



ARIZONA STATE UNIVERSITY  
PROPOSAL TO ESTABLISH A NEW GRADUATE 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.

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**DEGREE PROGRAM**

**College/School(s) offering this degree:** College of Liberal Arts and Sciences (CLAS)

**Unit(s) within college/school responsible for program:** School of Social Transformation (SST)

**Proposed Degree Name:** Master of Arts (MA) in Social and Cultural Pedagogy

**Master's Degree Type:** Master of Arts (MA)

**Proposed title of major:** Social and Cultural Pedagogy

Please note: When this initiative was originally placed on the CLAS Academic Plan, the requested degree/major was for the MA in Social Pedagogy. At this time, the School of Social Transformation would like to request a name change to move this new degree proposal forward as the MA in Social and Cultural Pedagogy.

Justification: The degree title was expanded to include "cultural" in order to a) better reflect the emphasis in the degree program on preparing students to work in culturally diverse settings with diverse populations and b) better incorporate the expertise of faculty throughout the School of Social Transformation (African & African American Studies; Asian Pacific American Studies; Culture, Society & Education; Justice & Social Inquiry; Women & Gender Studies).

**Is a program fee required?** Yes  No

**Requested effective term:** Fall and year: 2012

(The first semester and year for which students may begin applying to the program)

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**PROPOSAL CONTACT INFORMATION**

(Person to contact regarding this proposal)

**Name:** Kathy Nakagawa

**Title:** Associate Professor & Head of Faculty

**Phone:** 480-727-6052

**email:** [nakagawa@asu.edu](mailto: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:** Linda Lederman

(Please see attached approval email)

**College Dean signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**College Dean signature** \_\_\_\_\_ **Date:** \_\_\_\_\_



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This proposal template should be completed in full and submitted to the University Provost's Academic Council [mail to: [curriculumplanning@asu.edu](mailto:curriculumplanning@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.

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**DEGREE PROGRAM INFORMATION**

**Master's Type:** MA  
(E.g. MS, MA, MAS or PSM)

**Proposed title of major:** Social and Cultural Pedagogy

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**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 M.A. in Social and Cultural Pedagogy is an innovative degree that immerses students in the theory and practice of social pedagogy, and prepares them for working with diverse populations in a variety of organizational and community settings. The program is geared to those working in education-related settings primarily in the independent/non-profit sector. The program emphasizes research, theory and practice related to non-formal and informal education dynamics throughout the lifespan, focusing on change-oriented processes and foregrounding anthropological and sociological perspectives. It includes core courses in historical and current developments in social pedagogy, lifelong and experiential learning, and sociocultural approaches to education. This degree is relevant for individuals interested in areas such as childhood and youth studies, adult education and workplace learning, Popular and digital cultures, social movement learning, restorative justice, disabilities, Indigenous knowledge, and ecopedagogy. Courses will be offered both through the Internet (icourses) and face-to-face. Social pedagogy is both an interdisciplinary academic field of inquiry and a field of professional practice. It has a long tradition that can be traced back to 1844, and is currently experiencing a surge in scholarly and professional interest. There are many master's programs in social pedagogy around the world (especially in Europe and Latin America), but this proposed MA in Social and Cultural Pedagogy degree program at ASU is the first of its kind in North America.

- B. Total credit hours required for the program: 30**

- C. Are any concentrations to be established under this degree program?**  Yes  No

**2. PROGRAM NEED.** Explain why the university needs to offer this program (include data and discussion of the target audience and market).

The target audience for this degree is individuals in the independent/non-profit sector, with a focus on those working in education-related settings. The non-profit sector has been expanding rapidly, making up more than 10% of the workforce. A recent report from the Center for Civil Society Studies out of Johns Hopkins University found that the non-profit job sector is expanding more rapidly than the for-profit sector, an average of 2.5% from 2007-2009. The MA in Social and Cultural Pedagogy degree program will fill both an academic and professional need for training and advanced education for those employed in the independent/non-profit sector. For example, practitioners in fields such as adult education, youth education and community development would be able to upgrade their qualifications and credentials through this degree. Although other programs (e.g., social work, non-profit leadership) provide some training in community development, this will be the only program in Arizona and throughout the southwest that specifically targets those working in non-formal educational settings.

Academically, this degree will develop students' capacity to critically analyze non-formal education policies and practices (e.g. adult education programs, youth education programs, seniors' education programs, leadership programs, community development programs, homeschooling, occupational

programs, professional development programs) and allow for better development of programs and advocacy for particular communities. In addition, it will support training in critically examining the educational impact of institutions, organizations and associational spaces like families, community organizations, workplaces, media, digital and face-to-face social networks, sports clubs, seniors' groups, religious institutions, political parties, social movements, and Indigenous tribal organizations.

Professionally, there is a need, both within and beyond Arizona, for professionals trained in the development, implementation and evaluation of educational programs that take place in a variety of settings such as youth programs, literacy programs, disability programs, adult education, community education, for-the-job and on-the-job education programs, peace education, environmental education, health education, civic education and parental education. The need for such trained professionals spans a wide range of settings including workplaces, non-governmental organizations and out-of-school programs.

**3. 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.

There is no other program at ASU dealing with social and cultural pedagogy. To an extent, the proposed M.A. in Social and Cultural Pedagogy fills a vacuum between two master's programs offered at ASU: the master's degree program options in Education offered through Mary Lou Fulton Teachers College (degree majors listed below), and the Master of Social Work (MSW) offered through the School of Social Work.

*a) Masters in Education*

Mary Lou Fulton Teachers College offers master's degree options (e.g. MA, MS or MEd) that encompass such majors as Curriculum and Instruction, Educational Administration and Supervision, Educational Technology, Elementary Education, Higher and Postsecondary Education, Physical Education, Secondary Education and Special Education. None of these degrees focuses explicitly on informal educational settings and out-of-school learning.

We hope to continue to build on existing collaborations and forge new partnerships with colleagues in the Mary Lou Fulton Teachers College (MLFTC), with the possibility of cross-listing specific courses offered by SST and by MLFTC that may be of interest to both MLFTC students and SST students. We have already had conversations with faculty members in MLFTC interested in potential collaborations. The potential impact on the Mary Lou Fulton Teachers College's programs is for an increase in some course enrollment.

*b) Master of Social Work*

The MSW degree program offers two concentration areas: a) Advanced Direct Practice, and b) Planning, Administration and Community Practice. The Advanced Direct Practice Concentration has three specializations: Health/Behavioral Health; Children, Youth and Families; and Public Child Welfare. The MSW program develops competencies in working with individuals, families, small groups and communities, but does not prepare students to design and implement pedagogical interventions or to study pedagogical interventions. As with the Mary Lou Fulton Teachers College, we hope to forge collaborations with colleagues in the School of Social Work (SSW) who offer courses in community development, such as SWG 682 (Community Participation Strategies). Likewise, MSW students could take courses offered in the MA in Social and Cultural Pedagogy that may be relevant to their training. The potential impact on the MSW program is for an increase in course enrollment.

We do not anticipate a significant impact on existing programs because most of the candidates seeking admission to these ASU programs are not being trained to design, implement and evaluate non-formal educational programs and policies, or to study the educational dynamics of social interactions occurring outside of educational institutions. We plan to develop synergies and collaborations with those programs and with other ASU programs that would result in benefits for all programs.

4. **PROJECTED ENROLLMENT** How many new students do you anticipate enrolling in this program each year for the next five years? Please note, The Arizona Board of Regents (ABOR) requires nine masters and six doctoral degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement.

<b>5-YEAR PROJECTED ANNUAL ENROLLMENT</b>					
<b>Please utilize the following tabular format.</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b> (Yr 1 continuing + new entering)	<b>3<sup>rd</sup> Year</b> (Yr 1 & 2 continuing + new entering)	<b>4<sup>th</sup> Year</b> (Yrs 1, 2, 3 continuing + new entering)	<b>5<sup>th</sup> Year</b> (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	10	15	25	30	40

5. **STUDENT LEARNING OUTCOMES AND ASSESMENT**

- 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>).

All MA in Social and Cultural Pedagogy graduates will:

*Learning Outcome 1:* Demonstrate comprehension of core concepts in the field of social and cultural pedagogy. Students will develop an understanding of what the field of social and cultural pedagogy entails, its historical basis and current use and applications.

*Learning Outcome 2:* Possess the ability to discuss and apply concepts and frameworks related to social and cultural pedagogy in relation to specific social issues. Graduates of this program will possess not only a theoretical perspective on social and cultural pedagogy but also a practical understanding and how to apply concepts in real-world settings.

*Learning Outcome 3:* Demonstrate the skills needed to design, implement and evaluate out of school education programs for children, youth or adult populations. Students will need to demonstrate how they would apply their mastery of concepts in designing a program for a specific population. In proposing a program, they would also need to demonstrate an understanding of factors involved in implementation and evaluation of the program in order for it to be successful.

*Learning Outcome 4:* Possess the knowledge to conduct research on pedagogical and cultural issues and interventions outside of schools and universities. Graduates will learn how to formulate research questions, choose methods and design a study to examine a particular issue or intervention.

*Learning Outcome 5:* Demonstrate the communication and collaboration skills, including problem-solving and conflict resolution abilities, needed to work with diverse populations of children, youth or adult populations. Graduates will be trained in approaching work with communities from a culturally responsive framework.

- 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:** Graduates will demonstrate comprehension of core concepts in the field of social and cultural pedagogy.

*Measure 1.1:* Essay assessments in SST 510 Social and Cultural Pedagogy: Theoretical and Practical Issues (a foundational required course) will be scored on a rubric for writing, critical

thinking and coherent explanation of concepts. A 5-point rubric will be used with scores of “3” and above demonstrating comprehension.

*Measure 1.2:* Students will complete, with a grade of B or better, the foundational course in social transformation (SST 501 Foundations of Social Transformation).

**Learning Outcome 2:** Graduates will possess the ability to discuss and apply concepts and frameworks related to social and cultural pedagogy in relation to specific social issues.

*Measure 2:* The final defense of the thesis or applied project will include a formal presentation and will meet the standards of a conference presentation. Students will be assessed on both knowledge and presentation skills. A 5-point rubric will be used with scores of “3” and above demonstrating competency.

**Learning Outcome 3:** Graduates will demonstrate the skills needed to design, implement and evaluate out of school education programs for children, youth or adult populations.

*Measure 3.1:* Working with the student’s advisor, at least one major paper in a course will include plans for designing, implementing and evaluating an out of school program, will be assessed for knowledge and understanding of program development, implementation and evaluation. A 5-point rubric will be used with scores of “3” and above demonstrating competency.

*Measure 3.2:* In the presentation of the applied project (the applied project will include both a written product and an oral presentation) or oral defense of the thesis, the student will be assessed on competency and skills in design, implementation and evaluation concepts.

**Learning Outcome 4:** Graduates will possess the knowledge to conduct research on pedagogical and cultural issues and interventions outside of schools and universities.

*Measure 4.1:* The applied project or thesis will be scored by rubric on key research, pedagogical and cultural interventions and concepts. A 5-point rubric will be used with scores of “3” and above demonstrating competency.

*Measure 4.2:* Students will complete a required course on research methods with a grade of “B” or better.

*Measure 4.3:* In at least one course, students will work with an organization to conduct a research project incorporating concepts related to social and cultural pedagogy. The project will be assessed by both the end-users and faculty members. Students will need to complete the project with a grade of “B” or better.

**Learning Outcome 5:** Graduates will demonstrate the communication and collaboration skills, including problem-solving and conflict resolution abilities, needed to work with diverse populations of children, youth or adult populations.

*Measure 5.1:* In at least one course, students will work with a community organization to collaborate on a research project. A representative of the organization will complete a survey assessing the student’s communication and collaboration skills, as well as abilities to solve problems and resolve conflicts. Students will need to receive ratings of “satisfactory” or above.

*Measure 5.2:* Working with the student’s advisor, the program of study will not be approved without some training in methods related to conflict resolution and problem-solving, either by passing a related elective with a grade of “B” or better (e.g., PAF 531, Community Conflict Resolution) or through satisfactory completion of related training or workshops (e.g., anti-oppression workshop).

*Measure 5.3:* Part of the applied project or thesis must address the implementation of a program with diverse populations. Students will specifically be assessed on cultural competency using a 5-point rubric and must pass with a score of “3” or better.

6. **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.

N/A

7. **FACULTY, STAFF AND RESOURCE REQUIREMENTS**

A. **Faculty**

- i. **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.

<i>Faculty Name</i>	<i>Position and Expertise</i>	<i>Percent Involvement</i>
Madelaine Adelman, PhD	Associate Professor; Justice & Social Inquiry	5%
Alfredo J. Artilles, PhD	Full Professor; Culture, Society & Education	25%
Angela Arzubiaga, PhD	Associate Professor; Culture, Society & Education	50%
Bryan Brayboy, PhD	Associate Professor; Culture, Society & Education	25%
David Carlson, PhD	Assistant Professor; Teacher Preparation	5%
Wendy Cheng, PhD	Assistant Professor; Asian Pacific American Studies/Justice & Social Inquiry	5%
Gustavo Fischman, PhD	Full Professor; Educational Leadership	5%
Mary Margaret Fonow, PhD	Full Professor; Women & Gender Studies	5%
Vanna Gonzales, PhD	Assistant Professor; Justice & Social Inquiry	5%
Gustavo Gonzalez, PhD	Assistant Professor; Educational Leadership	5%
Rudy Guevarra, PhD	Assistant Professor; Asian Pacific American Studies	5%
Elizabeth Sumida Huaman, PhD	Assistant Professor; Culture, Society & Education	50%
Oscar Jimenez-Castellanos, PhD	Assistant Professor; Educational Leadership	5%
Rosa Jimenez, PhD	Assistant Professor; Educational Leadership	5%
Elizabeth B. Kozleski, PhD	Full Professor; Culture, Society & Education	25%
Karen Leong, PhD	Associate Professor; Asian Pacific American Studies/Women & Gender Studies	5%
Nathan Martin, PhD	Assistant Professor; Justice & Social Inquiry	10%
Teresa L. McCarty, PhD	Full Professor; Culture, Society & Education	25%
Elsie G. J. Moore, PhD	Full Professor; Culture, Society & Education	25%
Kathy Nakagawa, PhD	Associate Professor; Asian Pacific American Studies/Culture, Society & Education	25%
Irina Okhremtchouck, PhD	Assistant Professor; Teacher Preparation	5%
Jeanne Powers, PhD	Associate Professor; Educational Leadership	5%
Angelita Reyes, PhD	Full Professor; African/African American Studies	5%
Mary Eunice Romero-Little, PhD	Associate Professor; Culture, Society & Education/American Indian Studies	25%
Mary Romero, PhD	Full Professor; Justice & Social Inquiry	5%
Jenny Sandlin, PhD	Associate Professor; Culture, Society & Education	50%
Georganne Scheiner, PhD	Associate Professor, Women and Gender Studies	5%
Daniel Schugurensky, PhD	Full Professor; Culture, Society & Education/Public Affairs	25%
Kimberly Scott, PhD	Associate Professor; Women & Gender Studies/Culture, Society & Education	25%
Beth Blue Swadener, PhD	Full Professor; Justice & Social Inquiry/Culture, Society & Education	25%
Larisa Warhol, PhD	Associate Research Professor; Culture, Society & Education/Center for Indian Education	10%
Brandon Yoo, PhD	Assistant Professor; Asian Pacific American Studies/Social & Family Dynamics	5%
Marjorie Zatz, PhD	Full Professor; Justice and Social Inquiry	5%



- ii. **New Faculty.** Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty.

This program does not require any faculty hiring in the next three years.

- iii. **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 current School of Social Transformation advising team. No additional staff will be required for advising.

- Administration of the program will be done through the existing SST graduate director, support staff and a faculty member who will help coordinate specific requirements for the degree. Together, they will ensure that admissions and course offerings are taken care of in a timely and proper manner.

- B. **Resource requirements to launch and sustain the program.** Describe any new resources required for this program’s success such as new staff, new facilities, new library resources, new technology resources, etc

The MA in Social and Cultural Pedagogy will not need any new resources in terms of new staff, new facilities, new library resources, or new technology resources.

**8. CURRICULAR STRUCTURE OF THE PROPOSED PROGRAM**

- A. **Admission Requirements** The requirements listed below are Graduate College requirements. Please modify and/or expand if the proposed degree has additional admissions requirements.

- i. **Degree.** Minimum of a bachelor’s degree (*or equivalent*) or a graduate degree from a regionally accredited College or University of recognized standing.
- ii. **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.
- iii. **English Proficiency Requirement for International Applicants.** If applicable list any English proficiency requirements that are higher than and/or in addition to the Graduate College requirement. See Graduate College website: [http://graduate.asu.edu/admissions/international/english\\_proficiency](http://graduate.asu.edu/admissions/international/english_proficiency)
- iv. **Writing sample.** A 3-5 page application letter in which the applicants explain why they want to study in this program and why they feel well prepared to succeed in this graduate program.
- v. **Curriculum Vita.** The CV should describe prior educational history and related/relevant work/volunteer experiences.
- vi. **Required Admission Examinations.**  
 GRE     GMAT     Millers Analogies     None Required
- vii. **Application Review Terms.** Indicate all terms for which applications for admissions are accepted and the corresponding application deadline dates, if any:

Fall                      Deadline (month/year): March 1

Spring                      Deadline (month/year): September 1

Summer      Deadline (month/year): January 1

**B. Degree Requirements.** Below provide the curricular requirements for the proposed degree program.

**i. Total credit hours (cr hrs) required for the degree program: 30 credit hours**

**ii. Core courses.** List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc). Omnibus number courses cannot be used as core courses. Permanent numbers must be requested by submitting course proposal to ACRES for approval.

**Total cr hrs for required core courses: 9 credit hours**

Course prefix & number	Course title	Credit hours	New course?
SST 501	Foundations of Social Transformation*	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
JUS 500	Research Methods	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SST 510	Social and Cultural Pedagogy: Theoretical and Practical Issues	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

\*This course is currently going through the approval process as part of the proposal for a Certificate in Social Transformation.

**iii. Elective Courses Total cr hrs for program electives: 15 credit hours**

Sample list of elective courses:

Course prefix & number	Course title	Credit hours	New course?
SST 591	Seminar: Topics such as Social pedagogy: International and Comparative Perspectives; Theory & Research on Culture and Disability; Community Education Through the Arts; Labor and Popular Education; Social Movement Learning.	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SST 592	Research	1-6	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SST 598	Special Topics, such as Community-based Education; Ethnography and Social Pedagogy; Youth Culture & Education; Learning Communities; Workplace Education; Adult Education & Community Development; Lifelong and Lifewide Learning; Ecopedagogy.	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SST 590	Readings & Conference	1-6	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
AFR 594	Conference and Workshop : Women's International Human Rights	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
CMN 531	Communication and Social Change	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
CMN 570	Communication and Advocacy in Social Context	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
DCI 451	Design Research & Educational Gaming Practicum	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ENG 554	Rhetorics of Race, Class and Gender	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ENG 602	Advanced Studies in Theory and/or Criticism	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ENG 645	Advanced Studies in Gender Issues	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ENG 656	Studies in Cross-Cultural Discourse	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
EPA 691	Seminar in Educational Policy	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
IED 510	History of American Indian Education	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
IED 530	Language/Literacy Indigenous People	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
IED 544	Government Role in Native Educational Policy/Admin.	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
IED 598	Special Topics, such as Indigenous approaches to Education; Conducting Research in Indigenous Communities	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>

JHR 525	Action Research in Social Justice and Human Rights	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
JUS 550	Gender, Race, and Economic Justice	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
JUS 555	Migration, Immigration & Justice	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
JUS 588	Justice and the Mass Media	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
JUS 590	Reading & Conference	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
JUS 633	Community Research	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
JUS 660	Globalization & Economic Justice	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
PAF 531	Community Conflict Resolution	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
PAF 591	Seminar: Citizenship Learning, Participatory Democracy & Social Change	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SPE 691	Seminar in Special Education	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SPF 530	Sociology in Education	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SPF 603	Visual Ethnography in Education	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SWG 533	Diversity & Oppression in a Social Work Context	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SWG 580	Practicum	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SWG 682	Community Participation Strategies	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
THP 514	Projects in Community-Based Drama	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
THP 582	Theatre for Social Change	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
WST 640	Visual and Narrative Cultures	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>

- iv. **400-Level Courses.** No more than 6 credit hours of 400-level coursework can be included on graduate student program of study.
- Are 400-level ASU courses allowed on student program of study for this degree?  
 Yes       No
  - If yes, how many credit hours? 6
- v. **Additional Requirements (if applicable).** Provide a brief description of any additional requirements (e.g. internships, clinical, field study, etc.) N/A
- vi. **Total cr hrs required for research (if applicable):** N/A
- vii. **Culminating experience** for the proposed program (please check all that apply and provide requested information): **6 credit hours**

	Required?	Brief description of the applied project or the capstone course, as applicable.	Course prefix and number	Credit hours
<b>Thesis</b> (master's only)	<input type="checkbox"/>	Thesis is optional; may substitute for applied project requirement	SST 599	6 cr hrs
<b>Applied Project</b> (master's only)	<input checked="" type="checkbox"/>	The applied project would involve designing and/or implementing a program related to concepts of social and cultural pedagogy for a specific organization, group or community	SST 593	6 cr hrs
<b>Capstone course</b> (master's only)	<input type="checkbox"/>			
<b>Dissertation</b> (doctoral only)	<input type="checkbox"/>			

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

- viii. **Master's program comprehensive exams, please check all that apply** (Please note: for doctoral programs, a written and an oral comprehensive exam are required.)

**(Written comprehensive exam is required)**

- Oral comprehensive exam is required  
 No oral comprehensive exam required

- ix. **Committee:** Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs): 3

- x. **Foreign Language Exam.**

Foreign Language Examination(s) required? Yes No

- xi. **Course Prefix(es)** Provide the following information for the proposed graduate program.

- b. Will a new course prefix(es) be required for this degree program?

Yes  No

- c. If yes, complete the [Course Prefixes / Subjects Form](#) for each new prefix and submit it as part of this proposal submission.

- xii. **New Courses Required for Proposed Degree Program.** Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program.

Prefix/ Number	Credit hours	Title/Description
**SST 501	3	<u>Title:</u> <i>Foundations of Social Transformation</i> <u>Course Description:</u> This course will provide an introduction to the academic literature and scholarly debates on social transformation. Throughout the course, students will be encouraged to approach the study of social transformation using a critical and interdisciplinary perspective, with particular attention to the literature on the causes, nature and direction of social transformation. The course will consider the historical, local and international dimensions of social transformation, illustrating them with selected case studies.
SST 510	3	<u>Title:</u> <i>Social and Cultural Pedagogy: Theoretical &amp; Practical Issues</i> <u>Course Description:</u> This course will provide an advanced understanding of the history, theory and current research in the social and cultural pedagogy. The course will also discuss the practical application of theory and research for diverse individuals across the lifespan and in the context of out-of-school environments for learning.
*SST 590	1-6	<u>Title:</u> <i>Reading &amp; Conference</i> <u>Course description:</u> Independent study in which a student meets regularly with a faculty member to discuss assignments. Course may include such assignments as intensive reading in a specialized area, writing a synthesis of literature on a specified topic, or writing a literature review of a topic.
*SST 591	3	<u>Title:</u> <i>Seminar</i> <u>Course description:</u> A small class emphasizing discussion, presentations by students, and written research papers.
*SST 592	1-6	<u>Title:</u> <i>Research</i> <u>Course Description:</u> Independent study in which a student, under the supervision of a faculty member, conducts research that is expected to lead to a specific project such as a thesis or dissertation, report, or publication. Assignments might include data collection, experimental work, data analysis, or preparation of a manuscript.
*SST 593	3-6	<u>Title:</u> <i>Applied Project</i> <u>Course Description:</u> Preparation of a supervised applied project that is a graduation

		requirement in some professional majors.
*SST 598	3	<u>Title:</u> <i>Special Topics</i> <u>Course Description:</u> Topical courses not offered in regular course rotation--e.g., new courses not in the catalog, courses by visiting faculty, courses on timely topics, highly specialized courses responding to unique student demand.
*SST 599	3-6	<u>Title:</u> <i>Thesis</i> <u>Course Description:</u> Supervised research focused on preparation of thesis, including literature review, research, data collection and analysis, and writing.

\*These courses have already been built and approved as part of the creation of the SST prefix. However, they have not yet been offered.

\*\*This course has already been submitted as part of the Graduate Certificate in Social Transformation proposal and is under review.

**College of Liberal Arts and Sciences Curriculum Committee and Dean Approvals**

**MA in Social and Cultural Pedagogy**

**From:** Linda Lederman [<mailto:Linda.Lederman@asu.edu>]  
**Sent:** Wednesday, September 14, 2011 1:57 PM  
**To:** 'curriculumplanning@asu.edu'  
**Cc:** Paul LePore; Kacie McKay; Jenny Smith  
**Subject:** RE: Proposal for MA in Social and Cultural Pedagogy

This is approved.

Thanks. Linda

*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:** Tuesday, September 13, 2011 3:59 PM  
**To:** Linda Lederman  
**Cc:** Paul LePore; Kacie McKay  
**Subject:** Proposal for MA in Social and Cultural Pedagogy

Linda,

The CLAS Curriculum Committee and Senate have approved the attached proposal for a Master of Arts degree in Social and Cultural Pedagogy. Please forward the proposal with your approval to [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)

Thank you,

Jenny

**Appendix: Letters of Support**

Letters included from:

Steven Anderson, Director, School of Social Work

Maureen Goggin, Chair, Department of English

Mari Koerner, Dean, Mary Lou Fulton Teachers College

Jonathan Koppell, Director, School of Public Affairs

Angela Trethewey, Director, Hugh Downs School of Human Communication

From: Steve Anderson [mailto:sgwanderson@gmail.com]  
Sent: Monday, August 15, 2011 8:41 PM  
To: Kathryn Nakagawa  
Subject: Support for proposed degree program

Kathy Nakagawa  
Associate Professor and Head of Faculty  
School of Social Transformation  
College of Arts and Letters

Dear Professor Nakagawa:

It is my pleasure to write in support of the Master of the Social and Cultural Pedagogy degree being proposed through the School of Social Transformation. as you requested, I have reviewed your proposal in terms of possible implications for programs in the School of Social Work, which I direct.

As indicated in the proposal, there are no substantial overlaps in content between our MSW and the proposed program. Although our program prepares professionals for work in some of the same nonprofit agencies envisioned in the proposal, we have very minimal content related to pedagogical interventions. For this reason, some of the content that would be available through the new program could be beneficial to a subset of our students, who have some flexibility in the electives they take. At the same time, we would welcome students from the new program who were interested in taking social work classes as electives.

In short, I think the program would be a substantive and useful addition to ASU graduate degree programs, and one that would complement our program and other designed to develop service expertise in nonprofit agencies very well.

Best Regards,

Steve Anderson

Steven G. Anderson  
Director, School of Social Work  
College of Public Program  
Arizona State University

Mail Code 3920  
411 N. Central Ave. Suite 800  
Phoenix, AZ 85004-0689

(602) 496-0058



**From:** Maureen Goggin  
**Sent:** Monday, July 18, 2011 4:02 PM  
**To:** Kathryn Nakagawa  
**Subject:** RE: request for letter of support

Dear Professor Nakagawa,  
I have reviewed your proposal and see no negative impact from the degree you are proposing. The English Department fully supports this degree. (You list one ENG course, but there are others that may fit your program well: 500 and 600-level classes in Public Rhetorics, Community Literacy, Theories of literacy, and African American Rhetoric, are just a couple that come to mind.

I wish you the very best with your application for this MA program in Social and Cultural Pedagogy.  
Best wishes,  
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](http://english.clas.asu.edu)**

July 20, 2011


Dr. Professor Nakagawa,

As Dean of the Mary Lou Fulton Teachers College, I support the MA degree in Social and Cultural Pedagogy being proposed by the School of Social Transformation. I know that as part of the proposal review process, I am being asked to weigh in because this degree could have an impact on degrees being offered in my College. I am actually hoping that it will have an impact because I think there is potential for this degree to have a positive impact on our programs as well. I do not see it as competitive with our programs but rather complimentary.

The goals of the MA in Social and Cultural Pedagogy are perfectly in alignment with the goals of our College. The opportunities to have shared courses are important as are the possibilities to increase movement of students between our programs and the programs in SST. I also hope faculty will be encouraged to move between schools as well.

I see this as a first and positive step in formally working together with other schools, though new and old programs, to bring resources together in ways which enhance possibilities of collaboration in order to improve all programs.

Please call with any questions.



Mari Koerner  
Dean, Mary Lou Fulton Teachers College

Arizona State University  
Mary Lou Fulton Teachers College  
PO Box 37100, Phoenix, AZ 85069-7100  
(602) 543-6300 Fax: (602) 543-6350  
[education.asu.edu](http://education.asu.edu)

**From:** Jonathan Koppell  
**Sent:** Thursday, August 04, 2011 11:54 AM  
**To:** Kathryn Nakagawa  
**Subject:** RE: request for letter of support

As Director of the School of Public Affairs, I have no objection to the proposed MA in Social and Cultural Pedagogy. It does not require that we offer any classes that are not currently part of our curriculum.

Sincerely,

Jonathan Koppell

Jonathan GS Koppell  
Director,  
ASU School of Public Affairs  
Lattie and Elva Coor Presidential Chair

411 North Central Avenue  
Suite 450  
Phoenix, AZ 85014  
Tel. (602) 496-1432  
email: koppell@asu.edu

**From:** Angela Trethewey  
**Sent:** Monday, August 01, 2011 12:20 PM  
**To:** Kathryn Nakagawa  
**Subject:** Re: request for letter of support

Dear Kathryn,

Please accept this note as confirmation and enthusiastic support of the new MA degree program in Social and Cultural Pedagogy. I wish the faculty much success in this new and important endeavor.

Warmly,

Angela

--

Angela Trethewey

Professor and Director

The Hugh Downs School of Human Communication

College of Liberal Arts and Sciences

Arizona State University

Tempe, AZ 85287-1205

480.965.5095 (o)

480.965.4291 (f)

<http://humancommunication.clas.asu.edu/content/angela-trethewey>