minimum grade of “C” in the English writing requirement course and the general studies math requirement.
- Complete all critical tracking courses.
- Earn an overall cumulative GPA of ≥ 2.5 .

F. Are any concentrations to be established under this degree program? Yes No

i. If “Yes”, please check one:

- Students must select a concentration as part of this degree program
- Concentrations are optional

ii. List courses & additional requirements for the proposed concentration (s):

Concentration Name	Total credit hours	Core/Required Courses for Concentration (include course name and prefix)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)

(Please expand table as needed. Right click in white space of last cell. Select “Insert Rows Below”)

4. NEW COURSE DEVELOPMENT

A. Will a new course prefix(es) be required for this degree program? Yes No

If yes, complete the [request for establishment of a new prefix](#) for each prefix and submit with this proposal.

B. New Courses Required for Proposed Degree Program. List all new courses required for this program, including course prefix, number and course description.

No new courses are required to offer the major at this time.

5. PROGRAM NEED. Explain why the university needs to offer this program (include target audience and market).

The Asian American and Pacific Islander (AAPI) population is the second fastest growing ethnic minority group in the U.S. and in the state of Arizona, increasing at a rate equal to the Latino/a population in Arizona. There are no Asian Pacific American Studies (APAS) programs at other campuses of Arizona public universities—this would be the first major in APAS in Arizona and only the second in the southwest (after University of Texas, Austin). This degree will target students interested in careers serving and relating to the complex and rapidly changing AAPI population and more broadly with culturally diverse populations. For example, graduates of the APAS certificate program have applied the skills and knowledge gained through the certificate in graduate study, and in work involving business, law, immigration, community organizing, journalism, health and creative arts. Students interested in issues of diversity, multicultural relations, race, gender, class, and global and local engagement with diverse, migrant, and diasporic populations and peoples will benefit from the APAS degree.

The complex relationships between ASU and the development of AAPI communities here are far more pan-Asian in their functioning and vision than those in California (where the majority of APAS programs are). The distinctiveness of AAPI communities in Arizona lies in their long-established local communities and fast growing Asian immigrant population as a result of a globalizing economy. ASU's APAS major will enable students to understand these local and regional relationships that have been largely overlooked by other Asian American Studies programs nationally. Such an understanding is especially important as many more AAPIs are moving into the southwest and Rocky mountain regions. For example, the increasing development of high tech industries and economic development in the Phoenix metropolitan area results in larger communities of AAPIs in the Valley; corporations and cities regularly request ASU's APAS program for information about the diverse AAPI population in the Valley.

APAS courses attract large enrollments and have grown at a rapid rate over the past 10 years. For example, in Fall 2001 APAS courses generated 486 SCH. In Fall 2009 we generated 1929 SCH (based on the 21 day student count). Both our introductory courses and our upper division courses have strong enrollments. Based on the popularity of APAS courses, we expect the major to similarly attract wide interest.

The APAS major will be part of the new School of Social Transformation, which brings together the strengths of African and African American Studies, Asian Pacific American Studies, Justice and Social Inquiry, and Women and Gender Studies. These interdisciplinary units were founded to create and advance new knowledge that challenges conventional thinking about multifaceted issues and fundamentally change how students are educated. The APAS major has been designed to further the goals of the school and will educate students in thinking in more complex ways about race, ethnicity, gender, class, social and economic justice and social transformation. An APAS major will be useful to students with an interest in social science, humanities, and business; such students will especially benefit from knowledge of AAPI experiences, histories, migrations, and cultures in their respective fields.

Finally, an APAS major will be widely supported and publicized by the AAPI community throughout the valley and state. Community members were key in establishing the APAS certificate program in 1997-98, and have worked steadily to build interest in an APAS major, both inside and outside of the university.

6. IMPACT ON OTHER PROGRAMS. List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

The APAS major will have little impact on other programs except in terms of increased enrollments in courses from related areas, and cross-listing APAS courses with other programs. The APAS major is part of the overall plan for new degrees in the new School of Social Transformation, and so we will be working with faculty in African and African American Studies, Justice and Social Inquiry, and Women and Gender Studies in building the APAS major. We expect APAS students might also wish to broaden their inquiry by taking courses in other ethnic studies areas (including programs at ASU West). Letters of support are included from the following units: American Indian Studies; Transborder Chicana/o Latina/o Studies; English; Film and Media Studies; Historical, Philosophical and Religious Studies; Government, Politics and Global Studies; B.A. Program in Asia Studies, African and African American Studies; Women and Gender Studies; Justice and Social Inquiry; Ethnic Studies at the New College of Interdisciplinary Arts and Sciences (ASU West).

7. PROJECTED ENROLLMENT How many new students do you anticipate enrolling in this program each year for the next five years? Please utilize the following tabular format.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year <small>(Yr 1 continuing + new entering)</small>	3rd Year <small>(Yr 1 & 2 continuing + new entering)</small>	4th Year <small>(Yrs 1, 2, 3 continuing + new entering)</small>	5th Year <small>(Yrs 1, 2, 3, 4 continuing + new entering)</small>
Number of Students Majoring (Headcount)	8	16	24	32	40

8. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable). Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

NA

9. FACULTY and STAFF

a. **Current Faculty.** List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty who will teach in the program.

Dr. Rudy Guevarra, Assistant Professor, Ph.D., History, 100%

Dr. Karen Kuo, Assistant Professor, Ph.D., English Literature, 100%

Mr. Jeffrey Ow, Lecturer, M.A, Asian American Studies, 100%

Dr. Wei Li, Associate Professor, Ph.D. Geography, 70% (split appointment with School of Geographical Science & Urban Planning)

Dr. Hyung Chol (Brandon) Yoo, Assistant Professor, Ph.D., Counseling Psychology, 60% (split appointment with School of Social & Family Dynamics)

Affiliate Faculty:

Dr. Karen Leong, Associate Professor, Women & Gender Studies, Ph.D., History, 50%

Dr. Kathy Nakagawa, Associate Professor, Education, Ph.D., Human Development & Social Policy, 20%

- b. **New Faculty.** Describe the new faculty hiring needed during the next three years to sustain the program and list the anticipated hiring schedule for addition of these faculty.

APAS currently has 3 untenured faculty members (1 has a joint appointment with SSFD), 1 tenured faculty member (who has a joint appointment with SGSUP) and 1 lecturer, for a total of 4.3 FTE faculty, regularly generating over 1500 SCHs each semester (in Fall 2009, we generated over 1900 SCHs). Since its inception, affiliate faculty members have been active participants in the program, serving on committees, acting as faculty head and cross-listing courses. With additional support from the new School of Social Transformation and continued support from APAS affiliate faculty, no new faculty are needed to implement and sustain the program in the next 3 years.

- c. **Administration of the program.** Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

-Advising will be managed by the School of Social Transformation advising team. The major map (attached) will be utilized to track students' progress through the program and faculty approval of course sequences. No additional staff will be required for advising.

-APAS currently has one full-time coordinator. Administration of the program will be done with the APAS program coordinator and the APAS Head of Faculty, who will ensure that admissions and course offerings are taken care of in a timely and proper manner.

-APAS currently has one full-time lecturer. The lecturer oversees the placement and supervision of the internship and we already have strong relationships with APA community organizations for internship opportunities.

9. RESOURCES (necessary to launch and sustain the program)

- a. Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

The only new resources required for this major will be to support teaching the additional number of courses we will need to regularly offer for the major.

- b. Explain where you will get the resources to support this program.

We will be partnering with other focus areas in the School of Social Transformation (African & African American Studies, Justice & Social Inquiry, Women & Gender Studies) to train graduate students to help support the introductory courses in the APAS major. In addition, we have developed on-line versions of 5 of our courses, with another 2 in development. Enrollment in the on-line courses is gradually building over the summer and winter sessions, generating additional revenue. These funds will also allow us to hire FAs and/or graduate students for instructional purposes.



**Major Map: Asian Pacific American Studies-
Bachelor of Arts (B. A.)**

Critical Requirements: Students who follow the 2010-2011 catalog year and are entering ASU as either a first-time freshman or transfer from any Arizona public university or Arizona community college must complete critical requirements.

College of Liberal Arts and Sciences, Tempe Campus

Catalog Year: 2010-2011

Course Subject and Title <i>(courses in bold/shading are critical courses)</i>	Hrs.	Upper Division	Completed ATP: <input type="checkbox"/> Yes <input type="checkbox"/> No		Completed AGECE: <input type="checkbox"/> Yes <input type="checkbox"/> No	
			Transfer Course/Grade	Minimum Grade if Required	Additional Critical Requirement Notes	
TERM ONE: 0-15 CREDIT HOURS						
APA 200: Introduction to Asian Pacific American Studies (SB or HU, C)	3	<input type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> APA 191 or other Academic Success Class is for freshman students only. SAT or ACT (or TOEFL) score determines placement in first-year composition course. ASU Math Placement Exam score determines placement in Mathematics course Complete First-Year Composition requirement by the end of semester 3 Complete MAT requirement, MAT 142 or higher, by end of semester 3. 	
APA 191: First Year Seminar OR other Academic Success Class	1					
ENG 101 or 102: First-Year Composition or ENG 105: Advanced First-Year Composition or ENG 107 or 108: English for Foreign Students	3	<input type="checkbox"/>		Grade of C		
MAT 142: College Mathematics (MA)	3	<input type="checkbox"/>		Grade of C		
Second Language	4	<input type="checkbox"/>		Grade of C		
TERM TWO: 16-30 CREDIT HOURS						
ENG 101 or 102: First-Year Composition or ENG 105: Advanced First-Year Composition or ENG 107 or 108: English for Foreign Students	3	<input type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> Complete First Year Composition requirement by the end of semester 3. Complete MAT requirement, MAT 142 or higher, by end of semester 3. Selection of SB or HU courses will be determined by general studies designation selected for APA 200 and APA 360. 	
General Elective	3	<input type="checkbox"/>				
Second Language	4			Grade of C		
Computer/Statistics/Quantitative applications (CS)	3	<input type="checkbox"/>				
Social Behavioral Sciences (SB) or Humanities, Fine Arts, and Design (HU) or Awareness Area - Global (G) or Historical (H)	3					
TERM THREE: 31-45 CREDIT HOURS						
Major Elective	3	<input type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> Complete First Year Composition requirement by the end of semester 3. Complete MAT requirement, MAT 142 or higher, by end of semester 3. Selection of SB or HU courses will be determined by general studies designation selected for APA 200 and APA 360. 	
Second Language	4	<input type="checkbox"/>		Grade of C		
Natural Science - Quantitative or General (SQ/SG)	4	<input type="checkbox"/>				
Literacy and Critical Inquiry (L)	3					
Social Behavioral Sciences (SB) or Humanities, Fine Arts, and Design (HU) or Awareness Area - Global (G) or Historical (H)	3					
TERM FOUR: 46-60 CREDIT HOURS						
APA 360: APA Experience (HU or SB, C)	3	<input checked="" type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> Selection of SB or HU course will be determined by general studies designation selected for APA 200 and APA 360. 	
Related Area Elective	3	<input type="checkbox"/>		Grade of C		
Second Language	4	<input type="checkbox"/>		Grade of C		
Natural Science - Quantitative (SQ)	4					
Social Behavioral Sciences (SB) or Humanities, Fine Arts, and Design (HU) or Awareness Area - Global (G) or Historical (H)	3					
TERM FIVE: 61-75 CREDIT HOURS						
APA 450: Asian Pacific American Contemporary Issues (SB, C)	3	<input checked="" type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> APA 450 must be completed before enrollment in APA 499. 	
Upper Division Major Elective	3	<input checked="" type="checkbox"/>		Grade of C		
Upper Division Major Elective	3	<input checked="" type="checkbox"/>		Grade of C		
Upper Division Literacy and Critical Inquiry (L)	3	<input checked="" type="checkbox"/>				
Social Behavioral Sciences (SB) or Humanities, Fine Arts, and Design (HU) or Awareness Area - Global (G) or Historical (H)	3	<input type="checkbox"/>				

Proposal for BA in Asian Pacific American Studies

Course Subject and Title <i>(courses in bold/shading are critical courses)</i>	Hrs.	Upper Division	Transfer Course/Grade	Minimum Grade if Required	Additional Critical Requirement Notes
TERM SIX: 76-90 CREDIT HOURS					
Upper Division Major Elective	3	<input checked="" type="checkbox"/>		Grade of C	• APA 450 must be completed before enrollment in APA 499.
Upper Division Major Elective	3	<input checked="" type="checkbox"/>		Grade of C	
Related Area Elective	3	<input type="checkbox"/>		Grade of C	
General Elective	3	<input type="checkbox"/>			
General Elective	3	<input type="checkbox"/>			
TERM SEVEN: 91-105 CREDIT HOURS					
APA 484: Internship	3	<input checked="" type="checkbox"/>		Grade of C	
Upper Division Related Area Elective	3	<input checked="" type="checkbox"/>		Grade of C	
Upper Division Related Area Elective	3	<input checked="" type="checkbox"/>		Grade of C	
Upper Division General Elective	3	<input checked="" type="checkbox"/>			
General Elective	3	<input type="checkbox"/>			
TERM EIGHT: 106-120 CREDIT HOURS					
APA 499: Individualized Instruction	3	<input checked="" type="checkbox"/>		Grade of C	• APA 499: Individualized Instruction is a capstone research project determined in consultation with faculty advisor and requires by end of semester 8.
Upper Division Related Area Elective	3	<input checked="" type="checkbox"/>		Grade of C	
Upper Division General Elective	3	<input checked="" type="checkbox"/>			
Upper Division General Elective	3	<input checked="" type="checkbox"/>			

Graduation Requirements Summary

Total Hours (120 minimum)	Total Hrs at ASU (30 minimum)	Hrs Resident Credit for Academic Recognition (56 minimum)	Major GPA (2.000 Min.)	Total UD Hrs (45 minimum)	Total Comm. College Hrs. (64 maximum)
120					

General University Requirements: Legend

- General Studies Core Requirements:
 - Literacy and Critical Inquiry (L)
 - Mathematical Studies (MA)
 - Computer/Statistics/Quantitative applications (CS)
 - Humanities, Fine Arts, and Design (HU)
 - Social and Behavioral Sciences (SB)
 - Natural Science-Quantitative (SQ)
 - Natural Science-General (SG)
- General Studies Awareness Requirements
 - Cultural Diversity in the US (C)
 - Global Awareness (G)
 - Historical Awareness (H)
- First Year Composition

Additional Notes:

There is room in this roadmap to add a concurrent degree, minor, or certificate.

APPENDIX A
OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS
(This information is used to populate the [Degree Search](#) /catalog website.)

1. Contact and Support Information

Office Location (Building & Room): Wilson Hall 342

Campus Telephone Number: (480) 965-9711

Program email address: apas@asu.edu

Program website address: http://apas.clas.asu.edu

2. Additional Program Description Information

A. Additional program fee required for this program? Yes No

B. Does this program have a second language requirement? Yes No

3. Career Opportunities & Concentrations Provide a brief description of career opportunities available for this degree program. If program will have concentrations, provide a brief description for each concentration.

Students who complete the BA in APAS may pursue a graduate degree in law, humanities or social sciences. Students will also be prepared to work in positions involving business, law, immigration, community organizations, journalism, health, education and creative arts.

4. Additional Admission Requirements If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

N/A

5. Keywords List all keywords used to search for this program. Keywords should be specific to the proposed program.

Asian Pacific American studies, Asian American studies, Asian American and Pacific Islander studies, Native Hawaiian or Other Pacific Islander, American studies, ethnic studies, racial studies, racial issues, Asian diaspora, Asian immigration, Asian Pacific American history, Asian Pacific American literature, Asian Pacific American film and media, Asian Pacific American psychology, multiracial identity, multiracial history

6. Area(s) of Interest

A. Select one (1) primary Area of Interest from the list below that applies to this program.

- Architecture, Construction & Design
- Artistic Expression & Performance
- Biological Sciences, Health & Wellness
- Business, Management & Economics
- Communication & Media
- Computing & Mathematics
- Education & Teaching
- Engineering & Technology
- Environmental Issues & Physical Sci
- Interdisciplinary Studies
- Languages & Cultures
- Law & Justice
- Social Science, Policies & Issues

B. Select any additional Areas of Interest that apply to this program from the list below.

- Architecture, Construction & Design
- Artistic Expression & Performance
- Biological Sciences, Health & Wellness
- Business, Management & Economics
- Communication & Media
- Computing & Mathematics
- Education & Teaching
- Environmental Issues & Physical Sci
- Engineering & Technology
- Interdisciplinary Studies
- Languages & Cultures
- Law & Justice
- Social Science, Policies & Issue

APPENDIX B LETTERS OF SUPPORT

Letters of support are included from:

Dr. Mary Margaret Fonow
Director, School of Social Transformation
Head of Faculty, Women and Gender Studies

Dr. Stanlie James
Head of Faculty, African and African American Studies

Dr. Marjorie Zatz
Head of Faculty, Justice and Social Inquiry

Dr. Eddie Brown
Director, American Indian Studies

Dr. Carlos Velez-Ibanez
Chair, Department of Transborder Chicana/o Latina/o Studies

Dr. Maureen Goggin
Interim Chair, Department of English

Dr. Bambi Haggins
Director, Film and Media Studies

Dr. Patrick Kenney
Director, School of Government, Politics and Global Studies

Dr. Mark von Hagen
Director, School of Historical, Philosophical and Religious Studies

Dr. James Rush
Lead Faculty, B.A. Program in Asia Studies

Dr. Monica Casper
Division Director, Humanities, Arts and Cultural Studies
New College of Interdisciplinary Arts & Sciences, ASU West

Dr. Carol Mueller
Interim Director, Social and Behavioral Sciences
New College of Interdisciplinary Arts & Sciences, ASU West



DATE: October 9, 2009
TO: Kathryn Nakagawa, Head of Faculty, Asian Pacific American Studies
FROM: Mary Margaret Fonow, Director, School of Social Transformation
RE: BA proposal for Asian Pacific American Studies

It is my pleasure to support the proposed BA in Asian Pacific American Studies (APAS). The proposal presents a compelling and cohesive course of study that is very much in line with the New American University and with the goals of the new School of Social Transformation.

The faculty have built a solid foundation from which the BA can be launched. They are teaching large numbers of students in their courses, providing students with mentoring and research opportunities, and have built deep connections with the Phoenix community.

The faculty excel both inside and outside of the classroom. They are preparing students to think critically and creatively and to engage with the real world. The proposal lays out a clear set of learning objectives that are not only laudable but measurable and achievable. The curriculum is flexible and coherent and contains both a body of core courses and opportunities to take classes in related fields of study.

The proposal documents the need for such a program. The Asian American and Pacific Islander population is the second fastest growing ethnic minority group in the U.S. and in the state of Arizona. There are no other APAS programs of study at the other universities in Arizona so ASU would be the first to offer the BA in the state. In addition the AAPI population in the state is distinctive from communities in many other states and therefore offers us the unique opportunity to understand the relationship between long-established communities and the more recently arrived immigrants who are a product of the new globalized workforce.

The APAS faculty are productive researchers and are winning research awards from both the NSF and the NEH. These projects often involve collaboration with researchers at other universities and with ASU students. One such project, Enduring Communities is a collaborative project dedicated to educating K-12 students in Arizona, Colorado, New Mexico, Texas, and Utah about the Japanese American experience during World War II. Researchers and students have created a website for the project that allows educators to find teaching resources they need-- including oral history interviews.

The APAS degree and faculty are situated in the new School of Social Transformation and thus will have access to new resources for students and faculty. The School has an advising team with a student engagement mission and will be able to advise the new majors and put them into contact with the majors from the other programs of study in the School.

I give this proposal my highest recommendation.

College of Liberal Arts and Sciences
Asian Pacific American Studies
PO Box 874902 Tempe, AZ 85287-4902
(480) 965-9711 Fax: (480) 727-7911
www.apas.clas.asu.edu

letter of support
Stanlie James

Sent: Thursday, October 08, 2009 4:35 PM

To: [Kathryn Nakagawa](#)

October 9, 2009

To Whom It May Concern:

I write in strong support of the proposal for a Bachelor of Arts degree in Asian Pacific American Studies to be housed in the new School of Social Transformation. Arizona, much like the rest of the nation, has a growing multicultural population which includes a rapidly increasing number of Asian Pacific Americans. As we continue in our efforts to develop the New American University it is critically important that students are provided with the opportunity to incorporate a comprehensive understanding of the history and contemporary circumstances of this population through the development of a BA degree. Unfortunately no such program exists in the state of Arizona and I understand that when this is approved it will only be the second such program in the southwest (the other is at the University of Texas Austin). This degree, in much the same way as the degree in African and African American Studies, will be an integral part of the new School and together with the programs in Justice and Social Inquiry, and Women and Gender Studies will provide students with the kind of integrated multicultural knowledge that is essential to their ability to live and compete in a 21st century globalized world.

It is unthinkable that such a program does not already exist in this university so in my opinion it is imperative that this be approved as soon as possible. It has my strongest support.

Thank you for your consideration.

Stanlie M. James
Head of Faculty
African and African American Studies
School of Social Transformation



October 6, 2009

Professor Kathryn Nakagawa
Head of Faculty
Asian Pacific American Studies Program
ASU

Dear Professor Nakagawa,

On behalf of the faculty of Justice and Social Inquiry, I am very pleased to support your proposed BA in Asian Pacific American Studies.

The 2008 report of the APAZI Coalition, entitled *The State of Asian Americans and Pacific Islanders in Arizona*, documents the rapid growth of the AAPI population in Arizona and the importance for all of us in Arizona to have a better understanding of the AAPI population locally and nationally. Yet as you note in your proposal, there are no similar programs in Arizona and the only such program in the southwest is at the University of Texas.

Your proposed BA will help students to develop skills necessary for participation in an increasingly diverse and global U.S. society; provide students with knowledge of the history, context experiences and communities of AAPIs in Arizona, nationally and within the larger global context; and assist students in understanding and applying theoretical and historical knowledge relevant to APAS to current challenges and issues confronting the U.S. These are very important learning outcomes which we fully support.

For these reasons, we fully support your proposed BA and would be delighted to provide seats for your students in the JUS related fields courses noted in your proposal.

Best wishes,

A handwritten signature in cursive script that reads "Marjorie".

Marjorie S. Zatz
Professor and Head of Faculty
Justice and Social Inquiry

COLLEGE OF LIBERAL ARTS AND SCIENCES
School of Justice & Social Inquiry

PO Box 870403, TEMPE, AZ 85287-0403
(480) 965-7682 FAX: (480) 965-9199



October 8, 2009

Kathryn Nakagawa, Interim Head of Faculty
Asian Pacific American Studies
Arizona State University
Tempe, Arizona 85287

Dear Dr. Nakagawa,

On behalf of the American Indian Studies Program (AIS), I am pleased to write a letter of support for the proposed Bachelor of Arts in Asian Pacific American Studies (APAS) within the School of Social Transformation. The proposal for the establishment of an APAS Program is reflective of the fact that the Asian American and Pacific Islander population is the second fastest growing ethnic minority group in the U.S. and equal to the rate of growth of the Arizona Latino population.

The AIS faculty and staff fully support the establishment of the first APAS major in Arizona. We foresee little impact on our program except in terms of increased enrollments in related program electives and cross-listed courses with other programs.

We commend you and your faculty on your timely and conclusive proposal.

Sincerely,

A handwritten signature in cursive script that reads "Eddie F. Brown".

Eddie F. Brown, Director

American Indian Studies
College of Liberal Arts and Sciences

PO Box 874603 Tempe, AZ 85287-4603
(480) 965-3634 Fax: (480) 480-2216
ais@asu



October 7, 2009

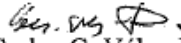
Linda Lederman, Dean
Social Sciences
CAMPUS

Dear Dean Lederman:

This letter unequivocally supports the BA in Asian Pacific American Studies. I found that it is a rigorous and exciting enterprise that will fill a very badly needed intellectual and academic space in the university, community, region, and nation. Given the outstanding faculty, I have no doubt that all of the program objectives will be met and given their past record will be surpassed.

I congratulate my colleagues in APAS for their continued excellence and this BA will enhance us all in the university.

Sincerely yours,


Carlos G. Velez-Ibanez
Chair, Department of Transborder Chicana/o and Latina/o Studies
Motorola Presidential Professor of Neighborhood Revitalization
Professor of Transborder Chicana/o and Latina/o Studies and School of Human Evolution
and Social Change
Professor Emeritus of Anthropology, University of California, Riverside
Arizona State University
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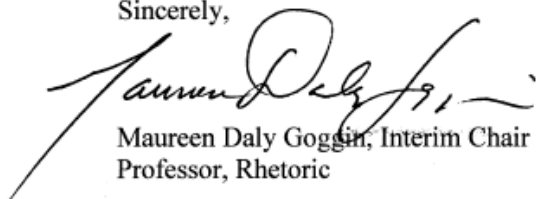


September 29, 2009

Kathleen Nakagawa, Interim Head
Asian Pacific American Studies
Box 874902
Arizona State University
Tempe, AZ 85287-0302

The Department of English supports the proposal to develop an undergraduate B.A. degree in Asian Pacific American Studies (APAS).

Sincerely,

A handwritten signature in black ink, appearing to read "Maureen Daly Goggin".

Maureen Daly Goggin, Interim Chair
Professor, Rhetoric

Department of English
Arizona State University
PO Box 870302 Tempe, AZ 85287-0302
(480) 965-3535 Fax: (480) 965-3451
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8 October 2009

**LETTER OF SUPPORT:
Bachelor of Arts in Asian Pacific American Studies**

I am writing in enthusiastic support of the proposed Bachelor of Arts in **Asian Pacific American Studies**. We believe that this is an important option for study for students and ASU. In addition, we are confident that our relationship with APAS will continue to flourish after their BA is established and that we will have more opportunities for our programs to benefit from the exchange of energy and expertise between our faculties and our students.

Best,
BLH

Bambi Haggins
Director
Associate Professor
Film and Media Studies
<http://www.film.asu.edu>
Arizona State University
P.O. Box 870402
Tempe, Arizona 85287-0402
480.965-6747 | Fax: 480.965.9110 |
e-mail: Bambi.Haggins@asu.edu



October 8, 2009

To: Kathryn Nakagawa, Interim Head of Faculty, Asian Pacific American Studies
From: Patrick J. Kenney, Director, School of Politics and Global Studies
Re: Support for the BA Degree in Asian Pacific American Studies

The Asian Pacific American Studies Program, in the School of Social Transformation, is proposing a B.A. degree in Asian Pacific American Studies. I support this degree for several reasons. It will provide more opportunities for undergraduate students to pursue their interests of study. It will encourage students to widen their perspectives not only on minority populations in the United States but on nations across the Pacific. It may entice students to study abroad once they are exposed to other cultures and nations. It most likely will heighten the study of foreign languages, always a positive development for American students.

It fits nicely with many interests in the School of Politics and Global Studies. A number of faculty and many of our majors are interested in Asia broadly. Most likely, students from our School will seek out classes in this major. And, students in Asian Pacific American Studies may be interested in classes in Political Science and/or Global Studies.

I support strongly the creation of this major.

Sincerely,

A handwritten signature in black ink, appearing to read "Patrick J. Kenney". The signature is written in a cursive style with a large initial "P".

Patrick J. Kenney

School of Politics and Global Studies

PO Box 873902 Tempe, AZ 85287-3902
(480) 965-6551 Fax: (480) 965-3929



October 12, 2009

Professor Kathryn Nakagawa, Interim Head of Faculty
Asian Pacific American Studies, MC 4902

Dear Professor Nakagawa:

On behalf of my colleagues in the School of Historical, Philosophical and Religious Studies, I offer enthusiastic support for the proposed BA in Asian Pacific American Studies as a next step in ASU's filling out its offerings in ethnic studies for undergraduates. We look forward to working with your colleagues in strengthening our potential contribution to your major, above all in the areas of East Asian, South Asian, and Southeast Asian history and religion, as well as our strengths in migration and gender history. Best wishes for your endeavor.

Sincerely,

A handwritten signature in blue ink that reads "Mark von Hagen".

Mark von Hagen
Professor of History and Director
School of Historical, Philosophical and Religious Studies

School of Historical, Philosophical, and Religious Studies

PO Box 874302 Tempe, AZ 85287-4302
(480) 965-5778 Fax: (480) 965-0310
<http://shprs.clas.asu.edu/>

RE: Proposal for BA in Asian Pacific American Studies

James Rush

Sent: Thursday, October 01, 2009 9:31 AM

To: Kathryn Nakagawa

Dear Professor Nakagawa,

As the faculty member currently responsible for the College's new major in Asia Studies, I can say that there are no significant conflicts between the Asia Studies major and your proposed major in Asian Pacific American Studies.

Yours sincerely,

James R. Rush
Associate Professor of History
School of Historical, Philosophical, and Religious Studies

From: Kathryn Nakagawa
Sent: Tuesday, September 29, 2009 10:49 AM
To: James Rush
Subject: Proposal for BA in Asian Pacific American Studies

Dear James,

The Asian Pacific American Studies program, within the new School of Social Transformation in the College of Liberal Arts & Sciences, is in the process of proposing an undergraduate B.A. degree in Asian Pacific American Studies (APAS). This will be the only APAS degree in Arizona and only the second in the Southwest. We expect that students interested in issues of diversity, multicultural relations, race, gender, class, and global and local engagement with diverse, migrant, and diasporic populations and peoples will benefit from the APAS degree.

As part of the proposal review process, the University asks that we obtain letters of support from programs that might be affected by this degree. There has been some confusion in the past between Asian Pacific American Studies and Asia Studies and I was advised that a letter of support from Asia Studies, indicating the distinct areas of interest and the need for both degrees, would be helpful to include as our proposal moves forward.

As the contact for the Asia Studies undergraduate degree proposal, I'm hoping that you might be able to provide a letter or direct me to the appropriate person. I have also contacted Mark Von Hagen in order to receive general support from the School of Historical, Philosophical and Religious Studies.

The proposal is attached for your review. If you have changes or suggestions, please let me know as soon possible. If the proposal meets with your approval, we would appreciate receiving a letter indicating support by Thursday, October 8.

Thank you for your consideration! Please feel free to contact me with any questions or for additional information.

Sincerely,
Kathy

Kathy Nakagawa
Interim Head of Faculty, Asian Pacific American Studies, MC 4902
Associate Professor, Mary Lou Fulton Institute & Graduate School of Education, MC 1011
480.727.6052, nakagawa@asu.edu

Re: Proposal for BA in Asian Pacific American Studies

Monica Casper

Sent: Wednesday, October 07, 2009 2:42 PM

To: Kathryn Nakagawa

Dear Kathryn,

Thanks for the reminder!

I polled my ethnic studies and American studies faculty some time ago about this, and overall, we're very excited about your program and look forward to helping in any way we can. Consider this my letter of support on behalf of the HArCS Division.

We believe that APAS courses would offer students multiple opportunities to deepen their understanding of complex cultural, national, international, and intercultural dynamics and, thus, an enriched exposure to an increasingly robust set of cultural worlds. Regarding the proposal itself, under item iii, APAS might include ETH 100 and 300, Introduction to Ethnic Studies and Principles of Ethnic Studies, as instances of embedding the specific foci of APAS courses in a multicultural, multinational, and global contexts.

Good luck, and do keep us posted on the outcome.

Best,
Monica

MONICA J. CASPER, Ph.D.
Director, Division of Humanities, Arts and Cultural Studies (HArCS)
Professor of Social & Behavioral Sciences
and Women's Studies
New College of Interdisciplinary Arts and Sciences
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(Shipping address: 4701 W. Thunderbird Road, Glendale, AZ 85306-4908)

New book series: http://www.nyupress.org/biopolitics_series.php

"Injustice anywhere is a threat to justice everywhere."
--Martin Luther King Jr.

Support for Degree in Asian Pacific American Studies

Carol Mueller

Sent: Thursday, October 08, 2009 12:08 PM

To: [Kathryn Nakagawa](#)

Kathy Nakagawa

Interim Head of Faculty, Asian Pacific American Studies, MC 4902

Associate Professor, Mary Lou Fulton Institute & Graduate School of Education, MC 1011

Dear Kathy,

I'm pleased to support your proposed undergraduate degree in Asian Pacific American Studies. In a period of increasing globalization, your proposed degree offers a useful addition to the programs at ASU offering in-depth coverage of specific cultural areas of the world as they intersect with an American context. I think that your degree will be valuable for students seeking international careers in business, government, journalism and academic work. I appreciate your including several of the diversity courses that we offer in SBS as options for electives. Best wishes with the degree.

--

--

Carol Mueller

Professor of Sociology

Interim Director

Division of Social and Behavioral Sciences

New College of Interdisciplinary Arts and Sciences

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