ESTABLISHING GRADUATE CERTIFICATES
ARIZONA STATE UNIVERSITY
GRADUATE COLLEGE

This form should be used by programs seeking to establish new graduate certificates. All sections should be completed. Current graduate certificate guidelines may be found at www.asu.edu/graduate/gapd/GraduateCertificates.htm

The graduate certificate is a programmatic or linked series of courses in a single field or one that crosses disciplinary boundaries. The graduate certificate facilitates professional growth for people who already hold the baccalaureate degree and may be free-standing or linked to a degree program. The virtue of the graduate certificate is that it enables the university to respond to societal needs and promotes university interaction with corporate, industrial, and professional communities.

Please type.

<table>
<thead>
<tr>
<th>Contact Name: Takeyuki (Gaku) Tsuda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Phone: 480-965-7887</td>
</tr>
<tr>
<td>College: College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Department/School: School of Human Evolution and Social Change (SHESC)</td>
</tr>
<tr>
<td>Name of proposed Certificate: Graduate Certificate Program in Immigration Studies</td>
</tr>
<tr>
<td>CIP Code: 45.0501 Demography and Population Studies</td>
</tr>
</tbody>
</table>

1. OVERVIEW. Below, please provide a brief overview of the certificate, including the rationale and need for the program, potential size and nature of the target audience, information on comparable programs (at ASU and/or peer institutions), how this program would relate to existing programs at ASU, and any additional appropriate information.

The Immigration Studies graduate certificate program will provide students with an understanding of the causes and consequences of international migration as well as relevant professional and research training opportunities in order to prepare them for future study in graduate and professional schools or for careers as immigration practitioners and advocates in Non-Government Organizations (NGOs), local and federal government agencies, as well as other private and public institutions serving immigrant and refugee communities. The objective of the certificate program therefore is to offer both traditional academic training through coursework and research as well as practical experience working with local immigrant/refugee communities.

The program will target three types of students: 1) professionally-minded students with a BA or MA who wish to obtain training for future immigration-related jobs but do not wish to complete an entire masters program in immigration studies; 2) current immigration practitioners who wish to further develop their careers with some academic training; 3) students with BAs who wish to pursue a future MA or Ph.D. degree related to immigration studies in the social sciences or humanities or a professional degree in public policy, law, business, etc.

Certificate students may choose to specialize in the social sciences, the humanities, or Mexican and Latino immigrants in the U.S. Although the program emphasizes Latino immigration (given the nature of the immigration courses offered at ASU and the preponderance of Latino immigrant communities in the Phoenix area), students will have the opportunity to take broader courses focusing on global migration and other immigrant groups as well as work with local Asian/Southeast Asian immigrants and refugee communities.

The dramatic rise in foreign-born populations and illegal border crossings in Arizona have made Phoenix/Tucson one of the primarily migrant destinations in the U.S., causing immigration to become one of the state’s most important social and political issues. The Southwest has always had significant Mexican-descent populations, and they are now increasingly being joined by immigrants from various Latin American countries as well as from East and Southeast Asia, many of whom come as students, high-skilled professionals, and former refugees. As a result, an increasing number of local NGOs and government agencies are seeking qualified and knowledgeable professionals to manage this immigration flow and provide services to burgeoning immigrant and refugee communities. Interest among students
and current professionals in academic and professional training in migration studies is therefore growing. However, no migration studies degree or certificate programs exist at universities in Arizona.

We anticipate considerable student demand for the program as the local and national importance of immigration continues to grow, the academic field of migration studies further expands, and Arizona's demographics continue to change (with increasing numbers of immigrant and ethnic minorities). Once the program is fully publicized, we hope to eventually admit several Certificate students each year.

The institutional and faculty resources in immigration studies at ASU are considerable (although uncoordinated) and surpass all University of California (UC) campuses except UC Irvine and UC Los Angeles. A number of academic units on campus have current or anticipated strength in immigration studies (Department of Transborder Chicana/o and Latina/o Studies, Department of History, Asian and Pacific American Studies Program, the North American Center for Transborder Studies, and the School of Global Studies) and over 26 faculty in the social sciences and humanities conduct research or teach courses on immigration. An Institute for Humanities Research faculty working group is active and well-attended on campus.

2. ORGANIZING STRUCTURE

A. Program administration (e.g., executive committee, director, etc.)

The certificate program will be housed at SHESC and directed by Gaku Tsuda (Associate Professor). It will be administered with the collaboration of the Department of Transborder Chicana/o and Latina/o Studies (TCLS) and the Department of History. An executive committee to oversee the program will be formed chaired by Gaku Tsuda and Carlos Vélez-Ibáñez (Chair of TCLS).

An administrative assistant at SHESC will provide support for the Certificate program, including publicity and application screening, program communication, general paperwork, and arranging internships with local NGOs and government agencies. Academic advising will be provided by current SHESC, TCLS, and Department of History staff. Gaku Tsuda will manage the website for the program with the future SHESC webmaster.

B. Organizing procedures (including how the organizing body will be chosen and function)

The executive committee will consist of 4-5 faculty. The permanent members will be Gaku Tsuda, Carlos Vélez-Ibáñez, and a faculty member from the Department of History. Faculty from other academic units will be invited to serve on a rotating basis (for two years). The committee will be in charge of admissions and approve the awarding of certificates. It will also make decisions about degree requirements (approving immigration courses not listed for the certificate as electives) and future programmatic changes.

3. ADMISSIONS PROCEDURES AND CRITERIA

A. Admission criteria

All applicants will be required to have a bachelor's degree in any subject from a regionally accredited institution with a GPA of 3.00 (on a 4.0 scale) or higher in the last two years of work leading to a bachelor's degree and must meet all admission requirements of the Graduate College. Applicants will be evaluated based on undergraduate transcripts, two letters of recommendation, and a statement of purpose. Past coursework in immigration studies or experience working with immigrants will be considered, but will not be required. Students already admitted/enrolled in an ASU graduate degree program who wish to apply to the Immigration Studies certificate program will automatically be considered for admission. All applicants to the certificate program must apply to the Graduate College through the online web application.

Admission decision process

Applications will be circulated among all executive committee members, who will rank order and comment on each of them. The committee will then meet to make final admissions recommendations.

B. Projected annual admission/enrollment

We hope to admit 6-7 certificate students per year.
4. ACADEMIC REQUIREMENTS

A. Minimum credit hours required for certificate
15 credit hours.

B. Course delivery mode (e.g., online, face-to-face, off-site)

Mainly face-to-face classroom courses. The culminating experience may be conducted off-campus (field research or an internship).

C. Please describe culminating experience required (e.g., internship, project, research paper, capstone course, etc.)

The culminating experience will consist of one of the following:

*Internship:* Students may do an internship with Phoenix-based non-governmental organizations or government agencies that provide services to immigrants and refugees. Such internships will give them professional training and actual experience working with immigrant/refugee communities. They can be arranged for academic credit through CLASWorks’ internship program (ABS 584). Students will be required to write a 10-15 page report describing the organization and their specific internship work as well as assessing the effectiveness and impact on immigrants of the organization and/or their own work. Students can also use their internship experience in order to describe and analyze an issue facing immigrants and their communities.

*Research:* Students may enroll in three credits of Research with a faculty member in order to do an independent research project. They must write a substantial research paper based on field research in a local immigrant community, library/archival research, or readings on an immigration topic.

D. Expected learning outcomes for the program and appropriate methods and measures for evaluation

The Certificate in Immigration Studies will provide students with traditional academic training through coursework. The required core course provides a broad interdisciplinary overview and background on various topics and issues in immigration studies, focusing mainly on contemporary immigration to the U.S., but also incorporating historical, comparative, regional, and global perspectives. Students who wish to specialize in the social sciences will take elective courses focusing on the socioeconomic, ethnic, and political aspects of immigration and those who wish to focus on the humanities will learn about the history of immigration, immigrant literature, and other forms of expressive culture (such as theater and film). Students may also choose to study these issues by focusing on Mexican and Latino immigrants in the U.S.

The culminating experience can either provide further traditional academic training through library research using books, primary documents, or films/mass media sources or hands-on experience working with local immigrant/refugee communities through field research or an internship with an organization serving local immigrants/refugees.

Students will therefore acquire basic knowledge about immigration and immigrant groups, improve their reading and writing skills, and obtain either library/field research skills or practical experience serving, assisting, and advocating on behalf of local immigrant communities. Such knowledge, skills, and experiences should make them better prepared and qualified to pursue future graduate or professional education related to immigration (in the social sciences, humanities, public policy, law, etc.) or professional careers as practitioners and advocates in immigrant service and other NGOs, public and government agencies, and international organizations dealing with migrants, refugees, and human rights.

The program will also enable current immigration professionals to advance their careers.

Student learning outcomes will mainly be assessed by course exams, assignments, and papers, and the quality of the report or research paper they turn in for their culminating experience. Before the certificate is awarded, the executive committee will assess the overall quality of the student’s work in the program in order to ensure that the desired knowledge, skills, and experiences have been acquired.

E. Policies and procedures for tracking students to certificate completion

All certificate students will choose to work with a graduate coordinator at SHESC, the Department of History, or TCLS (depending on their disciplinary/topical interests). The coordinator will track the student’s progress toward completion of the certificate and inform the executive committee when all
requirements have been successfully completed. The committee will then make a recommendation to the Graduate College to approve the awarding of the certificate.

F. Satisfactory student academic progress standards and guidelines (including any time limits for completion)

All requirements for the certificate program should be completed within a 3-year time limit with a cumulative grade point average of at least 3.0. Students who require more time to finish the program (because of their part-time status or lack of desirable/available courses) must obtain approval from the executive committee.

G. Proposed policy on students in the certificate program sharing hours used towards the certificate with another ASU degree program. (Please note that a maximum of 9 hours taken as a non-degree student at ASU, including as a part of a certificate program, may be used towards a future graduate degree at ASU.)

For students currently enrolled in an ASU graduate degree program, applicable certificate courses may count towards an applicable degree program with the approval and consent from the degree granting program. For certificate students who are later admitted to an ASU graduate degree program, up to 12 credit hours from the certificate program may count for their doctoral degree or up to 9 credit hours may count for their master’s degree with the approval and consent from the degree granting program.

H. Below, please list all required and elective courses in the appropriate boxes (you may attach additional pages if necessary).

Please ensure that all new core course proposals have been submitted to the Provost’s office through ACRES online course proposal submission system. Please note: a minimum of 2/3 of the courses required for a graduate certificate must be at the 600-level or above.

Requirements for Graduate Certificate Program (15 credits)

Three of the classes (9 credits) taken for the Certificate must be completed at the 500 level or higher.

1) Required Core Course (3 credits)

All students will be required to take either ASB 570: Contemporary International Migration, JUS 555: Immigration and Justice, or SOC 591: Sociology of Immigration as a core course. All three courses provide students with a broad interdisciplinary overview of the subject (from either an anthropological, justice, or sociological perspective) before they proceed with more specialized courses, research projects, or internships.

2) Elective Coursework (9 credits)

Students will take three elective courses. They may petition to have courses with substantial immigration content that are not on the list of elective courses count for the certificate program.

3) Culminating Experience (3 credits)

Students will be required to complete a three credit culminating experience, which can be an internship or a research paper.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours (3 credit hours)</th>
</tr>
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<tbody>
<tr>
<td>(Prefix &amp; Number)</td>
<td>(New course?)</td>
</tr>
<tr>
<td>ASB 570: Contemporary International Migration or</td>
<td>yes</td>
</tr>
<tr>
<td>JUS 556: Immigration and Justice or</td>
<td>no</td>
</tr>
<tr>
<td>SOC 591: Sociology of Immigration</td>
<td>no</td>
</tr>
<tr>
<td>Elective Courses (Prefix &amp; Number)</td>
<td>Credit Hours (9 credit hours)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>AFS 494B: Black Families Diaspora: US/Caribbean</td>
<td>3</td>
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<tr>
<td>AFR 480A: Field Studies in the Diaspora</td>
<td>3</td>
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<tr>
<td>APA 494: Special Topics: Asian Pacific American Communities</td>
<td>3</td>
</tr>
<tr>
<td>APA 494: Special Topics: Asian Pacific American Immigration &amp; Social Justice</td>
<td>3</td>
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<tr>
<td>APA 494: Asian Pacific American Workforce</td>
<td>3</td>
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<tr>
<td>APA 494: Asian Pacific Americans and Globalization</td>
<td>3</td>
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<tr>
<td>ASB 478/578: Migration and Society</td>
<td>3</td>
</tr>
<tr>
<td>ASB 570: Contemporary International Migration (if not taken as the core required course)</td>
<td>3</td>
</tr>
<tr>
<td>BLE 535: Sociolinguistic Issues in Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>ENG 434: Literature/Culture of the Americas: Literatures/Cultures of the Southwest</td>
<td>3</td>
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<tr>
<td>ENG 434: Literature and Culture of the Americas: Borders and Barrios: Chicano/a Latino/a Autobiography</td>
<td>3</td>
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<tr>
<td>ENG 494/598: Special Topics: Literatures and Cultures of Immigration</td>
<td>3</td>
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<tr>
<td>ENG 598: US-Mexico Border Writing (in Spanish)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 636: Advanced Studies in American Literature: Border Fictions, Globalization, and Inter-American Studies</td>
<td>3</td>
</tr>
<tr>
<td>FMS 441: Global Cinema</td>
<td>3</td>
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<tr>
<td>GCU 425: Geography of the Mexican American Borderland</td>
<td>3</td>
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<tr>
<td>GCU 494/598: Latino Phoenix</td>
<td>3</td>
</tr>
<tr>
<td>GCU 515: Human Migration</td>
<td>3</td>
</tr>
<tr>
<td>GCU 598: Geography of Hispanic Americans</td>
<td>3</td>
</tr>
<tr>
<td>HST 498: Pro-Seminar: Migration and Ethnicity</td>
<td>3</td>
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<tr>
<td>HST 598: Refugees and the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>HST 598: Special Topics: Transnational Borders</td>
<td>3</td>
</tr>
<tr>
<td>JUS 555: Immigration and Justice (if not taken as the core required course)</td>
<td>3</td>
</tr>
<tr>
<td>LAW 706: Immigration and Law</td>
<td>3</td>
</tr>
<tr>
<td>REL 405: Religious Pathways of Borderlands</td>
<td>3</td>
</tr>
<tr>
<td>SOC 591: Sociology of Immigration (if not taken as the core required course)</td>
<td>3</td>
</tr>
<tr>
<td>SWG 557: Southwest Borderlands Immigration</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Credit Hours</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>TCL 422: US-Mexico Border Health</td>
<td>3</td>
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<tr>
<td>TCL 427: Health and Migration</td>
<td>3</td>
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<tr>
<td>TCL 441: Policy Issues in Chicana/o and Latina/o Urban Settings</td>
<td>3</td>
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<tr>
<td>TCL 443: The Political Ecology of the Border</td>
<td>3</td>
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<tr>
<td>TCL 444: The Ethnography of Mexican Border Rural Settings</td>
<td>3</td>
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<tr>
<td>TCL 464: Latina/o Literature</td>
<td>3</td>
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<tr>
<td>TCL 465: Putting History on Film</td>
<td>3</td>
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<tr>
<td>TCL 486: Transborder Latin American Short Story</td>
<td>3</td>
</tr>
<tr>
<td>TCL 489/589: Border/Global Narrative</td>
<td>3</td>
</tr>
<tr>
<td>TCL 594: Transborder World of Southwest North America</td>
<td>3</td>
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<tr>
<td>THE 422: Latina and Latino Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Culminating Experience (if applicable)</th>
<th>Credit Hours (3 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship or research paper</td>
<td>3</td>
</tr>
<tr>
<td>Total required credit hours</td>
<td>15</td>
</tr>
</tbody>
</table>

5. RESOURCES REQUIRED

A. Budget projections (including staffing needs)

Expenses:
Office supplies, copies, publicity materials $1,000/year
Administrative support, academic advising, and website design/maintenance will be covered by current SHEC, TCLS, and History Department staff $0

**TOTAL EXPENSES** $1,000/year

B. Additional specialized needs (e.g., space, laboratory equipment, library holdings, etc.)

No additional computer or other facilities will be needed to implement the program. There are currently more than sufficient library books and materials for the coursework and research that the program will require.

6. PRIMARY FACULTY PARTICIPANTS. Please list all primary faculty participants for the proposed certificate, including home unit and title. You may attach additional pages if necessary.

<table>
<thead>
<tr>
<th>Name</th>
<th>Home Unit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takeyuki (Gaku) Tsuda</td>
<td>SHEC</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Carlos Vélez-Ibáñez</td>
<td>TCLS</td>
<td>Professor and Chair</td>
</tr>
<tr>
<td>Dirk Hoerder</td>
<td>North American Center for Transborder Studies Department of History</td>
<td>Visiting Professor</td>
</tr>
<tr>
<td>Karen Leong</td>
<td>Asian and Pacific American Studico Program</td>
<td>Director and Associate Professor</td>
</tr>
<tr>
<td>Cecilia Menjivar</td>
<td>School of Social and Family Dynamics</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>
7. REQUIRED SUPPORTING DOCUMENTS.
(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)
Please include the following with your proposal:
A. Sample programs of study for students in the proposed program
B. Statements of support from all deans and heads of impacted academic units

8. APPROVALS. If the proposal submission involves multiple units, please include letters of support from those units.

DEPARTMENT CHAIR (PRINT/TYPe)

SIGNATURE

DATE

DEAN (PRINT/TYPe)

SIGNATURE

DATE

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

UNIVERSITY VICE PROVOST AND DEAN OF GRADUATE STUDIES

SIGNATURE

DATE

Submit the completed and signed (chairs, unit deans and if applicable the Campus Provost) proposal to the Office of Graduate Academic Programs in the Graduate College. Mail code: 1003 and electronic copies to Denise.Campbell@asu.edu

Please note: Proposals for new certificates also require the approval of the Curriculum and Academic Programs Committee (CAPC), the Academic Senate, and the Office of the Provost before they can be implemented.

Please refer to the Office of the Provost Curriculum Development website to track the status of your proposal once submitted: www.asu.edu/provost/curriculum (Section titled: Curriculum Actions in Process – 1999 – Present.)

GF007G-89
8. APPROVALS: If the proposal submission involves multiple units, please include letters of support from those units.

DEPARTMENT CHAIR (PRINT/TYPED)

[Signature]

DATE 9/19/07

DEAN (PRINT/TYPED)

[Signature]

DATE 11/14/07

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

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GF0607G-99
To: Filiz Ozel, Associate Vice Provost  
Graduate College

From: Jack Nelson, Associate Dean  
Office of Student and Academic Programs

Date: June 4, 2008

Subject: Approval of the proposal for a Graduate Certificate in Immigration Studies

The CLAS Curriculum Committee and Senate have approved the proposal for a Graduate Certificate in Immigration Studies. I endorse their decision.
Appendix A
Sample Programs of Study

Social Science Focus: 15 total credit hours

Core – 3 credit hours
ASB 570: Contemporary International Migration

Electives – 9 credit hours
APA 494: Special Topics: Asian Pacific American Immigration & Social Justice
JUS 555: Immigration and Justice
SOC 591: Sociology of Immigration

Capstone – 3 credit hours
ASB 792: Research

Humanities/History Focus: 15 total credit hours

Core – 3 credit hours
ASB 570: Contemporary International Migration

Electives – 9 credit hours
HST 498: Pro-Seminar: Migration and Ethnicity
ENG 494/598: Special Topics: Literatures and Cultures of Immigration

Capstone – 3 credit hours
HST 792: Research

Mexican/Latino Migration Focus: 15 total credit hours

Core – 3 credit hours
SOC 591: Sociology of Immigration

Electives – 9 credit hours
TCL 427: Health and Migration
TCL 594: Transborder World of Southwest North America
GCU 598: Geography of Hispanic Americans

Capstone – 3 credit hours
ABS 584: CLASWorks internship with local NGO serving Mexican immigrants (capstone project)
Subject: Re: SHESC Graduate Faculty
Date: Saturday, October 13, 2007 7:09 AM
From: Takeyuki (Gaku) Tsuda <takeyuki.tsuda@asu.edu>
To: Carlos Velez-Ibanez <Carlos.Velez-Ibanez@asu.edu>

From: Carlos Velez-Ibanez <Carlos.Velez-Ibanez@asu.edu>
Date: Fri, 12 Oct 2007 19:33:12 -0700
To: "Takeyuki (Gaku) Tsuda" <takeyuki.tsuda@asu.edu>
Subject: RE: SHESC Graduate Faculty

Dear Gaku:

First I want to formally indicate the wholesale support of the Immigration Certificate Program and this communication will serve as the electronic copy to indicate our willingness to do everthing possible to ensure its success. It is a most timely and important academic initiative that may prove to be one of the few measures created recently that address very complex and multilayered processes.

Please count on the Department of Transborder Chicana/o and Latina/o Studies to support this endeavor.

Very sincerely,

Carlos G. Vélez-Ibáñez  
Motorola Presidential Professor of Neighborhood Revitalization  
Professor of Transborder Chicana/o and Latina/o Studies and Anthropology Chair, Department of Transborder Chicana/o and Latina/o Studies (pending)  
Arizona State University Tempe, Arizona 85287 Professor Emeritus of Anthropology  
University of California, Riverside Carlos.Velez-Ibanez@asu.edu <mailto:Velez-Ibanez@asu.edu> 480 965-4908
September 24, 2007

To: Takeyuki (Gaku) Tsuda

From: Marjorie S. Zatz, Director  
School of Justice and Social Inquiry

Re: Proposed Graduate Certificate Program in Immigration Studies

On behalf of the School of Justice and Social Inquiry, I am pleased to write in support of the proposed graduate certificate program in Immigration Studies. This interdisciplinary certificate will provide interested graduate students with a broad and deep understanding of the causes and consequences of international migration. This certificate program will prepare students for academic and research careers addressing issues relevant to immigration and/or for careers with organizations serving immigrants and refugees.

The School of Justice and Social Inquiry expects to regularly offer JUS 555, Immigration and Justice, as well as related courses such as Racial Justice; Gender, Race and Justice; and special topics courses. Monica Varsanyi, Doris Marie Provine, and I will all teach relevant courses, with Dr. Varsanyi teaching Immigration and Justice as a regular part of her teaching portfolio.

The Migration Network organized by Monica Varsanyi and Karen Leong and supported by the Institute for Humanities Research is but one example of the growing interest among ASU faculty in the topic of immigration studies. As you know, 10-20 faculty meet every two weeks to discuss their scholarship in this area, with a number of additional faculty expressing interest in the topic but unable to join us on a regular basis. Based on this interest, I have no doubt that ASU is capable of offering this certificate program, and SJSI is delighted to participate.
Dr. Maria Allison, University Vice Provost and Dean  
Graduate College  
Arizona State University

Dear Dean Allison,

I am writing to express the enthusiastic support of the Asian Pacific American Studies Program faculty for the proposed “Certificate Program in Immigration Studies.” Given Arizona’s growing diversity and its geographic location on the US-Mexico border, and the continued critical role of immigration in globalization, it is imperative that ASU provide quality training of its graduate students and practitioners about international migration. Asian American Studies continue

The APAS faculty are eager to work with Dr. Tsuda and the other units and faculty in offering this certificate, and in eventually developing a master’s degree program in the future.

Sincerely,

[Signature]

Karen J. Leong, Director  
Asian Pacific American Studies Program

September 17, 2007
September 25, 2007

Professor Takeyuki (Gaku) Tsuda
School of Human Evolution and Social Change
Arizona State University

Dear Professor Tsuda:

I write on behalf of the history department and in support of your proposed certificate in immigration studies. Several of my colleagues are engaged in research and teaching on this important subject and will no doubt be able to contribute to this interdisciplinary certificate program.

Sincerely,

Mark von Hagen, Chair
9/21/07

To Whom It May Concern:

As the Director of the School of Social and Family Dynamics, I write in support of the proposed Graduate Certificate in Immigration Studies. This new certificate will be valuable to many students across campus and is timely and important.

Sincerely,

Richard Fakes
Dee and John Whiteman Distinguished Professor
Director, School of Social and Family Dynamics