Arizona State University vigorously pursues Affirmative Action and Equal Opportunity in its employment, activities, and programs.

**Contact the School of Social Transformation**

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**Mailing address:** P.O. Box 876403 Tempe, AZ 85287-6403  
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**Indigenous Education MA Web page:** [https://sst.clas.asu.edu/degrees/grad/indigenous-education-ma](https://sst.clas.asu.edu/degrees/grad/indigenous-education-ma)  
**School Website:** [https://sst.clas.asu.edu/](https://sst.clas.asu.edu/)  
**College of Liberal Arts and Sciences:** [https://clas.asu.edu/](https://clas.asu.edu/)  
**ASU Graduate College:** [https://graduate.asu.edu/](https://graduate.asu.edu/)

*Please consult with the Graduate Coordinator, Graduate Director and/or the Graduate College to ensure accurate application of these policies and procedures. Revised August 28, 2018*
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INTRODUCTION

The MA in Indigenous Education is a 30-credit hour 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 is 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 colleague’s 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.

This handbook provides an overview of the Master of Arts (M.A.) in Indigenous Education. However, it is not an official document or contract of Arizona State University and does not replace the policies and procedures established by the Graduate College. Please consult your Indigenous Education Graduate Director, SST Graduate Coordinator, and/or the official Graduate College policies and procedures.

The most current IED MA Handbook can be found on the School of Social Transformation’s website. Versions from previous years are kept on file with the Graduate Coordinator and can be obtained by request.

ADMISSION

Admission to the Online MA in Indigenous Education requires the submission of all application materials cited in the Graduate Catalog and the School of Social Transformation webpage. Applicants are expected to meet GPA requirements established by the Graduate College. The Graduate application can be found here: https://webapp4.asu.edu/dgsadmissions/Index.jsp

Application Deadlines

Applications are accepted for enrollment in fall and spring semesters, according to the following schedule:

- Fall Enrollment: Priority – Dec. 15th Final – Aug. 1st

Application Requirements and Procedures

In addition to the application form and materials required by the Graduate College, including official transcripts and official TOEFL test results for international applicants (please see
applicants must have a 3.0 undergraduate GPA for admission to the IED MA program.

The following information must be submitted for the supplemental application to the Online Indigenous Education MA program. Application webpage found here: https://webapp4.asu.edu/dgsadmissions/Index.jsp

All materials must be submitted online via the Graduate College by the deadlines as described on page 4 of this Handbook and posted on the program website. Official transcripts must be mailed to the ASU Graduate Admissions office.

Required Materials:
1. Graduate Admission Services Application
2. Non-refundable application fee
3. Letter of intent/personal statement: should be 1-2 pages in length
4. Writing Sample: 7-10 pages. This can be a research report, white paper, policy paper, program assessment, or paper from a recent academic course. Your writing sample should reflect your writing ability and critical thinking skills.
5. Professional resume or curriculum vitae
6. Three letters of recommendation from recommenders who can speak to your strengths and weaknesses for graduate study, intellectual ability, and other relevant accomplishments that highlight your ability to complete a graduate degree. Academic references are preferred.
7. Official copies of transcripts from all college and universities where you have earned a bachelor’s and/or master’s degree

Students whose native language is not English must meet ASU’s English proficiency requirements. Guidelines for proof of English Proficiency can be found here: https://international.asu.edu/graduate/proficiency

GRE or other official test scores are not required for this program.

The IED MA Graduate Committee will review and make recommendations for admission or denial, which will be forwarded to the Graduate College. Only complete applications with all required materials submitted will be reviewed.

Prerequisites, Transfer Credit, and Preadmission Credit
The IED MA program does not have any required prerequisite coursework other than the requirements listed for the online supplemental application. As each course has been specifically designed for this plan of study, the program will not accept any transfer credits from other universities. Students are allowed up to 6 credits maximum of pre-admission credit, provided the prior credits were taken as a non-degree seeking ASU student before officially being accepted to the program.

The School of Social Transformation expects its graduate students to maintain high academic standards. Students who are not making satisfactory progress may, upon the Director’s recommendation be withdrawn from the program by the Dean of the Graduate College.

Tuition and Fees
Tuition is set by ASU and the Arizona Board of Regents each year. You can see the general tuition and fees schedule at https://catalog.asu.edu/tuitionandfees, or calculate a more specific estimate of charges using the ASU Tuition Estimator https://students.asu.edu/tuition. Most online courses carry mandatory fees in addition
to the tuition and other university fees. Course fees for the Online MA in Indigenous Education is set at $40 per credit.

I.Ed. M.A. CURRICULUM

The curriculum consists of three core courses, which are the theoretical foundational courses for this M.A. program. Additionally, there are five required courses, which enable students to gain expertise in substantive areas of research. Students complete the degree with a culminating experience that reflects the breadth and depth of the M.A. experience and allows each student to explore a research area, interest, theme or questions within Indigenous Education. M.A. students are required to complete 30 credit hours as detailed below.

<table>
<thead>
<tr>
<th>Curriculum Structure</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Core Courses</td>
<td></td>
</tr>
<tr>
<td>• IED 501 - Critical Indigenous Research Methodologies</td>
<td>9 hours</td>
</tr>
<tr>
<td>• IED 502 - Indigenous Knowledges in Education</td>
<td></td>
</tr>
<tr>
<td>• IED 503 - Current Issues in American Indian Education</td>
<td></td>
</tr>
<tr>
<td>Five Required Courses</td>
<td></td>
</tr>
<tr>
<td>• IED 510 - History of American Indian Education</td>
<td>15 hours</td>
</tr>
<tr>
<td>• IED 530 - Language/Literacy of Indigenous Peoples</td>
<td></td>
</tr>
<tr>
<td>• SST 520 - Learning Technologies in Native Education</td>
<td></td>
</tr>
<tr>
<td>• SST 530 - Culture and Education</td>
<td></td>
</tr>
<tr>
<td>• IED 535 - Community-Based Participatory Action Research</td>
<td></td>
</tr>
<tr>
<td>Research Course</td>
<td></td>
</tr>
<tr>
<td>• IED 592 - Research</td>
<td></td>
</tr>
<tr>
<td>Culminating Experience</td>
<td></td>
</tr>
<tr>
<td>• IED 585 – Capstone (Applied Project)</td>
<td>6 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

Course Descriptions

M.A. students must earn a grade of B or better in each course.

IED 501 - Critical Indigenous Research Methodologies: 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: 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: This course is designed to examine current issues facing American Indian student academic achievement and their path to higher education in the United States. The focus will center on how structural and systematic dynamics influence American Indian education.
Students will be exposed to literature and engage in discussions that will allow them to analyze how policy, practice, and lived-experiences shape American Indian education.

**IED 510 - History of American Indian Education:** This course presents a survey of education from multiple perspectives: from the perspectives of Native educational theories and practices—education BY Native peoples; from the perspectives of colonial systems of schooling, imposed education developed FOR native peoples; from the perspectives of the U.S. seeking to contain Indian individuals within a category of wards-masked-as-citizens and to contain Native nations within a category of domestic-dependent-masked-as-self-determining sovereign.

**IED 530 - Language/Literacy of Indigenous Peoples:** The role of language and culture in the education and schooling of Indigenous people has long been a topic of interest. This course explores the ways in which language and culture have been addressed by communities and federal government and the issues that continue to impact Indigenous peoples worldwide. Topics in this course include identity formation, research in American Indian/Indigenous communities and schools, language acquisition and literacy development, and the loss and renewal of Native languages. Current models and approaches for Indigenous language maintenance and revitalization and their challenges will be discussed.

**IED 535 - Community-Based Participatory Action Research:** 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 592 - Research:** This course is an independent study in which the student, under the supervision of a faculty member, conduct research in an area of interest, theme or question within Indigenous Education. During the course, the student will prepare a proposal for their Capstone, which will include a problem statement, project design, and literature review. The Capstone proposal must be completed and approved by a faculty member prior to the beginning of IED 585.

**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. (See page 10 for more details about the Capstone/Applied Project.)

**SST 520 - Learning Technologies in Native Education:** 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. At the end of this course, students will be able to: 1) Understand how technical affordances shape learning in face-to-face and online environments; 2) Describe the relationship between digital learning tools and curricular and programmatic objectives; and 3) Describe and propose the basic limitations and possibilities of types of educational technologies for specific American Indian and Indigenous educational settings.

**SST 530 - Culture and Education:** 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. Additionally, 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. Three major sections comprise the course: 1) Patterns in education and language policy for historically underrepresented and underserved populations; 2) The role of families, communities, and local and place-based pedagogies; and 3) alternative models of education towards social transformation.

Sample M.A. Course Schedule
The M.A. degree is typically completed in four- five semesters, two courses are only offered in the summer term so at least 1 summer session is mandatory for program completion. All work toward the M.A. must be completed within six consecutive years; the clock begins with the semester and year of admission to the program. Below is a recommended plan of study for an M.A. student:

Schedule for part-time students beginning their program in the Fall term:

*Courses must be taken in this order

<table>
<thead>
<tr>
<th>Term</th>
<th>Session</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Session A</td>
<td>IED 510: History of American Indian Education</td>
</tr>
<tr>
<td></td>
<td>Session B</td>
<td>IED 535: Community-Based Participatory Action Research</td>
</tr>
<tr>
<td>Spring</td>
<td>Session A</td>
<td>IED 502: Indigenous Knowledges in Education</td>
</tr>
<tr>
<td></td>
<td>Session B</td>
<td>IED 503: Current Issues in American Indian Education</td>
</tr>
<tr>
<td>Summer</td>
<td>Session A</td>
<td>IED 530: Language/Literacy of Indigenous Peoples</td>
</tr>
<tr>
<td></td>
<td>Session B</td>
<td>IED 501: Critical Indigenous Research methodologies</td>
</tr>
<tr>
<td>Fall</td>
<td>Session A</td>
<td>SST 530: Culture and Education</td>
</tr>
<tr>
<td></td>
<td>Session B</td>
<td>SST 520: Learning Technologies in Native Education</td>
</tr>
<tr>
<td>Spring</td>
<td>Session A</td>
<td>IED 592: Research</td>
</tr>
<tr>
<td></td>
<td>Session B</td>
<td>IED 585: Capstone</td>
</tr>
</tbody>
</table>

Schedule for part-time students beginning their program in the Spring term:

*Courses must be taken in this order

<table>
<thead>
<tr>
<th>Term</th>
<th>Session</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Session A</td>
<td>IED 502: Indigenous Knowledges in Education</td>
</tr>
<tr>
<td></td>
<td>Session B</td>
<td>IED 503: Current Issues in American Indian Education</td>
</tr>
<tr>
<td>Summer</td>
<td>Session A</td>
<td>IED 530: Language/Literacy of Indigenous Peoples</td>
</tr>
<tr>
<td></td>
<td>Session B</td>
<td>IED 501: Critical Indigenous Research methodologies</td>
</tr>
<tr>
<td>Fall</td>
<td>Session A</td>
<td>IED 510: History of American Indian Education</td>
</tr>
<tr>
<td></td>
<td>Session B</td>
<td>IED 535: Community-Based Participatory Action Research</td>
</tr>
<tr>
<td>Spring</td>
<td>Session A</td>
<td>SST 530: Culture and Education</td>
</tr>
<tr>
<td></td>
<td>Session B</td>
<td>SST 520: Learning Technologies in Native Education</td>
</tr>
<tr>
<td>Summer</td>
<td>Session A</td>
<td>IED 592: Research</td>
</tr>
<tr>
<td>Or</td>
<td>Session B</td>
<td>IED 585: Capstone</td>
</tr>
<tr>
<td>Fall</td>
<td>Session B</td>
<td>IED 585: Capstone</td>
</tr>
</tbody>
</table>
Faculty Advisors
Upon entrance into the program, the IED Graduate Director will provide guidance on course selection and other relevant matters. The IED Graduate Director along with SST Graduate Coordinator oversees and approves the plan of study (iPOS). Students will identify two-faculty Capstone/Applied Project committee members. The faculty committee consists of a chair and one other faculty member, serving as a second reader. The chair must be faculty of the School of Social Transformation.

Interactive Plan of Study (iPOS)
The Plan of Study (iPOS) is a record of a student’s completed and anticipated coursework and serves as a contract between the student and the Graduate College. Students should work with their advisors in deciding on their courses from the beginning of their graduate career. Having an iPOS helps to eliminate problems should the student change advisors/chairs at any point.
The Plan of Study must be filled out online in the first semester, please make an appointment with the Graduate Programs Coordinator, Ms. Montemayor to complete this task if you have questions. Students will fill out their iPOS before they have taken all their courses, and because they cannot know what courses will be offered in future years, students should make reasonable approximations (in consultation with advisors) of the courses they plan to take.

The iPOS should include courses to satisfy all of the program requirements (see “Typical Plan of Study”). Please make use of both the “Typical Plan of Study” and the program check sheets to ensure that you have completed, or plan to complete, all of the requirements for the degree. Students are encouraged to share this check sheet with their advisor. If the plan of study does not fulfill the degree requirements, it will not be approved at the program level. A preliminary iPOS is first approved by the student’s Committee Chair (Temporary Advisor or Faculty Advisor) The draft is then reviewed by the graduate coordinator and the ADG, before the end of the first semester. Finally, the iPOS is submitted electronically to The Graduate College for final approval. The graduate coordinator will help ensure proper on-line entry and submission of the iPOS.

For M.A. students, the iPOS must be finalized before a student begins the second year of enrollment or before completing 50% of the required 30 hours (i.e. before completing 15 credit hours).

Changes to the iPOS may be requested after it has been filed, it is recommended that student update their iPOS at the end of the academic year. Petitions for changes are subject to the approval of the student’s advisor, the ADG, and the Graduate College. Please update the iPOS regularly, so that listing of courses is accurate and complete.

Graduate courses taken prior to admission to the M.A. that are included on the iPOS must have been completed within three years of the semester and year of admission to the program. Students need to let the Graduate Coordinator know if they have applicable preadmission credits they would like to apply to their program of study ahead of time. Course substitutions are generally not permitted for this program and the IED MA Graduate Committee allows a max of 6 pre-admission credits.

Changes in Plan of Study
Necessary changes can be initiated and petitioned by the student. The changes must be pre-approved by the Graduate Coordinator and the Graduate College. Students should be aware that changes to the Plan of Study can extend the time a student is in the program, impact ability to qualify for financial aid, or both. Should any detours be made to the provided schedule, students must reach out to the IED Graduate Director to address what actions are needed to get their program back on track.

Capstone Overview
The Capstone is an applied project that allows students to build a culminating experience, which reflects the breadth and depth of their MA experience. It also allows each student to explore a research area, interest, theme or question within Indigenous education. The applied project typically consists of a study (often a participatory action research project) with applied results that can contribute to the improvement of Indigenous education. The applied project could assist the needs of an existing organization, but it could also be a response to solve a problem identified by the student, without necessarily being connected to a specific organization.

The applied project should identify the problem to be addressed, and include a brief literature review on the topic, an analysis of the situation, and conclude with recommendations. The output of the applied project could be a report, but it could also be a video, a curriculum proposal, an evaluation, a website, or other...
formats. For written reports, the estimated length of the applied project is around 7,500-10,000 words. Final products will be developed individually based on consultation with faculty. Each student will have a two-faculty member committee to support the capstone project. The faculty committee consists of a chair and one other faculty member, serving as a second reader. The chair must be faculty of the School of Social Transformation.

When the faculty chair is satisfied with the progress of the applied project, the student should contact the Graduation section in the Registrar’s office to apply for graduation. See the academic calendar for specific deadline date to apply for graduation. (https://students.asu.edu/academic-calendar) This should be done well in advance of the defense. A Zoom meeting will be scheduled for the student to present and defend the applied project in an oral examination, attended by the chair and committee member(s). The defense is not publicized and The Graduate College does not require format. The student is not required to submit any form to the Graduate College. After the defense, the committee members and the Indigenous Education Graduate Director will sign the internal form (Indigenous Education Report of Final Master’s Applied Project). The chair will then give the form to the Indigenous Education Graduate Director and approve the posting of a letter grade for the applied project. Students must earn a grade of “B” or higher to pass the Applied Project requirement.

**GRADUATE STUDENT EXPECTATIONS POLICIES AND PROCEDURES**

Graduate students are responsible for familiarizing themselves with all university and graduate policies and procedures. Each student should also communicate directly with their academic unit to be clear on its expectations for degree completion. Students should check in with their academic advisor at least once a semester to make sure they are on track for successful completion of their degree.

Information is provided to students via MyASU. Students should frequently check their MyASU account for the most up-to-date information regarding their status, holds, items to attend to and other important information. As most information will be sent to student’s ASU email account, please ensure that those emails are received effectively, or that they are forwarded to an email address that is regularly checked.

The Graduate College Policies and Procedures found here: https://graduate.asu.edu/sites/default/files/asu-graduate-policies-and-procedures_032019_0.pdf

**Enrollment and Tuition Deadlines**

Graduate students register through MyASU per their enrollment appointment. Details regarding registration and course drop/add procedures are provided in the Registration and Tuition Payment Guide. https://students.asu.edu/registration-and-tuition-payment-guides

**Continuous Enrollment**

All graduate students enrolled in the Online Master’s program must be registered for a minimum of one hour of appropriate graduate level credit in the department/school in which they are pursuing their degree program. According to Graduate College Policy, admitted graduate students are required to be registered for a minimum of one credit hour during all phases of their graduate education. Registration for every fall semester and spring semester is required.

Graduate students planning to discontinue registration for one semester or more must submit a Request to Maintain Continuous Enrollment form. This request must be submitted and approved before the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program. Students who do not register for a
fall or spring semester without an approved Request are considered withdrawn from the university under the assumption that they have decided to discontinue their program. Students removed for this reason may reapply for admission by submitting a new application to resume their degree program; the application will be considered along with all other new applications to the degree program. Students should refer to the official ASU Graduate Policies and Procedures https://graduate.asu.edu/sites/default/files/maintain-continuous-enrollment-masters-certificate.pdf document for details.

There are times when unfortunate circumstances necessitate a student withdraw from the university (i.e. medical withdrawal, compassionate leave). The policies for such withdrawals are the same for both undergraduate and graduate students. Students are encouraged to reach out to their Graduate Coordinator for guidance on any type of withdrawal. Information on The College policies and procedures for medical and compassionate withdrawals are listed at the following location: https://clas.asu.edu/resources/medical-withdrawal.

**Leave of Absence (LOA):**

**If a Plan of Study needs to be interrupted for one semester, the student must apply for Leave Status with The Graduate College before the beginning of the semester.** Graduate students who do not obtain an approved Leave of Absence (LOA) prior to the start of the semester, and do not register for classes, will be dropped from the program and are required to submit a new degree application to re-enter their program. The department will have the opportunity to make a recommendation on these applications. Graduate students planning to discontinue registration must submit a request for a LOA via their iPOS. This request must be submitted and approved before the anticipated semester of non-registration.

**Deadline for Degree Completion**
The Graduate College requires all work towards a master’s degree be completed within six consecutive years.

**Academic Standards and Progress**
The School of Social Transformation, and the ASU Graduate College, expects its graduate students to maintain high academic standards. Students who are not making satisfactory progress may, upon the recommendation of the School’s Director, be withdrawn from the program by the Dean of the Graduate College.

**GPA and Academic Probation**
Graduate students must maintain a minimum 3.00 grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPA’s (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA)

1. The iPOS GPA is calculated on all courses that appear on the student’s approved iPOS (with the exception of LAW and Transfer credits)
2. Cumulative ASU GPA represents all courses completed at ASU during the graduate career.
3. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor’s/master’s program.

Courses with grades of “B-” or lower cannot appear on the iPOS but will be included when calculating the Graduate GPA. Courses with an “I” grade cannot appear on the iPOS.

A student whose GPA falls below 3.00 will be notified in writing that they will be placed on probationary status. While on probationary status, the student must take no fewer than nine credit hours within two consecutive semesters immediately following placement on probationary status. The nine credit hours will be
determined after consulting with the Graduate Director and obtaining approval from the student’s faculty chair. If the student does not attain a 3.0 GPA minimum after taking nine credit hours, the student will be notified in writing that the program will recommend their dismissal to the Graduate College.

Final Grade Requirements and Repeating Courses
Students must earn a grade of “B” or higher in all the required IED MA core courses and required courses. A student who earns a grade below “B” (3.00) in a core course or required course must retake that course and earn a grade of “B” (3.00) or higher. If a failing grade is received, the student is automatically considered to be on academic probation. They may retake the course one additional time when it is offered again. Should the student receive a failing grade on their second attempt, the student will be notified in writing that the program will recommend their dismissal to the Graduate College. Students are permitted to submit an appeal to the academic unit for this policy. Students may reach out to the Graduate Coordinator for any questions on the process.

It is an expectation that students successfully complete the capstone course in the semester they pursue the required capstone credits. No final grades of incomplete “I” or continuing “Z” will be allowed for the capstone course. Students must receive a grade of “B” or better to pass. If a failing grade is received, the student is automatically considered to be on academic probation. They may retake the course one additional time when it is offered again. Should the student receive a failing grade on their second attempt, the student will be notified in writing that the program will recommend their dismissal to the Graduate College. Should a student wish to appeal this decision, they should reach out to the Graduate Coordinator for any questions on the process.

Graded and Ungraded Graduate Courses
Courses, which involve classroom instruction, may be taken for a letter grade (A, B, C, D, E) or for a grade of “Y” (pass). Courses such as internships, reading and conference hours, and research hours, are generally recorded as a grade of “Y” for “pass.” Theses/Dissertation hours are also recorded as a grade of “Y” for “pass.”

Academic (Grade) Grievance
Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless of whether the student is enrolled at the university. Full procedure can be found here: https://clas.asu.edu/resources/academic-grievance

Incomplete
Incomplete for courses are discouraged. However, if a student should receive an incomplete, the work for that course must be completed within one calendar year. It is a student’s responsibility to ensure that the grade is updated before that deadline is enforced. Check the Graduate College policies and procedures for additional information. No more than two incompletes are allowed in a one-year period for this program. Should a student’s number of incompletes exceed that count, they will be notified in writing that the program will recommend their dismissal to the Graduate College. Should a student wish to appeal this decision, they should reach out to the Graduate Coordinator for any questions on the process.

Yearly Progress Report
All students in this program will complete the MA in Indigenous Education Student Progress Report form by the end of their second and fourth semesters. The form includes two parts, Part I focuses on activities and progress during the current academic year and Part II focuses on plans for the upcoming academic year. The completed form will be forwarded to the supervisory committee (Indigenous Education Graduate Director, Advisor/Committee Chair and Graduate Programs Student Services Support Coordinator) for review. After
completing the form, students will contact the Indigenous Education Graduate Director to schedule a meeting to discuss progress in the program and plans for completion of the degree.

**Professional Conduct**

Beyond maintaining high academic standards, IED MA students are expected to demonstrate the necessary qualifications for successful professional performance, including, but not limited to: sound mental health, interpersonal skills, basic communication skills, and appropriate professional conduct.

The Online Graduate Committee reserves the right to review any IED MA graduate student at any time who demonstrates behaviors or characteristics that make it questionable that they can succeed in the profession. The committee’s review may result in a decision to disqualify the student or the specification of conditions under which continued participation is permitted (e.g. probation). Students who wish to appeal the decision of the IED MA Graduate Committee may do so in writing to the Director of the School of Social Transformation. In this circumstance, the IED Graduate Director/School Director will review student appeals.

**Academic Integrity & Dishonesty**

The highest standards of academic integrity and compliance with the university’s Student Code of Conduct are expected of all graduate students in academic coursework and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university. Violations of academic integrity include, but are not limited to: cheating, fabrication of data, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and that each student assumes personal responsibility in their work.

https://graduate.asu.edu/current-students/policies-forms-and-deadlines/academic-integrity
https://eoss.asu.edu/dos/srr/codeofconduct

**Policy Against Threatening Behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

**Sexual Harassment and Violence**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/.
RESOURCES & STUDENT SUPPORT SERVICES

ASU Library
The ASU Library system has over 3 million volumes and comfortably supports teaching and research for both students and faculty. Reflecting its recent emphasis on shifting to electronic content, ASU Library has aggressively licensed full-text journal packages and databases for use by students and faculty. Accessed from campus or remotely, these materials are available 24 hours a day, 7 days a week. Faculty and students can electronically request (non-Reserve) books from any of the four-campus libraries to be picked up in whichever library is most convenient; these books can be returned to any ASU Library location. When materials are not available in any of the ASU Library locations, ASU Library provides subsidized interlibrary loan services for faculty and students.

Hayden Library, the main social sciences and humanities library, constitutes a valuable source of research information, particularly via its collection strengths in subject areas such as: social sciences, social policy, economic development, community development, and in its Government Documents Collection. In addition to providing reference assistance in person, by telephone, or by e-mail in all of the ASU Library locations, the ASU Library system offers a 24/7 virtual real-time chat reference service.

Career Services
ASU Career Services offers many services and resources, including career advising, assistance with resume writing, interview preparation, networking, and job search. Career Services holds job fairs on-campus every semester and has recently implemented Handshake, a new online tool for connecting with prospective employers for internships and employment.

Graduate Academic Support Center
ASU offers a dynamic, supportive learning environment and programs for ASU graduate students enrolled in any graduate certificate or graduate degree program.

Graduate Statistics Tutoring provides any graduate student with free one-on-one appointment-based tutoring for statistics coursework as well as peer guidance on the quantitative analysis portion of thesis, dissertations or other research projects. Graduate students can make an appointment with a consultant to discuss and work on:

Graduate students can work with consultants at Graduate Writing Tutoring at any stage of the writing process to hone their writing skills and to receive coaching advice about navigating graduate life. ASU offers both online writing tutoring in addition to four on-campus locations to serve ASU graduate students. The Tempe, West, and Downtown Phoenix campus centers also offer graduate students a place to read and write or to meet with a writing group. ASU Writing Centers also facilitate Dissertation Writing Camps during the summer.

Healthcare & Insurance
All students, whether they have health insurance or not, are eligible to use ASU Health Services. Graduate students must be enrolled in a graduate degree or certificate program and registered for at least three credit hours or one dissertation/thesis hour. Visit ASU Health Services for additional information and instructions regarding Student Health Coverage Options, Eligibility & Enrollment. International students will automatically be enrolled in the student health plan upon registration for class. For students with an RA/TA appointment, refer to the Benefits section of the TA/RA Handbook for additional health insurance information. All students are required to meet the measles, mumps, and rubella (MMR) immunization requirements before class registration. You will see an MMR Immunization hold in the Priority Tasks module in My ASU until your MMR information is received and verified. Read additional information about MMR and other immunization information at ASU Health Services.
Disability Resources
The Disability Resource Center (DRC) provides services to qualified students with disabilities on all ASU campuses. Services include testing accommodations, note-taking services, on-campus transportation, and more. Students new to ASU must log into DRC Connect to get started with registering with the DRC office. Contact DRC to determine eligibility and submit required documentation.

Veteran’s Resources
ASU has a robust veteran student services center. The Tillman Center offers advising, assistance with GI benefits, military transfer credit, and other services. The Tillman Center is staffed almost entirely by veterans who relate to the challenges that new students experience and provide support in navigating complex governmental systems.

Counseling Services
Students are eligible for personal counseling services at ASU. ASU Counseling Services offers confidential, time-limited, counseling, and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. They will talk with you, help you identify solutions or support, and connect you with those services at ASU or in the community.

Title IX
ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. The university’s full statement and policies related to Title IX are available online.

Business Services
Student Business Services offers a variety of student account services including tuition and billing, student refunds (including financial aid), receipt and payment processing, support for past due accounts, third party sponsorship assistance, and loan repayment. Contact Student Business Services for assistance with student account questions.

Parking and Transit
ASU offers many parking and transit services, including permitted lot and garage parking, campus shuttles, bike lockers and bike valets. Visit ASU Transportation for parking maps, shuttle routes, and permit policies. The City of Tempe also has options for traveling to and from campus, including bus, neighborhood circulators, and light rail.

Sun Card
Students must obtain an ASU identification card. The Sun Card is the official student ID for ASU and provides access to campus amenities and services, including secure buildings and elevators as needed. The Sun Card office is located in the Memorial Union lower level. Visit Card Services for more information on the types of cards offered.

Wellness Services
Graduate school is a stressful time, and for most people, that stress will take a toll at some point. While your academic work is important, it is also important that you find time to pursue things that can help clear your head and reduce stress. The Sun Devil Fitness Center has a broad range of services. In addition, GPSA has prepared a one-page guide to financial, social, emotional, and physical health and wellness resources Graduate Wellness Resources; and 10 Best Practices in Graduate Student Wellbeing highlights proven ways to help graduate students better care for themselves under the increasing demands of graduate school.
GRADUATION

iPOS Completion
After all coursework has been completed, the requirements for The Graduate College have been met, and the Capstone has been completed with a final passing grade, the student is eligible for graduation.

The student must have a completed iPOS on file in order to apply for graduation. An iPOS must not show any errors generated by the system, no “I”, “D”, or “E” grades, and must be approved by the School and the Graduate College before applying to graduation.

Applying for Graduation
After confirming the iPOS has been approved, students can log onto MyASU and click on “Graduation” under the “My Programs and Degree Progress” module, where students will find a link to the Graduation Application. Students must follow graduation application deadlines shown by the graduation application link on MyASU. If students apply after the deadline, a late fee will be imposed on the application by the Graduation office. It is a student’s responsibility to check The Academic Calendar (https://students.asu.edu/academic-calendar) and the Graduate College’s webpage https://graduate.asu.edu/current-students/completing-your-degree/your-plan-study-ipos for information related to deadlines and procedures. After completing the graduation application form online, the registrar will review the student’s iPOS to make sure that they meet degree requirements.

Graduation Ceremonies
Graduating students have a number of choices when it comes to selecting which ceremony or ceremonies to attend. Typically, these ceremonies are held at varying times/dates so students can choose to attend one, all, or none of the ceremonies described below. Tickets and a timely RSVP are typically required in order to attend the following ceremonies. Be sure to review the appropriate websites and my.asu.edu in order to RSVP and request tickets for guests. You can view a summary of available ceremonies and ceremony dates and times by visiting: https://graduation.asu.edu/ceremonies/latest.

Graduate Commencement & The College Convocation
The Commencement ceremony, hosted by the Graduate College, is for all graduate students who are graduating from ASU. This is the ceremony at which President Crow addresses those in attendance and officially confers degrees upon all graduates. Student names are called and students walk across the stage in honor of their graduation. Please review https://graduation.asu.edu/ceremonies/latest for the latest ceremony information. The College of Liberal Arts and Sciences (The College) holds a convocation ceremony specifically for The College students. At this ceremony, the student’s name will be called and the student will be allowed to walk across stage. Students can learn more about The College Convocation by visiting https://clas.asu.edu/resources/student/graduation.

Special Interest Ceremonies
Special Interest and cultural convocations are a time for smaller groups to gather and celebrate students’ graduation. The smaller setting provides the opportunity for individual recognition. For more information about a particular special interest convocation, please visit https://graduation.asu.edu/ceremonies/special.

The Ceremonies Office
The ceremonies office is the office that manages the ceremonies, and can be contacted at commence@asu.edu, 480-965-3565 or
Office of University Ceremonies
ASU Fulton Center, 4th Floor P.O. Box 877705, Tempe, AZ 85287-7705

Receiving your Diploma
Diplomas are mailed to students approximately six to eight weeks after the degree conferral date (please check academic calendar for deferral dates for each semester). Graduates will receive an email notification via their ASU emails account
when their diploma is mailed. Diplomas are mailed to the home address on file with the University Registrar services. You can find more details on getting your diploma at: https://students.asu.edu/diploma.

Indigenous Education Master of Arts

Plan of Study Check sheet

Core Courses (9 credit hours)

- IED 501 Critical Indigenous Research methodologies (3 credit hours)
- IED 502 Indigenous Knowledges in Education (3 credit hours)
- IED 503 Current Issues in American Indian Education (3 credit hours)
Other Required Courses (15 credit hours)

- IED 510 History of American Indian Education (3 credit hours)
- IED 530 Language/Literacy of Indigenous Peoples (3 credit hours)
- SST 520 Learning Technologies in Native Education (3 credit hours)
- SST 530 Culture and Education (3 credit hours)
- IED 535 Community-Based Participatory Action Research (3 credit hours)

Culminating Experience (6 credit hours)

- IED 592 Research (3 credit hours)
- IED 585 Capstone (3 credit hours)