



New Academic Program – Minor ([Undergraduate](#) or [Graduate](#))  
CURRICULAR INFORMATION

- I. **MINOR DESCRIPTION:** *Provide a marketing/promotional description for the proposed program (recommend working with your college marketing team). The description will be displayed on the advisement report(s), Degree Search, and should match departmental and college websites, handouts, promotional materials, etc.*

The Emancipatory Education graduate minor is focused on encouraging P-20 educational leaders across all sectors (e.g., teachers, faculty, administrators, and policy makers) to develop liberatory approaches to education. The overarching goal of the minor is to encourage students to be active participants in seeking transformative educational praxis, which involves moving beyond identifying problems and challenges and toward creative approaches to improving educational systems and practices. The Emancipatory Education minor invites students to actively question, interrogate, and envision new educational horizons, rather than reproducing the increasingly inequitable ground upon which education has been built.

The courses that comprise the Emancipatory Education graduate minor seek to accomplish this vision through a transdisciplinary approach to the process, practice, and study of education. Specifically, classes in the minor will address topics including, but not limited to:

- Race, racialization, and antiracism;
- Antiracism;
- Indigenous methodologies;
- Activist- and action-oriented theorizing and research methods;
- Critical and postmodern (and decolonial) approaches to understanding gender;
- Liberatory models of education across K-12 and postsecondary contexts;
- Migration, borders, nationality, and Indigeneity as they influence education; and
- Critical approaches to disability and its resultant effects on education
- Culturally-responsive and culturally-sustaining pedagogical and organizational praxis
- How to use writing as a tool to convey such knowledge and to move beyond writing to involve multiple modes of research and pedagogy to access and communicate liberatory knowledge production and implementation of practice.
- The ways in which each of the above topics impacts and can inform leadership and programming in K-12 schools and postsecondary institutions, particularly regarding the preparation for and transition into and through college.

It is also worth noting that even students without any previous experience in education could be successful in this new minor and all classes are designed to be accessible to students coming from various disciplinary backgrounds. For all students who choose to enroll in the minor, they would select a minor advisor from the faculty associated with the minor itself. This way, students could have some directed guidance on which classes may fit best for their own disciplinary background, future trajectory, and particular interests that led them to the Emancipatory Education minor in the first place. It would also help the students make sense of which classes to take from the list of courses (see Section III below).

**II. JUSTIFICATION/NEED FOR THE MINOR:** *Describe the purpose and need for the proposed minor, providing market analysis data or other tangible evidence of the need/interest in the program. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor, upon request.*

The Emancipatory Education graduate minor is unique in three ways. First, while disciplinary programs in the College of Education have some classes that speak to the aforementioned foci, there is not yet a curriculum of study that cuts across multiple educational subdisciplines to create the sort of holistic approach to transformative praxis the Emancipatory Education program would provide. Second, the proposed minor focuses specifically on education as a form of transformative praxis. In this sense, the program engages students in the doing of emancipatory education, not just the thinking, theorizing, or talking about it. This includes a growing cadre of K-12 educational *leaders* – many of whom are people of color – seeking to implement transformative change, particularly in our local under-resourced schools. Third and finally, the proposed minor serves as a mechanism for attracting enrollments. Not only can students enrolled in graduate degrees across our college choose this minor, but graduate students in majors in other UArizona colleges and degree programs can choose it as well. The program would likely also appeal to UArizona undergraduate students searching for a graduate program to motivate them to apply to continue matriculating here, and could potentially encourage them to select UArizona and the College of Education for their further studies knowing this minor exists. For example, we can imagine undergraduate students in the Leadership and Learning Innovation undergraduate program could be interested in furthering their study with the Emancipatory Education minor as a part of their future plan of studies. In other words, we view the Emancipatory Education program as a particularly appealing option for undergraduates seeking to continue content introduced in our own Leadership and Learning Innovation undergrad program and in a range of other undergraduate programs in the social sciences, humanities, business majors focusing on management, and ethnic and cultural studies.

In addition to the above stated unique factors, the importance and necessity of the Emancipatory Education program is further enhanced by the concurrent lack of other programs like it nationally with the urgency of addressing education from an emancipatory lens. In other words, while some Colleges of Education may have classes that take critical/postmodern approaches to inequity in education, the Emancipatory Education program is a transdisciplinary, praxis-based approach to both the teaching and doing of emancipatory work in schooling environments. At a time when local, state, and federal governments are further concretizing inequity through legislative actions, the Emancipatory Education minor would provide enrolling graduate students spaces not just to learn about, but to practice and engage in, transformational praxis that seeks to undermine these injustices. In short, the Emancipatory Education minor moves past theory as an intellectual-only activity, and toward the realm of praxis through ongoing, engaged pedagogical methods and styles that allow students to implement their knowledge in real time and contexts.

In a survey of current graduate students and alumni from within and beyond the College of Education (n=82), over 97% of respondents (n=80) responded affirmatively to a question asking, “Would the Emancipatory Education graduate minor be something you would be/would have been interested in pursuing as a student.” In addition, when selecting which areas of study they would be most interested in for an Emancipatory Education graduate minor, all of the aforementioned areas listed in Part I (see bulleted list above) received over 55% affirmative votes. Taking these data into mind, it seems clear there is substantial support for creating an Emancipatory Education graduate

minor, and that all of the aforementioned focus areas – all of which are areas current College of Education faculty are teaching already, just not yet as a collectively curated minor – were of significant enough interest to warrant them being central to the proposed minor’s creation.

**III. MINOR REQUIREMENTS:** *Complete the table below. All University of Arizona undergraduate minors require at least 18 units; graduate minors require at least 9 units. Note: information in this section must be consistent throughout the proposal documents and will be used to build the Academic Advisement Report (ADVIP) or Graduate Catalog Program Descriptions. Please include letters of support for any courses not offered by the proposing department (see Workflow Input form). Delete the EXAMPLE column before submitting/uploading.*

**Graduate Minor: (if this table does not apply, please delete).**

Minimum total units required	9
Total transfer units that may apply to minor	3
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	There will be no special requirements for graduate students to declare/gain admission to this minor.
Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p><u>Core:</u> Complete the following 3-credit course:</p> <ul style="list-style-type: none"> <li>• EDL 603: Foundations of Emancipatory Education</li> </ul> <p><u>Electives:</u> Complete 6 units from the following:</p> <ul style="list-style-type: none"> <li>• EDL 567: School, Family, Community Relations</li> <li>• EDL 604: Culturally Responsive Leadership</li> <li>• EDL 626: Leadership for Social Justice</li> <li>• EDL 625: Leadership for the School and Diverse Community</li> <li>• EDL 627: Leadership for Organizational Change</li> <li>• EDL 696: Educational Ethnography</li> <li>• EDL 696: Youth Leadership</li> <li>• HED 626: Culturally Responsive Pedagogies</li> <li>• HED 628: Theories of Inequality, Oppression, and Social Stratification</li> <li>• HED 629: Whiteness and Education</li> <li>• TLS 633/HED 633: Introduction to Critical Race Theory in Education</li> <li>• HED 642: Gender &amp; Education</li> <li>• HED 638: Critical Geographies of Higher Education</li> <li>• HED 643: Activism in Higher Education</li> <li>• HED 624: Indigenous Statistics and Survey Research</li> <li>• SERP 604: Race, Culture, &amp; Language in Special Education</li> <li>• TLS 599: Race and Education</li> <li>• TLS 518 Participatory Action Research</li> </ul>

	<ul style="list-style-type: none"> <li>• TLS 676: Exploring Critical Issues in Native American Curriculum Development (TribalCrit)</li> <li>• TLS 696: Decolonial Thinking</li> <li>• TLS 696: Pedagogy of the Borderlands</li> <li>• TLS 696: Linguistic Justice</li> <li>• TLS 696: Politics, Poetry, and Pedagogy</li> <li>• TLS 696: Resistance and Infrapolitics</li> <li>• TLS 696: Forced Migration and Refugee Studies</li> <li>• TLS 696: LGBTQ children’s literature</li> </ul>
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No.
Additional requirements (provide description)	No.
Any <a href="#">double-dipping restrictions</a> (Yes/No)? If yes, provide description.	Yes, minor coursework may not double dip with another minor.

**IV. NEW COURSES NEEDED:** If new courses are required for the proposed program, [UA Course Add forms](#) must be submitted before/simultaneously with this proposal. List all course additions in progress in the table below. Add rows as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Course Fee? (Y/N) <a href="#">More info here.</a>	Course Form transaction number	Anticipated first term offered	Use in the program (required/elective)
EDL 603	3	Foundations of Emancipatory Education	N/A	In-person	N			Required

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

**V. Learning Outcomes** - Complete this table as a summary of the learning outcomes from your assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please see the resources at the [Office of Instruction and Assessment](#) or contact them [here](#).

<b>Learning Outcome #1:</b> Students will be able to critically analyze the process of education and schooling from historical, political, and sociocultural lenses.
<b>Concepts:</b> Students will apply critical, postmodern, and emancipatory concepts learned in core and elective courses.
<b>Competencies:</b> Students will demonstrate critical analysis skills.
<b>Learning Outcome #2:</b> Students will be able to develop lesson plans and programmatic designs that incorporate praxis-based learning concepts.
<b>Concepts:</b> Students will develop praxis-based concepts including community-based and culturally-responsive leadership, social justice-based educational interventions, and theories of social change.
<b>Competencies:</b> Students will demonstrate their ability through developing lesson plans, designing assessments (e.g., grading schemes, programmatic assessments), and creating educational interventions rooted in theories of change and equity.
<b>Learning Outcome #3:</b> Students will be able to articulate the importance of emancipatory educational practices in the current U.S. sociopolitical landscape.
<b>Concepts:</b> Students will apply concepts learned in core and elective courses.
<b>Competencies:</b> Students will demonstrate effective oral and written arguments for the necessity of emancipatory education.
<b>Learning Outcome #4:</b> Students will be able to communicate effectively orally and in writing.
<b>Concepts:</b> Students will effectively communicate emancipatory concepts learned in core and elective courses.
<b>Competencies:</b> Students will demonstrate effective written and oral communication skills.

**VI. REQUIRED SIGNATURES**

Program Director/Main Proposer (print name and title):

Program Director/Main Proposer signature:

Date: 2/9/2023

Regina Deil-Amen



Department Head (print name and title):

Department Head's signature:

Date: 2/9/2023

Regina Deil-Amen



Associate/Assistant Dean (print name):

Associate/Assistant Dean's signature:

Date: 2/9/2023

Iliana Reyes



Dean (print name):

Dean's signature:

Date: 2/9/2023

Robert Q. Berry





**New Academic Program  
PEER COMPARISON**

Select three peers (if possible/applicable) for completing the comparison chart from [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

Program name, degree, and institution	Proposed UA Program	Educational Leadership, concentration in Emancipatory School Leadership, MA San Jose State University	Reimagining Education for a Racially Just Society Advanced Certificate program Columbia University
Current number of students enrolled			
Program Description	Emancipatory Education graduate minor is focused on encouraging P-20 educational leaders across all sectors (e.g., teachers, faculty, administrators, and policy makers) to develop liberatory approaches to education. The overarching goal of the minor is to encourage students to be active participants in seeking transformative educational praxis, which involves moving beyond identifying problems and challenges and toward creative approaches to improving educational systems and practices. Furthermore, the Emancipatory Education minor invites students to actively question, interrogate, and envision new educational horizons, rather than reproducing the	prepares school leaders through deep engagement with research and practice through applied consulting on living case studies. Emancipatory school leadership approaches create organizational cultures to reflect the diversity of experience and knowledge within school communities through collaborative approaches to deconstruct power systems, challenge inequitable practices and policies, and cultivate community cultural wealth.	The Teachers College, Columbia University Reimagining Education for a Racially Just Society Advanced Certificate Program provides foundational skills and strategies for educators, policy makers and advocates to foster racial equality in schools. This 10-credit program provides flexible professional development while serving as bridge to further graduate education, including a Masters of Education or a doctoral degree program. The coursework is designed and taught by Teachers College faculty—leading experts on a wide array of issues related to racism within the field of education—from multiple departments who will share

	increasingly inequitable ground upon which education has been built.		their unique multidisciplinary expertise.
Target Careers		School leaders (Administrators)	Transition to Graduate School
Emphases? (Yes/No) List, if applicable		Yes Emancipatory Leadership	Yes Racial Justice
Minimum # of units required	9	30	10
Level of Math required (if applicable)	NA	NA	NA
Level of Second Language required (if applicable)	NA	NA	NA
Pre-Major? (Yes/No) If yes, provide requirements.	NO	NO	NO
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	NA	The minimum requirements for the program are a bachelor's degree in any discipline, 3 years of experience working with K-12 schools, and a nomination/recommendation from a school leader	NA
Internship, practicum, or applied/experiential requirements? If yes, describe.		Living Case Study on School Leadership  Upon identifying a school leadership challenge that a school or district is struggling with (living case study), students work as a cohort to research the problem, explore possible solutions, and work closely with the school or district to address the challenge with emancipatory leadership solutions.	NA



Additional questions:

- 1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.**

The proposed program aligns with peer programs by centering the premise that schools or education may contribute to maintaining educational and social inequities. All programs including the listed peer programs and the proposed Emancipatory Education minor intend to offer a course of study that focuses on addressing educational and social inequities and developing alternative approaches (pedagogies) that provide opportunities for marginalized students/communities to overcome oppressive barriers. The intended audience for these programs would be similar considering that anyone with an interest in transforming education would benefit from the liberatory approaches to learning. This audience could include teachers, administrators, parents, academics, community activists, policymakers, etc.

- 1. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.**

Although each program emphasizes a critical examination of educational inequities, the proposed Emancipatory Education minor stands out by going beyond the problem of education to creatively imagine new possibilities for learning. The Columbia credential program does include "reimagining" in its title, and it seems that imagination is applied to challenge and undo racist structures. This application of knowledge seems noteworthy but doesn't appear to emphasize transforming education in the same way that the Emancipatory Education minor centers the "imagination" of liberatory educational practices.

- 1. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?**

Arizona public education ranks 48th for school quality. Clearly, there is a need to have great minds in graduate school invest intellectual resources to create new and better ways to engage students in Arizona. With the Emancipatory Education minor emphasis on the local, any student interested in Arizona education would be thrilled to understand how to improve schools for bringing about greater justice and equity. Although educational inequities exist all over the country, Arizona consistently ranks on the bottom of quality and disparities. It seems highly appropriate and vital for the University of Arizona, a land grant university, to facilitate graduate students to understand how to transform education locally to better meet the needs of marginalized people.

13 March 2023

To Whom It May Concern:

We write to you today in full support of the proposed *Emancipatory Education Graduate Minor*, which already has the collective support of over 30 faculty in the College of Education. This minor, although housed in the Department of Educational Policy Studies & Practice with a focus on redefining educational leadership, would be a transdisciplinary effort throughout the College of Education and include mainly pre-existing graduate classes from every department, with a handful of additions. We believe this graduate minor serves as an important, timely, and vital intervention. At a moment when transformative and equity-based educational praxis is under threat from local, state, and federal legislative actions, the Emancipatory Education minor would provide students who enroll an opportunity to learn concepts and practice strategies to do the work of making the schooling process better for those who have been most marginalized historically and whose future depends on leaders with an education focused on more liberatory models.

As stated in the minor description, the Emancipatory Education graduate minor is focused on encouraging P-20 educational leaders across all sectors (e.g., teachers, faculty, administrators, and policy makers) to develop liberatory approaches to education. The overarching goal of the minor is to encourage students to be active participants in seeking transformative educational praxis, which involves moving beyond identifying problems and challenges and toward creative approaches to drastically improving educational systems and practices rather than efforts to implement incremental changes and support programming. Furthermore, the Emancipatory Education minor invites students to actively question, interrogate, and envision new educational horizons, rather than reproducing the increasingly inequitable ground upon which education has been built.

Content would focus on:

- > Race, racialization, and antiracism;
- > Antiblackness;
- > Indigenous methodologies;
- > Activist- and action-oriented theorizing and research methods;
- > Critical and postmodern approaches to understanding gender;
- > Liberatory models of education across K-12 and postsecondary contexts;
- > Migration, borders, nationality, and Indigeneity as they influence education; and
- > Critical approaches to disability and its resultant effects on education.



Examples of classes that could be included in this minor are:

- > EDL 626: Leadership for Social Justice
- > HED 633/TLS 633: Introduction to Critical Race Theory in Education
- > SERP 604: Race, Culture, & Language in Special Education
- > TLS 599: Race and Education
- > HED 696: Indigenous Statistics and Survey Research
- > EDL 625: Leadership for the School and Diverse Community
- > EDL 696: Community Power for Education Systems Change
- > a few NEW classes on topics such as “History of U.S. Educational Exclusion” and “Intellectual and Praxis Traditions in Emancipatory Education”

This proposed minor is an exciting undertaking for various reasons. Most notably, it provides a structure for helping students think, work, and act in cross-disciplinary ways. While we all offer courses focused on critical approaches to education in our individual departments, the Emancipatory Education (EE) graduate minor will help us further how the College of Education faculty, students, and staff work together to address long-standing educational inequities. Today’s challenges require interventions that span disciplinary boundaries and theoretical traditions. This proposed minor offers a clear path for how to do this sort of work in an integrated and seamless way. It also provides a model for enrolled students, mirroring the necessity that we need to collectively develop complex solutions to address the ongoing, entrenched, and deepening complex problems facing educational environments. Simply put, the Emancipatory Education minor has the ability to help deconstruct the disciplinary silos that get in the way of transformative educational change.

Demand for this type of coursework is quite high. In EPSP, students have been asking for more and more of this content, and members of the COE Dean’s Grad Advisory Board, and graduate students generally, have indicated that they would like more cross-disciplinary options at the college. We have begun to gauge interest more systematically by distributing a survey university-wide to current students, faculty, and alumni. Thus far, 82 people have responded, and 80 (97.6%) of them express that they are interested, or would have been interested (among alums), with most indicating a strong priority for “Race, racialization, and antiracism,” followed by “Migration, borders, nationality, and Indigeneity,” “Activist and action-oriented theorizing and research methods,” and “Liberatory models across K-12 and postsecondary contexts.” In addition, the Emancipatory Education minor has the ability to attract University of Arizona undergraduate students earning bachelor’s degrees in and outside of the College of Education who are looking for graduate programs at the master’s level that might allow them to take these classes as part of their degree requirements, most readily as electives. In particular, it serves as an extension of content of the Literacy, Learning, and Leadership (L3) undergraduate program for those students choosing to apply to graduate programs across our college.

We have seen a growing interest in graduate programs among that student population, many of whom come from underserved communities and want to return to those communities to do this work. The L3 program has been well-received by students and faculty alike for its curricular approach and student reach. We think this EE graduate minor would provide an attractive option to justify offering more of the courses that these and other undergraduate students from across the university would find appealing. This new Emancipatory Education minor would enhance the



appeal of our master's degree programs in particular by providing classes to deepen exposure to theoretical and practice-based skills in demand. It would both draw from a ready pool of students, as well as serve to deepen students' critical analytical and praxis-based approaches to education.

We believe the proposed Emancipatory Education minor has the ability to situate the work we do as educators, as well as the work of the educators-in-training alongside whom we teach and learn, in the best possible way to address the current and future challenges facing education, schools, and schooling. Budget shortages on local, state, and national levels, closures of neighborhood schools in areas that are populated predominantly by people of color, ongoing gentrification, the intense increase of academic capitalism, and legislative efforts to change, cover, or otherwise erase history as it occurred are just some of what educational administrators, philosophers, and instructors are currently facing. While not a panacea, the Emancipatory Education minor is a vital, coordinated, transdisciplinary step toward recognizing how we can all seek and implement the educational environments we want and need.

In solidarity,



Robert Q. Berry  
Dean, College of Education



Iliana Reyes  
Associate Dean, Academic Affairs and  
Community and Global Partnerships



Carl Liaupsin  
Department Head, Disability &  
Psychoeducational Studies



Mary Puig  
Assistant Dean, Finance and Administration



Regina Deil-Amen  
Department Head, Educational Policy  
Studies & Practice



Sara Chavarria  
Assistant Dean, Research Development



Heidi Burross  
Interim Department Head, Educational  
Psychology





**THE UNIVERSITY  
OF ARIZONA**

**BUDGET PROJECTION FORM**

**Name of Proposed Program or Unit: Emancipatory Education Graduate Minor**

Budget Contact Person: Erika Lopez	Projected				
	1st Year 2024 ___ - 2025	2nd Year 2025 ___ - 2026	3rd Year 2026 ___ - 2027	4th Year 2027 ___ - 2028	5th Year 2028 ___ - 2029
<b>METRICS</b>					
Net increase in annual college enrollment UG					
Net increase in college SCH UG					
Net increase in annual college enrollment Grad					
Net increase in college SCH Grad	234	239	243	248	253
Number of enrollments in minor	78	80	81	83	84
New Sponsored Activity (MTDC)					
Number of Faculty FTE					
<b>FUNDING SOURCES</b>					
<u>Continuing Sources</u>					
UG AIB Revenue					
Grad AIB Revenue (On Campus SCH)	97,110	99,052	101,033	103,054	105,115
Program Fee Revenue (net of revenue sharing)					
F and A AIB Revenues					
Reallocation from existing College funds (attach description)					
Other Items (attach description)					
<b>Total Continuing</b>	<b>\$ 97,110</b>	<b>\$ 99,052</b>	<b>\$ 101,033</b>	<b>\$ 103,054</b>	<b>\$ 105,115</b>
<u>One-time Sources</u>					
College fund balances					
Institutional Strategic Investment					
Gift Funding					
Other Items (attach description)					
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>
<b>TOTAL SOURCES</b>	<b>\$ 97,110</b>	<b>\$ 99,052</b>	<b>\$ 101,033</b>	<b>\$ 103,054</b>	<b>\$ 105,115</b>
<b>EXPENDITURE ITEMS</b>					
<u>Continuing Expenditures</u>					
Faculty					
Other Personnel					
Employee Related Expense					
Graduate Assistantships					
Other Graduate Aid					
Operations (materials, supplies, phones, etc.)					
Additional Space Cost					
Other Items (attach description)					
<b>Total Continuing</b>	<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>
<u>One-time Expenditures</u>					
Construction or Renovation					
Start-up Equipment					
Replace Equipment					
Library Resources					
Other Items (attach description)					
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>			<b>\$ -</b>
<b>Net Projected Fiscal Effect</b>	<b>\$ 97,110</b>	<b>\$ 99,052</b>	<b>\$ 101,033</b>	<b>\$ 103,054</b>	<b>\$ 105,115</b>



NEW ACADEMIC PROGRAM – MINOR  
Supplemental Info Form

**NOTE:** This is being added to the proposal after committees, including but not limited to Graduate Programs Executive Review (GPERC) and Graduate College Academic Administrator’s Council (GCAAC) viewed and commented on the document. Below are their questions and the responses given by the proposing department/college.

1. What is the mode for the minor? Is this in-person only?

*They are all main campus classes, but we are open to both online or in-person modalities (or Flex) and will be responsive to student needs, as we have been with all the pre-existing classes listed thus far. Particularly regarding Flex modalities, the College of Education has been quite adept and willing to manage the modality in a way that meets student needs, remembering that many of our students are full-time educators and working professionals within and outside our university. We have a strong history of decision-making along these lines and remaining flexible in the face of the demands on our graduate students, both part-time and full-time students.*

2. For the 696 classes, how often are they offered? Since these are seminars, they may not be offered all the time, correct?

*Correct. We plan to ensure that a minimum of 18 credits that will count toward the minor are offered each academic year (likely more), providing a range of options from which students can select.*

3. How would the required and elective courses implement the “transformational praxis” [the doing part] for the minor? In what form the doing part would take place?

*Again, our college has a long tradition of embedding praxis into the requirements/assignments for our graduate level classes, and this is even more true for each and every class listed as part of this minor, Many of the faculty involved actually teach PAR - Participatory Action Research methods as well as community-based and student-centered approaches, which involves community, school, family, organizational etc. action as a necessary part of the research process at every stage. We are well-equipped for this and have included it as part of the relevant syllabi. Many of the involved faculty already teach educational leaders and teachers and community and university leaders and administrators who use the class materials to inform their practice OR use their professional practice to inform theories, and both approaches are infused into the class assignments, particularly the final papers/projects. And in fact, our college holds extensive expertise in culturally-responsive teaching, mentoring, and other forms of organizational practice, as well as Indigenous ways of knowing and forward-thinking approaches to research and knowledge production that moves beyond the false binary of scholarship and praxis – we do not subscribe to such false dichotomies and have not for at least a decade. We are known for this work, so the “doing” is always at the forefront, including in our learning objectives and what we expect from students through the course assignments.*