(NEW GRADUATE INITIATIVES)

PROPOSAL PROCEDURES CHECKLIST

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

☒ **Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals. Please see the academic strategic plan website at: https://provost.asu.edu/curriculum-development.**

☒ **Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.**

- Additional information can be found at the Provost's Office Curriculum Development website: Courses link
- For questions regarding proposing new courses, send an email to: courses@asu.edu

☒ **Prepare the applicable proposal template and operational appendix for the proposed initiative.**

☒ **Obtain letters or memos of support or collaboration (if applicable).**

- when resources (faculty or courses) from another academic unit will be utilized
- when other academic units or degree programs may be impacted by the proposed request
- if the program will have an online campus option support will be required from the Provost's office and ASU Online. (*Please complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.*)

☒ **Obtain the internal reviews/approvals of the academic unit.**

- internal faculty governance review committee(s)
- academic unit head (e.g. Department Chair or School Director)
- academic unit Dean or their designee (will submit approved proposal to the curriculumplanning@asu.edu email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

Additional Recommendations

All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that Graduate Education strongly recommends that academic units establish after the program is approved for implementation.

☒ **Establish satisfactory academic progress policies, processes and guidelines** – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to http://graduate.asu.edu/faculty_staff/policies and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

☒ **Establish a Graduate Student Handbook for the new degree program** – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook, provided to students when they are admitted to the degree program and published on the website for the new degree, gives students this information. To be included in the handbook are the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and a link to the Graduate Policies and Procedures website: http://graduate.asu.edu/faculty_staff/policies.

This template is to be used only by programs that have received specific written approval from the University 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

College/School: College of Liberal Arts and Sciences

Note: Program ownership is coded at the College/School level first and may not be a center, department or division apart from it.

Department/Division/School: School of Social Transformation

Proposing faculty group (if applicable)**:**

Name of proposed degree program: Master of Arts (MA) in Indigenous Education

Proposed title of major: Indigenous Education

Master's degree type: MA - Master of Arts

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

Is a program fee required?   Yes

Note: for more information about program fee requests, visit https://provost.asu.edu/curriculum-development/changemaker/form-instructions#fees

Is the unit willing and able to implement the program if the fee is denied?   Yes, we are able to implement the program.

Requested effective term and year: Fall   2018

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

PROPOSAL CONTACT

Name:	Elsie Moore	**Title:**	School Director
Phone number:	480.965.4910	**Email:**	elsie.moore@asu.edu

DEAN APPROVAL(S)

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/School/Division Dean name: Kenro Kusumi

Signature: *Kenro Kusumi*   **Date:** 9/20/2017

College/School/Division Dean name:
(if more than one college involved)

Signature: **Date:**

ARIZONA STATE UNIVERSITY

This proposal template should be completed in full and submitted to the University Provost's Office [mail to: 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.

1. PURPOSE AND NATURE OF PROGRAM

A. Provide a brief program description

The MA in Indigenous Education is an innovative degree that primarily engages individuals who are either interested in or currently working with and in Indigenous communities or schools serving Indigenous children. The program emphasizes research, theory, and practice related to both education as broadly defined as well as the process of schooling. The primary audience for this degree are those working in Indian education, for tribal nations with education programs, and those interested in American Indian education.

The history of schooling for American Indian students has been contentious and fraught with controversy; however, the (formal and informal) education of Indigenous students has always been complex, complicated, and conscious. That is, Indigenous education -- the ways that Indigenous communities have passed down knowledge to their children and youth -- has been purposeful and planned. This degree program seeks to explore the differences between the Indigenous educational processes and Western institutions of schooling. That is, we are interested in considering the convergences and divergences between schooling and education. The program will build critical understanding of contemporary Indigenous education, as well as train students to envision creative possibilities for the future. Because the Center for Indian Education is housed in the School of Social Transformation with faculty that collaborate with colleagues campus-wide, nationally and internationally, students will have access to a wealth of additional resources at the master's level, allowing them to tailor their program so that it best fits their specific professional aspirations. Additional resources may include special guest lecturers (i.e. Indigenous researchers, Indigenous practitioners in the field and Tribal leaders) that will engage with students in pragmatic and intellectual discussions.

B. Will concentrations be established under this degree program? ☐ Yes   X No

(Please provide additional concentration information in the curricular structure section – number 7.)

2. PROGRAM NEED

Explain why the university should offer this program (include data and discussion of the target audience and market).

The Center for Indian Education—and, by extension the School of Social Transformation (SST)—has been approached several times by tribal communities and nations both within Arizona and outside the state to create a graduate program in Indigenous education that would allow potential students to stay in their Native communities and/or jobs while earning a graduate degree. The Indigenous Education faculty at the ASU Tempe campus (in the College of Liberal Arts and Sciences) proposes an online MA degree in Indigenous Education. The goal of the degree is to provide students with advanced theoretical underpinnings and current practices in Indigenous education, strengthening their ability to work in the field of Indian Education and within tribal nations with education programs. The online program will focus on Indigenous knowledge systems, current issues in American Indian education, history of American Indian education, issues of Indigenous language and culture, American Indian education policy, American Indians in higher education, and critical Indigenous research methodologies. This is not a program that will lead to state licensure.

In an examination of similar programs across the U.S., there appear to be eight-degree programs (University of New Mexico, University of Minnesota, Lakehead University, University of Nebraska-Lincoln, Portland State University, University of Washington, University of Oregon, and University of Arizona). Three of the programs are grant-funded, dependent on soft funding with a focus on teacher preparation. Two of the programs are offered on-line (including one of the grant-funded projects). The University of Nebraska on-line program funding is for 22 students. The Lakehead University on-line program indicates that enrollment size depends on who applies and is accepted. Although other universities offer similar programs, none focuses entirely on the same academic areas of the ASU proposed Indigenous Education program as mentioned in the paragraph above. The proposed MA in Indigenous Education is

training to envision creative possibilities of Indigenous education in their own communities. The need for such trained professionals encompasses a wide range of settings within Native communities including Tribal education, K-12 schools, and Tribal governing entities. Within the state of Arizona, there are approximately 2,000 employees who are employed in tribal education departments, including over 1,000 in the Department of Diné Education.

3. IMPACT ON OTHER PROGRAMS

Attach any letters of collaboration or support from impacted programs (see checklist coversheet). Please submit as a separate document.

There is no other program at ASU focused on Indigenous Education. To an extent, the proposed online MA in Indigenous Education fills a void between masters programs offered at ASU: CLAS American Indian Studies and Mary Lou Fulton Teachers College.

a. Master of Science (MS) in American Indian Studies. CLAS MS in American Indian Studies offers four concentration options; Indigenous Rights and Social Justice, Tribal Leadership and Governance, Cultural Resource Revitalization, and Sustainability and Visual and Oral Culture. These concentrations do not focus on Indigenous Education nor are they offered in an on-line format. The Cultural Resource Revitalization and Sustainability and Visual and Oral Culture are not currently accepting applications.

b. Master of Education (MEd) and Master of Arts (MA). Mary Lou Fulton Teachers College offers master's degree options that encompass such majors as Curriculum and Instruction, Educational Leadership, Educational Policy, Educational Technology, Elementary Education, Higher and Postsecondary Education, Physical Education, Secondary Education, and Special Education. None of these options explicitly focuses on Indigenous Education.

Since the MA in Indigenous Education program is an on-line program that will not lead to state licensure, we do not anticipate a significant impact on existing programs. We foresee the typical candidate in this program as residing outside of the Valley. They are interested in seeking a graduate program without having to leave their Native communities and/or jobs to pursue a graduate degree.

Please see the Appendix II Letters of Support.

4. PROJECTED ENROLLMENT

How many new students do you anticipate enrolling in this program each year for the next five years?

Note: The Arizona Board of Regents (ABOR) requires that nine master's degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
Please utilize the following tabular format	**1st Year**	**2nd Year** (Yr. 1 continuing + new entering)	**3rd Year** (Yr. 1 & 2 continuing + new entering)	**4th Year** (Yrs. 1, 2, 3 continuing + new entering)	**5th Year** (Yrs. 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	18	27	36	45	54

5. 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

6. **STUDENT LEARNING OUTCOMES AND ASSESSMENT**
   Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE's approval of your assessment plan for this program. Visit the assessment portal at https://uoeee.asu.edu/assessment-portal or contact uoeee@asu.edu with any questions.

   See Attachment A for the assessment plan approved by UOEEE.

7. **Curricular Structure**

   A. **Curriculum Listing**

Required Core Courses for the Degree			
Prefix and Number	**Course Title**	**New Course?**	**Credit Hours**
IED 501	Critical Indigenous Research Methodologies	Yes	3
IED 502	Indigenous Knowledges in Education	Yes	3
IED 503	Current Issues in American Indian Education	Yes	3
		Section sub-total:	9
Other Required Courses			
Prefix and Number	**Course Title**	**New Course?**	**Credit Hours**
IED 510	History of American Indian Education	No	3
IED 530	Language/Literacy-Indig People	No	3
SST 520	Learning Technologies in Native Education	Yes	3
SST 530	Culture and Education	Yes	3
IED 535	Community-Based Participatory Action Research	Yes	3
		Section sub-total:	15

Research Courses			
(as deemed necessary by supervisory committee)			
Prefix and Number	**Course Title**	**New Course?**	**Credit Hours**
IED 592	Research	No	3
		Section sub-total:	3
Culminating Experience(s) *E.g. – Capstone course, portfolio, written comprehensive exam, applied project, thesis (must be 6 credit hours with oral defense)*			**Credit Hours**
IED 585	Capstone		3.0
		Section sub-total:	3
Total required credit hours			**30**

1. List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc.)**.**
2. Omnibus numbered courses cannot be used as core courses.
3. Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval. Courses that are new, but do not yet have a new number can be designated with the prefix, level of the course and X's (e.g. ENG 5XX or ENG6XX).

B. **Will concentrations be established under this degree program?** ☐ Yes ☒ No

8. **COURSES**

A. **Course Prefix(es):** Provide the following information for the proposed graduate program.

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

      Yes ☐ No ☒

   ii. If yes, complete the **Course Prefixes / Subjects Form** for each new prefix and submit it as part of this proposal submission.

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

IED 501 Critical Indigenous Research Methodologies, 3.0

This course examines research, its methods, and methodologies through an Indigenous framework. It will present different methods, their connections to various research questions, and thoughts of ways to analyze extant educational data. Additionally, it examines traditional methodologies, methodological clashes, and the insertion of Critical Indigenous Research Methodologies into the framing of the conversation. This course offers an historical overview of research in Indigenous communities.

IED 502 Indigenous Knowledges in Education, 3.0

This course will provide an overview of the literature on Indigenous knowledge systems as they tie into education as broadly defined. Specifically, the course will focus on Indigenous knowledge systems and how it encapsulates relationships (between people and each other, humans and their environment, and humans and written and oral learning), responsibility, reciprocity, and respect. The course covers both historical understandings of Indigenous

knowledge systems and the ways that these knowledge systems are currently being taken up by tribal peoples.

IED 503 Current Issues in American Indian Education, 3.0

This course focuses on issues of current relevance for Indigenous education and educators. More specifically, in the 2010s, these topics include but not limited to—early childhood education, achievement data, its collection and analyses, and role of language and culture in classrooms, higher education, Indigenous peoples and the No Child Left Behind Act, and the preparation of Indigenous educators.

IED 535 Community-Based Participatory Action Research, 3.0

This course examines the basic structures of what comprises the research paradigm called Community-Based Participatory Action Research (CBPR). CBPR is research that connects "research experts" with community members with an explicit focus on sharing power, knowledge, and ownership of data and its concomitant resources and products. The course will offer a "how-to" for students in constructing research projects utilizing this lens/framework.

IED 585 Capstone

This course allows students to build a culminating experience that reflects the breadth and depth of their MA experience and allows each student to explore a research area, interest, theme or question within Indigenous Education. Final written products will be developed individually based on consultation with faculty. Each student will have a two faculty members committee to support the capstone project.

SST 530 Culture and Education, 3.0

This course examines the relationship between local cultures, local knowledge, and education. Drawing from comparative and international education and paying particular attention to the world's most marginalized populations—Indigenous peoples—this course will explore historical trajectories of education, the global expansion of schooling, state and international education and language policies, as well as notions of local/Indigenous resistance, agency, response, and educational innovation. The course will expand our knowledge of Indigenous communities in diverse places, for example U.S. American Indian and Alaska native communities to agrarian Indigenous communities in the highland Andes and beyond. Central to our exploration will be learning the ways in which local communities redefine multiple educational contexts and processes, including formal and nonformal education structures, local educational philosophies, and pedagogies.

SST 520 Learning Technologies in Native Education, 3.0

As the internet and digital devices become more accessible in Indian country, educators are increasingly developing digital systems for formal and informal learning environments. From distance learning systems to digital language learning and apps for informal learning, this course will review types of educational technologies in different American Indian and Indigenous educational settings, highlighting the relationship between technical affordances, pedagogical approaches, and social impacts.

9. FACULTY, STAFF, AND RESOURCE REQUIREMENTS

A. Faculty

i.   **Current Faculty –** Complete the table below for all current faculty members who will teach in the program.

Name	Rank	Highest	Area of Specialization/Expertis	Estimated Level of Involvement
Bryan McKinley Jones Brayboy	President's Professor	PhD	Indigenous knowledge systems; Indigenous research methodologies; experiences of Indigenous students; staff and	25%

			faculty in higher education; education policy; educational equity and diversity; sovereignty and self-determination in Native communities; creating linguistically and culturally relevant learning environments.	
Deborah Chadwick	Sr. Research Professional	EdD	Community/tribal project partnerships, site-based programs, early childhood education/literacy, school readiness.	20%
Marisa Duarte	Assistant Professor	PhD	Informatics, Indigenous justice, communication technologies	20%
Angela Gonzales	Associate Professor	PhD	American Indian health policy, community based participatory research, American Indian health disparities	10%
Elizabeth Sumida Huaman	Assistant Professor	EdD	Indigenous out-of-school/community education and rural community schools; international and comparative Indigenous and eco-education; adult heritage language revitalization; Indigenous lands, foods and education; Indigenous and local research methodologies; Indigenous postsecondary/higher education and global education; local agricultural and ecological knowledge maintenance and recovery.	20%
K. Tsianina Lomawaima	Professor	PhD	The status of Native people as U.S. citizens and Native nations as indigenous sovereigns, the role of native nations in forging and fracturing U.S. federalism, the history of American Indian education.	25%
Jessica Solyom	Asst. Research Professor	PhD	Indigenous justice, critical research methodologies	15%
Beth Blue Swadener	Professor	PhD	Children's rights and social justice, social policy, global policies linked to local lives in sub-Saharan Africa	20%
Amanda Tachine	Post-Doctoral Research Associate	PhD	Indigenous students in higher education, Indigenous education	10%

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 members.

There are no new hires needed at this time. As the master's program grows; however, we anticipate the need for future hires.

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.

Admissions will be managed by the SST graduate director and the Center for Indian Education faculty. Collaboratively, they will ensure that the admissions and course offerings will be processed in a timely and acceptable manner.

Advising will be done by the Center for Indian Education faculty and the SST graduate advisor. No additional staff will be required for advising.

B. **Resource requirements needed 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.

A program fee proposal has been submitted which will cover the resources listed below. If the program fee is denied the cost will be covered internally at School of Social Transformation (SST) and Center for Indian Education (CIE).

The proposed MA Indigenous Education program will need:

1) Additional technology resources (i.e. computer for coordinator);

2) Additional support for faculty associates needed to fill course load of current faculty that will be teaching in the Indigenous Education MA program;

3) Additional support needed for guest lecturers that will engage with students in pragmatic and intellectual discussions (i.e. national and international Indigenous researchers, Indigenous practitioners in the field, and Tribal leaders).

APPENDIX I
OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS
(This information is used to populate the Graduate Programs Search/catalog website.)

1. **Proposed title of major:** Indigenous Education

2. **Provide a brief program description** (catalog type (i.e. will appear in Degree Search) – no more than 150 words)**:**

   The MA degree in Indigenous Education (IED) will provide students with advanced training in research, theory, and practice related to both Indigenous education as broadly defined as well as the process of schooling. The primary audience for this degree are those working in Indian Education, for tribal nations with education programs, and those interested in Indigenous education. Because the Center for Indian Education is housed in the School of Social Transformation with faculty that collaborate with colleagues nationally, internationally, and across ASU campuses, students will have access to a wealth of additional resources at the master's level, which will allow them to develop a final project that best fits their specific professional aspirations.

3. **Marketing text:** Whether you are an experienced educator working in tribal communities or new to exploring the topic, the Master of Arts in Indigenous Education will help you create practical solutions. Our researchers and students work collaboratively with Native communities, and contribute to the advancement of new knowledge, practice, and policy in American Indian/Indigenous education.

4. **Campus(es) where program will be offered:**
   ASU Online curriculum consists of courses that have no face-to-face content. iCourses are online courses for students in on-campus programs. iCourses may be included in a program, but may not comprise the entirety of a program. On-campus programs must have some face-to-face content.
   Note: Office of the Provost approval is needed for ASU Online campus options.

   ☒   ASU Online only (all courses online and managed by ASU Online)

   All other campus or location options (please select all that apply):

   ☐ Downtown Phoenix   ☐ Polytechnic   ☐ Tempe   ☐ West   ☐ Other:

   ☐ **Both** on-campus **and** ☐ ASU Online* **-** (check applicable campus(es) from options listed above)

   Note: Once students elect a campus or Online option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

5. **Admission Requirements:**

   Applicants must fulfill the requirements of both the Graduate College and the College of Liberal Arts and Sciences.

   Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in a related field such as history, education, anthropology, sociology, ethnic studies, justice studies, or political science, from a regionally accredited institution.

   Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program.

   Applicants are required to submit:
   1. Graduate admission application and application fee
   2. official transcripts
   3. letter of intent/written statement
   4. example of writing
   5. professional resume
   6. three letters of recommendation
   7. Proof of English proficiency

Additional Application Information

Applicants whose native language is not English (regardless of current residency) must provide proof of English proficiency.

A selection committee, comprised of faculty members will choose candidates based on application materials and applicants ability to succeed.

6. **Application Review Terms (if applicable session):**

Indicate the first term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time.
Note: It is the academic unit's responsibility to display program deadline dates on their website.

Terms	Years	University Late Fee Deadline
☒ Fall (regular) ☐ Session B	(year): 2018 (year):	July 1st October 1st
☒ Spring (regular) ☐ Session B	(year): 2019 (year):	December 1st February 8th
☐ Summer (regular) ☐ Summer B	(year): (year):	May 14th May 14th
Note: Session B is only available for approved online programs.		

Program admission deadlines website address: https://sst.clas.asu.edu/degrees/grad

7. **Curricular Requirements:**

Curricular Structure Breakdown for the Academic Catalog:
(To be completed by Graduate College)

Required Core (9.0 credit hours)
Other Required Courses (15 credit hours)
Research (3 credit hours)
Culminating Experience (3.0 credit hours)

8. **Comprehensive Exams:**

Master's Comprehensive Exam (when applicable), please select from the appropriate option.

N/A

9. **Allow 400-level courses:**   ☐ **Yes**   ☒ **No**

Note: No more than 6 credit hours of 400-level coursework may be included on a graduate student plan of study.

10. **Committee:**

Required number of thesis committee members (must be at least 3 including chair or co-chairs): N/A

Required number of non-thesis option committee members (must be a minimum of one): 2

11. Keywords: List all keywords that could be used to search for this program. Keywords should be specific to the proposed program – limit 10 keywords.

Indigenous education, Indigenous knowledge systems, Indian education policy, American Indian

schooling

12. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.

☐	Architecture & Construction	☐	Interdisciplinary Studies
☐	Arts	☐	Law & Justice
☐	Business	☐	Mathematics
☐	Communication & Media	☐	Psychology
☒	Education & Teaching	☐	STEM
☐	Engineering & Technology	☐	Science
☐	Entrepreneurship	☐	Social and Behavioral Sciences
☐	Health & Wellness	☐	Sustainability
☐	Humanities		

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

☐	Architecture & Construction	☐	Interdisciplinary Studies
☐	Arts	☐	Law & Justice
☐	Business	☐	Mathematics
☐	Communications & Media	☐	Psychology
☐	Education & Teaching	☐	STEM
☐	Engineering & Technology	☐	Science
☐	Entrepreneurship	☒	Social and Behavioral Sciences
☐	Health & Wellness	☐	Sustainability
☐	Humanities		

13. Contact and Support Information:

Office Location (Building Code & Room):	Payne Hall (EDB) Room 302
Campus Telephone Number: (may not be an individual's number)	480-965-7682
Program Email Address: (may not be an individual's email)	sstgraduate@asu.edu
Program Website Address: (if one is not yet created, use unit website until one can be established)	https://sst.clas.asu.edu/degrees/grad
Program Director (Name):	Bryan Brayboy
Program Director (ASURITE):	bbrayboy
Program Support Staff (Name):	Brianna Casillas
Program Support Staff (ASURITE):	bcasilla
Admissions Contact (Name):	Brianna Casillas
Admissions Contact (ASURITE):	bcasilla

14. Application and iPOS Recommendations:

List the Faculty and Staff who will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

NAME	ASURITE	ADMSN	POS
Brianna Casillas	bcasilla	Yes	Yes
Bryan Brayboy	bbrayboy	Yes	Yes
Tsianina Lomawaima	lomawaim	Yes	Yes

Deborah Chadwick	dchadwic	Yes	Yes

APPENDIX II

LETTERS OF SUPPORT

College of Liberal Arts and Sciences – Official Submission

From: Paul LePore [mailto:Paul.Lepore@asu.edu]
Sent: Wednesday, September 20, 2017 9:09 AM
To: curriculumplanning@asu.edu
Cc: Jenny Smith <jenny.smith@asu.edu>; Paul LePore <Paul.Lepore@asu.edu>; P.F. Lengel <PFLengel@asu.edu>
Subject: Proposal to Establish a New ASU Online Master of Arts in Indigenous Education

Please accept the attached proposal to establish a new ASU Online Master of Arts in Indigenous Education.

Thank you,
PL

PAUL C. LEPORE, Ph.D.
Associate Dean
College of Liberal Arts and Sciences
Foundation Building, Suite 110
Arizona State University | P.O. Box 876605 | Tempe, Arizona 85287-6605
480.965.6506 | Fax: 480.965.2110 | e-mail: paul.lepore@asu.edu

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

American Indian Studies

ASU AMERICAN INDIAN STUDIES

ARIZONA STATE UNIVERSITY

January 31, 2017

Dear Drs. Moore and Brayboy,

On behalf of American Indian Studies, I am writing this letter in support of the School of Social Transformation's proposed online master's degree program in Indigenous Education. This initiative promise to fill a big void in Indian education.

Please let me know if I may be of further assistance to you regarding this matter.

Sincerely,

James Riding In, PhD
Interim Director

Mary Lou Fulton Teachers College

January 25, 2017

To Whom It May Concern:

The Mary Lou Fulton Teachers College fully supports The School of Social
Transformation/Center for Indian Education's planning of an on-line MA degree in Indigenous
Education, through the College of Liberal Arts and Sciences. We feel that this program will be
advantageous to the surrounding community and provide much needed support to educators and
others who work with indigenous populations.

Sincerely,

Carole G. Basile, Dean

January 11, 2017

Elsie Moore, Professor and Director
School of Social Transformation
College of Liberal Arts and Sciences
Arizona State University

Re: Master of Arts degree in Indigenous Education

Dear Professor Moore:

The Sandra Day O'Connor College of Law at Arizona State University has reviewed the
proposal for a new, on-line Master of Arts degree in Indigenous Education by the School of
Social Transformation and Center for Indian Education. This new degree, to be offered through
the College of Liberal Arts and Sciences, would fulfill a need in Native communities and would,
we believe, compliment the work we do in our Indian Legal Program. We therefore fully
support the creation of this new master's degree.

Thank you for sharing this proposal, and best of luck in implementing this new degree.

Sincerely,

Douglas J. Sylvester
Dean and Professor of Law

Office of the Dean

Beus Center for Law and Society
111 E. Taylor Street
Phoenix, AZ 85004-4467

p: 480-965-6188| f: 480-965-6521
web: law.asu.edu

College of Public Service & Community Solutions

January 23, 2017

Elsie Moore, Professor and Director
School of Social Transformation
College of Liberal Arts and Sciences
Arizona State University
Tempe, AZ

Dear Professor Moore,

This letter is to confirm support from the College of Public Service & Community Solutions for the proposed online MA in Indigenous Education degree to be offered by the School of Social Transformation. We wish you success with your new program.

Sincerely,

Kathleen Andereck, Ph.D.
Director of Curricular Initiatives
College of Public Service & Community Solutions

Office of the Dean
Mail code 3520, 411 N. Central Ave., Suite 750, Phoenix, AZ 85004-2163
(602) 496-0600   FAX (602) 496-0955
publicservice.asu.edu

Request to implement a new master's degree program   10-27-16   Page 19 of 21

School of Historical, Philosophical & Religious Studies

May 24, 2017

Elsie Moore, Professor and Director
School of Social Transformation
College of Liberal Arts and Sciences
Arizona State University

Re: Master of Arts degree in Indigenous Education

Dear Professor Moore,

This letter is to confirm support from the School of Historical, Philosophical, and Religious Studies for the School of Social Transformation's proposed online MA degree in Indigenous Education. I see no conflict with our online History MA degree and wish you success with your new program.

Sincerely,

Matthew Delmont
Professor and Director
School of Historical, Philosophical and Religious Studies
College of Liberal Arts and Sciences
Arizona State University

ASU Online/EdPlus - Support

ASU EdPlus
Arizona State University

EdPlus
1365 N Scottsdale Rd. | Skysong 200 | Scottsdale, AZ 85257
p: (480) 884-1525 **email:** asuonline@asu.edu **web:** www.edplus.asu.edu

November 16, 2017

Elsie Moore, Professor and Director
School of Social Transformation
College of Liberal Arts and Sciences
Arizona State University

Re: Master of Arts degree in Indigenous Education

Dear Professor Moore,

This letter is to confirm support from EdPlus at ASU for the School of Social Transformation's proposed online MA degree in Indigenous Education. I look forward to finding ways to work with you to make this program a success.
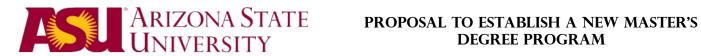
Sincerely,

Philip Regier
University Dean for Educational Initiatives and CEO
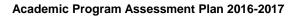EdPlus at ASU
Arizona State University

Attachment A

MA in Indigenous Education - Assessment Plan

Date:	11/27/2017	Program Name:	MA in Indigenous Education	Status:	UOEEE Provisional Approval

Comment

Assessment Plan	
Outcome 1:	Students graduating from the MA in Indigenous Education program will appraise and compose the parallels of historical Indigenous education and current schooling for American Indian students; using an evidence based approach to support their case.
Measure 1.1	Reflective essay assessments and research papers in IED 510 History of American Indian Education and IED 503 Current Issues in American Indian Education.
Performance Criterion 1.1	90% or more of students will earn a grade of B or higher on the reflective essay and research papers.
Measure 1.2	Written op-ed publishable piece on a current educational topic related to American Indians/Indigenous peoples, assessed by faculty members.
Performance Criterion 1.2	80% or more of students will have an op-ed published.
Measure 1.3	Integration of knowledge and learning (scholarship) as demonstrated in IED 535 final project of critical analyses of Community-Based Participatory Research (CBPR); IED 501 statement of personal philosophy; IED 502 policy paper/white paper; SST 520 learning and technologies in Native education final project.
Performance Criterion 1.3	90% or more of students will earn a grade of "B" or better on final projects including critical analyses of CBPR, statement of philosophy, policy paper/white paper, and technologies in Native education
Outcome 2:	Students graduating from the MA in Indigenous Education program will be able to articulate the contradictions and complexities between Western schooling and Indigenous educational processes for Native nations.
Measure 2.1	Lead class discussion and final project: Infographic/presentation in SST 530 Culture and Education.
Performance Criterion 2.1	90% or more of students will complete requirement with a grade of "B" or better.
Measure 2.2	Written assignments throughout the degree program will demonstrate knowledge of contradictions between Western schooling and Indigenous educational processes in IED 502 Indigenous Knowledges in Education, IED 503 Current Issues in American Indian Education, and IED 510 History of American Indian Education.
Performance Criterion 2.2	90% or more students will earn a grade of "B" or better on weekly reflective essays.
Measure 2.3	
Performance Criterion 2.3	
Outcome 3:	Students graduating from the MA Indigenous Education program will be able to analyze research methods and methodologies through an Indigenous framework and compose their own research methodologies.
Measure 3.1	Written statement paper of students own research philosophy and vision for their own research methodologies in IED 501 Critical Indigenous Research Methodologies. The statement paper will be measured/evaluated using a rubric.
Performance Criterion 3.1	90% or more students will earn a grade of "B" or better on their final research philosophy and research methodologies
Measure 3.2	Students will develop a written plan for contextualizing and conducting research for a Capstone project. The performance will be measured/evaluated in IED 535 Community-Based Participatory Action Research.
Performance Criterion 3.2	90% or more of students will earn a grade of ?B? or better.
Measure 3.3	

If you have questions, please e-mail assessment@asu.edu or call UOEEE at

Performance Criterion 3.3

Outcome 4:	Students graduating from the MA in Indigenous Education program will design and articulate Indigenous knowledge system(s), as it relates to education and schooling in Indian country
Measure 4.1	Written research paper/policy paper. The performance will be measured/evaluated using a rubric in IED 502 Indigenous Knowledges in Education.
Performance Criterion 4.1	90% or more students earning a grade of "B" or better.
Measure 4.2	Final capstone project in IED 585 Capstone course on a topic of student interest that builds on core ideas addressed in the Indigenous education program and demonstrates core analytic and research skills.
Performance Criterion 4.2	90% or more students earning a grade of "B" or better on their final capstone project
Measure 4.3	
Performance Criterion 4.3	
Outcome 5:	
Measure 5.1	
Performance Criterion 5.1	
Measure 5.2	
Performance Criterion 5.2	
Measure 5.3	
Performance Criterion 5.3	