

# Doctorate of Education in First Nations Education

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The program is centered in Indigenous knowledge systems and draws upon Indigenous teaching and learning methods. The program aligns with the UW-Green Bay's mission to provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and changing world. The Ed.D. in First Nations Education enriches the quality of life for students and the community by embracing the educational value of diversity, encouraging engaged citizenship, and serving as an intellectual and cultural resource for First Nations and non-First Nations communities. In addition, the Ed.D. advances the institutional goal of improving teaching and learning with its focus on First Nations Elder epistemology and pedagogy.

The program is practitioner focused and driven by professional and community needs. The Education Doctorate (Ed.D.) is an applied degree that addresses genuine issues and generates knowledge about First Nations. The Ed.D. in First Nations Education prepares leaders to transform institutions and promote cultural resurgence and the vitality of future generations.

The program draws students from an array of professional backgrounds including: PK-12 administrators in school districts with First Nations students, tribal college administrators and teachers, tribal education administrators, tribal social service administrators, tribal health care administrators, tribal library administration, First Nations governmental officials, tribal school district administrators, tribal career service and vocational rehabilitation administrators, tribal historians, tribal human resources administrators, and others.

The 54-credit degree program is offered over 4 years. The degree consists of a set of core courses offered primarily in face to face settings, reflecting the oral tradition. Classes are offered on weekends with limited online delivery to accommodate working professionals. Students enter the program in a cohort and work collaboratively in classes during the first two years of the program, including summer. Students complete the degree with a culminating applied dissertation project in years three and four. The dissertation project is developed in collaboration with First Nations governments, communities, and individuals. It is a scholarly project that impacts the Tribal World.

More information, admission requirements, required application materials and applications are on the UW-Green Bay Graduate Studies website.

## Ed.D. | First Nations Education Learning Outcomes

### Four Core Areas:

1. Foundations – Sociocultural, historical, and political grounding in intersectional educational contexts:
  - a. Students evaluate and interpret education as a complex intergenerational activity and cultural institution.
2. Philosophy of education and indigenous oral teachings:
  - a. Students develop, practice, and critique educational organizational and institutional policies related to administrative leadership, curriculum development, and assessment and program evaluation.
  - b. Students are able to assess key needs and develop effective strategies to design and lead appropriate intervention strategies including advocacy, policy development, and program design and evaluation.
  - c. Students formulate a philosophy of education and Indigenous Original Teachings.
3. Focus on praxis, service, and connection to the needs of tribal nations and communities:
  - a. Students interpret complex cultural and academic concepts effectively in oral and written forms as necessary and appropriate to the research question, purpose, or audience.
  - b. Students analyze the role that education in various forms plays in tribal nation building and create strategies sustaining sovereignty.
4. Research Methods and Knowledge Systems:
  - a. Students compare, contrast, and implement research and practice in holistic Indigenous knowledge systems (Shared Core Values, Original Teachings).
  - b. Students demonstrate proficiency in qualitative, quantitative, and Indigenous research methodology, and will select each/all as necessary and appropriate to the research question, purpose, or audience.

## Admissions Applications for the Ed.D. in First Nations Education has three parts:

### Part One - Electronic Application:

Applicants must complete an electronic application for admissions. You can access it here: <https://apply.wisconsin.edu/>  
Once you begin the electronic application process, you will complete the following (A & B) in the electronic application:

1. Master's degree from a regionally accredited institution (will consider applicants with a bachelor's degree who demonstrates an equivalent of 4 or more years of learning from oral scholars or knowledge bearers.)
2. Application Fee: The non-refundable application fee is \$56 if you are applying to a degree program. Applicants pay the application fee in the online electronic application. Applicants may also send a check or U.S. money order to UW Green Bay Office of Graduate Studies (address below).
3. Application Written Statements: The Ed.D. in First Nations Education requires all applicants to submit two writing statements in support of their application to the program:
  - personal statement of intent (800-1000 words)
  - statement of scholarly interests (1200-1500 words).

## Part Two - Additional Admissions Requirements Submitted Directly to UW Green Bay Office of Graduate Studies:

**Submit the following items to:** UW Green Bay, Graduate Studies Office, 2420 Nicolet Drive, Green Bay, WI 54311-7001 or gradstu@uwgb.edu:

1. Post-Secondary/Graduate Transcripts:
  - Official transcripts must be submitted from every post-secondary school attended by the applicant.
  - Official "course-by-course" transcript evaluations from either Education Services Evaluators (ECE) or World Education Services (WES) are required for all school attended outside of the US. The transcript evaluation must be sent to the Office of Graduate Studies directly from the company issuing the evaluation. Transcripts or transcript evaluations sent from applicants are not considered official and will not be accepted.
  - If you have attended UW-Green Bay, we can provide this transcript for your application file. There is no need to request it.
  - If you have attended UW-Green Bay within the last 5 years and your post-secondary transcripts are on file, we will not ask you to resend them.
2. Résumé:
  - Applicants must send an updated résumé (2 page maximum) via email attachment to the UW-Green Bay Graduate Studies Office at: gradstu@uwgb.edu or upload to the application system. In cases of low GPA or professional experience that does not clearly relate to the Ed.D. in First Nations Education program, the admission committee may request additional information in support of an application.
3. References:
  - Applicants are required to submit three letters of evaluation. References must submit their letters directly via email attachment to the UW-Green Bay Graduate Studies Office at gradstu@uwgb.edu. The Graduate Studies Office will update the Application Checklist upon receipt of each letter of evaluation. Please allow 2-3 business days for the system to be updated. Applicants are responsible to ensure that all references have completed and submitted their letters by the application deadline.

## Part Three - On-Campus Interview and Essay:

Candidates under consideration for admission are required to complete

1. An on-campus oral interview and
2. An on-campus written essay.

Both will be conducted with the First Nations Education doctoral admission committee. Both the interview and essay portions of the admissions process will take place in-house on the UW Green Bay campus. The committee will notify applicants with regard to the scheduling of dates and times.

Code	Title	Credits
<b>Required Foundations Courses</b>		<b>18</b>
FNED 800	Introduction to Indigenous Education	
FNED 801	Ancestral Leadership Ways of Leadership	
FNED 804	Indigenous Pedagogy	
FNED 805	Generational Healing	
FNED 820	Critical Analysis of Systemic Inequity: Social Justice Education	
FNED 830	First Nations Law and Policy	
<b>First Nations Research and Assessment</b>		<b>13</b>
FNED 807	Indigenous Inquiry	
FNED 825	Relational Assessment	
FNED 826	Grant Writing	
FNED 831	Qualitative Research Methods	
FNED 832	Program Evaluation	
FNED 834	Statistics Lab	

### Comprehensive Exam

Upon completion of 33 credits of First Nations Education coursework (not including the elective credits) students must pass one individual written comprehensive exam and one cohort oral comprehensive exam.

**Area of Emphasis or Approved Elective Class <sup>1</sup> 5**

**Dissertation Applied Project 18**

FNED 898	Dissertation Project Seminar: Relational Knowledge and Praxis (9 credits required)	
Upon completion of 9 credits of dissertation seminar, student must successfully defend a written dissertation project proposal.		
FNED 899	Dissertation Project (9 credits required)	
Upon completion of the dissertation project, student must pass a public oral defense.		

**Total Credits 54**

<sup>1</sup> Students must enroll in a minimum of 5 credits of electives and may choose from the Ed.D. cooperative program course offerings. These credits may be packaged to provide a specialty emphasis established by the participating institution or may be chosen in consultation with and as approved by the Ed.D. chair or student’s Ed.D. advisor.

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
FNED 800	Introduction to Indigenous Education	3
FNED 801	Ancestral Leadership Ways of Leadership	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
FNED 804	Indigenous Pedagogy	3
FNED 820	Critical Analysis of Systemic Inequity: Social Justice Education	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
FNED 805	Generational Healing	3
FNED 807	Indigenous Inquiry	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
FNED 825	Relational Assessment	2
FNED 826	Grant Writing	2
Elective		3
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
FNED 830	First Nations Law and Policy	3
Elective		2
Individual written comprehensive exam		
Cohort oral comprehensive exam		
<b>Credits</b>		<b>5</b>
<b>Summer</b>		
FNED 831	Qualitative Research Methods	2
FNED 832	Program Evaluation	2
FNED 834	Statistics Lab	2
<b>Credits</b>		<b>6</b>
<b>Third Year</b>		
<b>Fall</b>		
FNED 898	Dissertation Project Seminar: Relational Knowledge and Praxis	3
<b>Credits</b>		<b>3</b>
<b>Spring</b>		
FNED 898	Dissertation Project Seminar: Relational Knowledge and Praxis	3
<b>Credits</b>		<b>3</b>
<b>Summer</b>		
FNED 898	Dissertation Project Seminar: Relational Knowledge and Praxis	3
<b>Credits</b>		<b>3</b>
<b>Fourth Year</b>		
<b>Fall</b>		
FNED 899	Dissertation Project	3
<b>Credits</b>		<b>3</b>
<b>Spring</b>		
FNED 899	Dissertation Project	3
<b>Credits</b>		<b>3</b>

**Summer**

FNED 899	Dissertation Project	3
<b>Credits</b>		<b>3</b>
<b>Total Credits</b>		<b>54</b>

## Steps Toward the Degree

1. Student applicant is admitted to the doctoral program.
2. In year three, after completion of 33 credits of coursework (not including elective credits), student enrolls in FNED 898 Dissertation Project Seminar.
  - a. Student successfully completes an individual comprehensive written exam.
  - b. Student successfully completes an all-cohort comprehensive oral exam.
  - c. Student successfully completes a dissertation project proposal.  
 In year three, students will be assigned a committee chair after completion of the oral and written comprehensive exams, and begin creating the rest of the committee while they are writing the dissertation proposal. All committee members will be in place after the dissertation proposal is approved (also in year three). The FNED Dissertation Committee Composition will consist of 3 members required, with a 4 committee member maximum.
    - i. Committee Member 1, Committee Chair: is assigned to student by the FNED faculty (required). The dissertation committee chair funding model was proposed and approved by HLC. Committee members oversee dissertation projects as part of their credit load.
    - ii. Committee Member 2, FNED faculty member with an earned doctorate (required)
    - iii. Committee Member 3, Must be one of the following (required):
      - Indigenous oral scholar or knowledge bearer
      - academic scholar
      - professional/practitioner from the field
      - community partner
    - iv. Optional Member 4, may be one of the following:
      - Indigenous oral scholar or knowledge bearer
      - academic scholar
      - professional/practitioner from the field
      - community partner
3. Student enrolls in FNED 899 Dissertation Project.
  - a. Student maintains continuous enrollment, semester-to-semester (fall, spring, and summer) until the dissertation's completion. Enrollment options include:
    - i. Enroll in GRAD 893 Dissertation Completion (no-credit dissertation completion course for doctoral students)
    - ii. Enroll for additional dissertation credits
    - iii. Enroll for other graduate course credit
  - b. Student successfully completes a dissertation project including the dissertation oral defense.
4. Dissertation advisor files the Approval of Dissertation Project Defense Form with the Office of Graduate Studies.
5. Degree is awarded and graduate receives diploma.

The faculty in the Ed.D. in First Nations Education represent a wide range of teaching, practice, and research experiences. Both oral traditional and academic scholars collaborate and co-teach classes together. The oral traditional scholars provide an experience in listening, observing, doing, and inquiring that fits within indigenous cultural contexts. This offers students an opportunity to experience learning in traditional First Nations approaches. Contact information and biographies for faculty and staff are available on the program website at [www.uwgb.edu/fned/](http://www.uwgb.edu/fned/) (<http://www.uwgb.edu/fned/>)

**Belisle, Priscilla**, Lecturer, Humanistic Studies - First Nations Studies. Ed.D. Student, University of Minnesota - Duluth.

**Brooks, Forrest**, Lecturer, Humanistic Studies - First Nations Studies. B.A., State University of New York -Cortland; M.S., University of Wisconsin-Milwaukee; Ed.D. Student, University of Minnesota - Duluth.

**Cornelius, Carol**, Oral Scholar/Instructor.

**LaFrance, Joan**, Adjunct Faculty.

**Leary, J P**, Assistant Professor, Humanistic Studies - First Nation Studies. B.A., University of Wisconsin-Eau Claire; M.A., University of Oklahoma,; Ph.D., University of Wisconsin-Madison.

*Fields of Interest:* indigenous education, curriculum theory and policy, history of education, social studies, professional development.

**Poupart, Lisa**, Associate Professor, Humanistic Studies-First Nations Studies. B.S., M.A., University of Wisconsin-Milwaukee; Ph.D., Arizona State.

*Fields of interest:* First Nations teaching and learning including Elder epistemology; decolonization and indigenous education, First Nations Studies in K-12 curriculum, historic trauma and generational healing.

**Stevens, Lois**, Assistant Professor, Humanistic Studies - First Nations Studies.

**Wilson-Doenges, Georjeanna**, Professor, Psychology, First Nations Studies, Environmental Science. B.A., Boston University, M.A., University of California-Irvine, Ph.D., University of California-Irvine.

*Fields of interest:* Environmental Psychology.