NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D

Date: 11/18/15

Dr. Lloyd Lee
(Name of individual initiating Graduate Degree or Graduate Certificate)

Associate Professor, (505) 277-1822
(Title, position, telephone number)

tripla@unm.edu
(Email address)

Native American Studies - University College
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:
1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).

Does this new degree affect any existing program? Yes □ No □ If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2018

Required Signatures:
Department Chair
Gregory A. Capet

College Curricula Committee

College or School Dean

Dean of Library Services

Office of the Registrar—Catalog

FS Graduate Committee

Dean of Graduate Studies

FS Curricula Committee

Office of the Provost

Faculty Senate

Board of Regents

Date 11/18/15
Date 11/19/15
Date 11/18/15
Date 12/18/15
Date 01/28/15
Date 11/31/16
Date 04/03/16
Date 2/2/17
Date 2/17/17
Date 2/28/17
Date 4/18/17

Additional Approvals for Degrees:
Board of Regents
Date
Council of Graduate Deans
Date
Academic Council of Higher Education
Date
Higher Education Department
Date
State Board of Finance
Date

THE UNIVERSITY OF NEW MEXICO OFFICE OF THE REGISTRAR (Revised 08/2007)
Master of Arts Degree Proposal

For Native American Studies, University College, University of New Mexico

MSC06 3740 I University of New Mexico Albuquerque, NM 87131
Website: nas.unm.edu
Telephone: 505.277.3917

Full Proposal Prepared by the Native American Studies Faculty and Staff: Dr. Gregory A. Cajete, Dr. Tiffany S. Lee, Dr. Lloyd L. Lee, Dr. Robin Minthorn, Dr. Leola Tsinnajinnie, and Dr. Wendy S. Greveyes including Catherine Montoya, Student Programs Specialist, and Delia Halona, NAS
# Table of Content

**Master of Arts Degree Proposal for Native American Studies, University of College**

<table>
<thead>
<tr>
<th>Elements to FULL Proposal</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Summary</strong></td>
<td>1-2</td>
</tr>
<tr>
<td><strong>1. Program Description and Purpose</strong></td>
<td></td>
</tr>
<tr>
<td>a. What is the program and why should we offer it? Include the program’s major goals (both primary and secondary, if any).</td>
<td>3-4</td>
</tr>
<tr>
<td>b. How does the program fit within the unit’s future plans?</td>
<td>4-5</td>
</tr>
<tr>
<td>c. How does the program fit within the UNM mission and strategic plan?</td>
<td>6-7</td>
</tr>
<tr>
<td>d. How does the program fit with related offerings at UNM?</td>
<td>7-8</td>
</tr>
<tr>
<td>e. Assuming timely approval, what is the program development and implementation timeline?</td>
<td>8</td>
</tr>
<tr>
<td>f. Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)</td>
<td>8-12</td>
</tr>
<tr>
<td>g. Prior to submission to the NMHEd and NMGDC, include a brief statement regarding institution’s priority and refer to documentation provided by Provost’s Office (see section 9).</td>
<td>12</td>
</tr>
</tbody>
</table>

**2. Justification for the program**

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Evidence of need</td>
<td>12-13</td>
</tr>
<tr>
<td>b. Provide evidence of student demand</td>
<td>13</td>
</tr>
<tr>
<td>c. Provide evidence of student demand for program graduates</td>
<td>13-14</td>
</tr>
<tr>
<td>d. For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.</td>
<td>14-16</td>
</tr>
<tr>
<td>e. For full proposal, a discussion of the program’s relationship to workforce development is also required.</td>
<td>16-17</td>
</tr>
<tr>
<td>f. Include any other information as appropriate that will support evidence of need for the university, state, or region.</td>
<td>17</td>
</tr>
<tr>
<td>g. Duplication</td>
<td>17</td>
</tr>
<tr>
<td>h. Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.</td>
<td>17-18</td>
</tr>
<tr>
<td>i. If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.).</td>
<td>17-18</td>
</tr>
<tr>
<td>j. For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.</td>
<td>18</td>
</tr>
<tr>
<td>k. For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.</td>
<td>18</td>
</tr>
</tbody>
</table>

**3. Inter-institutional Collaboration and Cooperation**

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. If applicable, describe opportunities for collaborative relationships with other institutions</td>
<td>18-19</td>
</tr>
</tbody>
</table>

---

Notice: The table and content are partially visible due to formatting issues. The full content is not visible in the provided image.
for shared instruction, faculty arrangements, or student experiences. For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.

4. **Clientele and Projected Enrollments**

   a. **Clientele**

   1. Describe the population of students that will be recruited for the program. 20
   2. Describe the admission requirements for the program. 20
   3. Indicate how you plan to recruit students. For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce. 21

   b. **Projected Enrollment**

   1. Provide a six-year projection of enrollments. For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first six years. A description of the methodology used to arrive at these projections should also be provided. 21

5. **Institutional Readiness for the Program**

   a. How many faculty are necessary for program delivery? 22
   b. How will this program affect the workload of current faculty and support staff? 22
   c. Will additional faculty or staff be required? What is the cost? 22
   d. Will any GA/TA positions be used to assist graduate faculty in the program? 23
   e. What faculty and staff development services will be needed? 23
   f. What technology, media, equipment and instructional supplies are needed to support the program’s intended outcomes? Are these resources available? What is the estimated cost? 23
   g. Are there any needs for additional or renovated space? 23
   h. What, if any, existing external facilities will be used? For full proposal, discuss any agreements that have been or will be entered into for use of the facility. 23

6. **Projected Cost of the Program**

   a. Provide a six-year projection of program costs including the new costs for program start up and recurring costs to sustain the program including any new costs identified in Sections 5 or 7. 23-24
   b. If applicable, describe anticipated sources of new revenue required for the program. 24
   c. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover. 24
   d. For full proposal, a detailed six-year program budget is required outlining programs costs and anticipated state support based on the state funding formula and other areas of support. 24-27

7. **Quality of the Program**

   a. Describe the qualifications of the faculty and how the expertise and experience will contribute to the quality of the program. 27-28
   b. Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program. 28
   c. What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction? 28-29
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Department of Labor documentation, if applicable.</td>
<td>33-34</td>
</tr>
<tr>
<td>5.</td>
<td>Formal needs assessment</td>
<td>34-39</td>
</tr>
<tr>
<td>3.</td>
<td>Table of 6-year projected graduate program cost estimates and resources (required for submission to NMHE)</td>
<td>39-40</td>
</tr>
<tr>
<td>4.</td>
<td>List of similar programs (state and regional)</td>
<td>40-42</td>
</tr>
<tr>
<td>5.</td>
<td>List of potential employers</td>
<td>42-43</td>
</tr>
<tr>
<td>6.</td>
<td>List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable</td>
<td>43</td>
</tr>
<tr>
<td>7.</td>
<td>Letters of support from external partners or stakeholders All Pueblo Council of Governors The Navajo Nation</td>
<td>44-106</td>
</tr>
</tbody>
</table>
Albuquerque Urban Indian Leadership Movement
American Indian Student Services
New Mexico State University - College of Education
NAS Alumni 2006 – Lani Tsinnajinnie, PhD Candidate, New Mexico Institute of Mining and Technology
NAS Alumni 2008 – Nathahnee Winder, PhD Sociology Student, University of Western Ontario
NAS Alumni 2013 - Stacey R. Yabeny, Fellow, National Congressional of American Indians Pueblo of Laguna
Pueblo of Zuni
Canoncito Band of Navajos 12 Member Traditional Council
Mescalero Apache Tribe
Office of the Superintendent – Santa Fe Indian School
Albuquerque Public Schools
National Indian Youth Council, Inc.
Native American Community Academy
University of New Mexico – Department of Language, Literacy & Sociocultural Studies
Navajo Studies Conference, Inc.
National Indian Education Association
Copy of the letter of request for support from Dr. Cajete
Petitions from current NAS students, NAS alumni, and community members
List of Spotlight NAS Alumni
NAS Alumni 2009 - Alannah A. Hurley, Executive Director of the United Tribes of Bristol Bay, Copy of Inside UNM article - UNM alumna meets President Obama
The University of Oklahoma—Native American Studies
Arizona State University—American Indian Studies

8. Letters of support from NM Institutions of higher education (strongly recommended prior to presenting program to NMGDC)
   - Central New Mexico Community College
   - Western New Mexico University
   - Eastern New Mexico University
   - San Juan College
   - Southwestern Indian Polytechnic Institute
   - New Mexico State University

12. Additional Attachments for submission to NMHEd and NMGDC (supplied by Provost's Office and Office of Graduate Studies) and for CIP Code approval (submitted by Provost's Office).

1. Documentation of institution's priority for the proposed program.
   - Copy of letter of support from Gregory L. Heileman, Associate Provost for Curriculum
   - Copy of letter of support to Dr. Barbara Damon, Secretary of Higher Education from Gregory L. Heileman, Associate Provost for Curriculum
   - Copy of letter of support from Susanne K. Clement, Director of Collections University Libraries

2. Course syllabus & Form A/B
   1. NATV 402/502 Form A & syllabus
   2. NATV 424/524 Form B, course description, & syllabus
   3. NATV 522 Form B, course description, & syllabus
   4. NATV 530 Form B, course description, & syllabus
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>NATV 535 Form B, course description, &amp; syllabus</td>
</tr>
<tr>
<td>6.</td>
<td>NATV 540 Form B, course description, &amp; syllabus</td>
</tr>
<tr>
<td>7.</td>
<td>NATV 550 Form B, course description, &amp; syllabus</td>
</tr>
<tr>
<td>8.</td>
<td>NATV 555 Form B, course description, &amp; syllabus</td>
</tr>
<tr>
<td>9.</td>
<td>NATV 560 Form B, course description, &amp; syllabus</td>
</tr>
<tr>
<td>10.</td>
<td>NATV 570 Form B, course description, &amp; syllabus</td>
</tr>
<tr>
<td>11.</td>
<td>NATV 590 Form B, course description, &amp; syllabus</td>
</tr>
<tr>
<td>3.</td>
<td>A copy of Form D with signatures</td>
</tr>
<tr>
<td>4.</td>
<td>Minutes from the Board of Regents meeting, noting approval</td>
</tr>
</tbody>
</table>
Master of Arts Degree Proposal for Native American Studies, University College

Executive Summary

This proposal outlines the rationale, academic orientation and budgetary requirements for the development of a nationally and internationally prominent Masters and future Ph.D. program in Native American Studies (NAS) at the University of New Mexico. The NAS B.A. degree program has already demonstrated significant success in graduating over 200 majors and minors during the past eleven academic years.

Currently, the Native American Studies Program, in conjunction with University College proposes to establish a Master of Arts (M.A.) degree with a focus in Indigenous Leadership, Self-Determination, and Sustainable Community Building. The purpose of this program is to provide the present and future leaders of American Indian nations and other Indigenous peoples with relevant leadership, research and training in community building, policy development and education for sustaining Indigenous communities that meet the highest academic and professional standards while reflecting the needs, circumstances, goals, and concerns of those communities and peoples. The degree will be applicable to positions in tribal leadership, leadership of tribal organizations, leadership of community based organizations, positions related to educational outreach and training, social and cultural program development, and sustainable community building. The State of New Mexico and the 23 Pueblos and Tribes of New Mexico have a pressing need for graduate educated students prepared to work towards healthier and fully engaged communities economically and socially within the State of New Mexico.

An M.A. in NAS will require successful completion of thirty (30) credit hours. Students must take eighteen (18) credit hours of the required core courses including a three credit hour foundation seminar course. An additional twelve (12) credit hours must come from the Indigenous Leadership, Self-Determination, and Sustainable Community Building elective focus. These courses are chosen during advisement based on how well they may complement the student’s program of study.

The target audience for the M.A. includes both mid-career professionals and recent Bachelor’s degree graduates who may be either enrolled part-time or full-time, who are working or anticipate working for a Native community or an Indian nation, in a supra tribal program or federal agency, or in an Indian Country Non-Governmental Organization.

In our survey with 223 individuals conducted in the spring and summer of 2015, over 200 (98%) wanted us to develop a M.A. degree program. 220 individuals (99%) felt producing students with a M.A. in NAS would benefit all Native and non-Native communities in New Mexico and beyond. In 2013, results were similar. In
addition to the surveys, 208 students signed a petition supporting a NAS M.A. program and several schools, tribal leaders, and organization have submitted letters of support. Student and public demand is high for a M.A. degree in NAS at the University of New Mexico. The NAS M.A. program will be the only program of its kind in the state of New Mexico and there are no conflicts with other program offerings in the state and at the university.

With support letters from New Mexico State University, Western New Mexico University, Eastern New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, and Diné College, NAS will collaborate and bring in students for the graduate program. We will also work with community partners to identify areas of research that will build community capacity, provide support for policy initiatives, and build stronger and more diverse local economies. Possible research collaborators are the Native Nations Institute, New Mexico Department of Indian Affairs, and the American Indian Law Center.

Alumni in the NAS Bachelor of Arts and minor degree program have already reached over 200 students, with an anticipated additional 100 new students enrolling in the program over the next three years as a result of the development of on-line and Zoom course capacities. The growth and demand for the program along with student demand for a Native American graduate studies program in the state are compelling reasons for this proposal.

There is an increased interest in the NAS degrees. The NAS B.A. program has produced over 200 graduates (majors and minors) since the degree was approved in 2005. It is anticipated the size of the graduating classes will gradually increase in subsequent years. The NAS program currently offers on average 20 courses per semester taught by NAS faculty, adjuncts or affiliated faculty serving from 200-300 students per year.

There are over 1,500 Native American students enrolled at the UNM Main campus and an additional 3,000 + students enrolled through the Gallup, Farmington, Taos, Bernalillo, Los Alamos and Valencia campuses. It is anticipated many undergraduate and graduate students will be interested and will enroll in the courses and the new graduate degree program offered through NAS.

The current growth and demand for NAS courses is reaching the maximum carrying capacity of the faculty and program. Further growth and capacity can be facilitated through an increase in faculty and staff lines and program development monies in the future. As the program grows we do project the need for recurring appropriation for the augmentation of faculty, staff and program development.
1. Program Description and Purpose

What is the program and why should we offer it? Include the program’s major goals (both primary and secondary, if any)

Native American Studies (NAS) is an academic program committed to Indigenous research and scholarship. NAS offers a Bachelor of Arts degree and a minor degree granted through University College at the University of New Mexico. Our goal is excellence in educating all students and the public in/on the Native experience of Indigenous peoples with significant attention given our complex history and intercultural heritage of New Mexico and the United States.

The Bachelor of Arts Degree in Native American Studies is awarded by University College and has UNM Institutional Accreditation from The Higher Learning Commission of the North Central Association. The Bachelor of Arts degree and minor in NAS are designed to give students a background in Native American Studies theory, Indigenous research, and relevant application of their knowledge among Indigenous communities.

This proposal requests the creation of a master’s level graduate degree program in Native American Studies. It calls for a unique program of study whose central mission is to support leadership development and community education that fosters critical investigation and interpretation, social justice, and social transformation of knowledge. Native American Studies prepares students to be community engaged leaders who work toward socially plural, culturally inclusive and healthy communities that drive positive human interactions and acknowledge the diversity of human experience and creative expression.

The proposal is for a Master of Arts (M.A.) Degree in Native American Studies with a focus in Indigenous Leadership, Self-Determination and Sustainable Community Building. This degree will be unique among tier one Universities in the United States in that its emphasis will be on community-based education for Indigenous leadership and sustainable community building. The degree program will use a multiple instruction approach where instruction will be face-to-face, Zoom, and online. No other Native American Studies graduate program in the country offers their curriculum through this multiple approach. UNM would be the first in the country to do so and will set us apart from peer institutions. We would also like to implement a BA/MA program based on a 3-2 model. We anticipate the 3-2 model to begin at some point within the first six years of the M.A. program.

By promoting the NAS offerings online, our MA program will reach out to potential Native Studies students in a capacity that is not offered by major neighboring universities, such as Arizona State University and the University of Arizona. Many students who would be interested in pursuing a Master’s degree in NAS are working professionals with constrictive schedules, individuals with full-time family responsibilities, are fully immersed in remote communities, and/or are
geographically limited in other ways for various reasons (economic, traditional ties, housing, etc.). With our selection of online courses, we are able to better accommodate exceptional students who may study and serve their respective responsibilities at the same time. Without this option, these students would not be allowed the opportunity to further their studies. Pedagogically, NAS faculty members have often found that allowing students an online voice provides for more intensive interaction amongst students and with instructors. In this capacity, we are not limited to the time allotted for face-to-face meetings or are dominated by the more outspoken class members. By offering as many avenues of involvement as possible, the quality of our program will be an outstanding pillar across the nation.

Those students who opt to take online classes will be made fully aware of the time investment, scholastic commitment, and internet connectivity requirements of each course. Students must ensure that they have reliable access to the internet during their planned course working times via school campuses, libraries, tribal buildings, local businesses, or at home. The NAS faculty will build work into each course module that can be completed in relation to various student schedules. For example, the students will be given clear due dates for discussion postings and it will be up to each student to plan when they will complete their posts each week prior to the deadline. The first eleven alumni, and potential student MA recruits, to complete our NAS survey all indicated that they have reliable internet access at home. Furthermore, most of them indicated secondary access options at work or community centers and libraries.

How does the program fit within the unit’s future plans?

Through community oriented curricular offerings and programs, faculty and students will develop action-based research to address complex social issues associated with Native American and other Indigenous communities such as social and economic inequities, self-determination, human rights and social transformation. Interdisciplinary in nature, the proposed M.A. programming, research and community engagement will emphasize cultural and community based learning that includes critical thinking, analytical skills, effective communication leadership and community building.

Arizona State University (ASU), a peer institution of the University of New Mexico, has recognized the importance of developing strong relations with Indigenous peoples. President Michael M. Crow stressed a commitment to American Indian tribes, and we hope the NAS M.A. degree program can help build UNM’s commitment to Native peoples, communities, and nations in a similar way:

ASU continues to develop an impressive cohort of scholars engaged in American Indian cultural, social, educational, legal, and economic issues. We have built world-class programs in American Indian Studies, American Indian Legal Studies, and Indigenous conceptions of justice. Our work, however, is not complete. We must further enhance our capacity to leverage
place, transform society, conduct use-inspired research, enable student success, work across disciplines, integrate Indigenous knowledge and engage Indigenous issues globally. We are committed to providing access, retaining and graduating American Indian students in a climate that is welcoming and respectful of their languages and cultures. Foundational to these goals, we commit to creating an environment of success and possibility for American Indian students at ASU. We are dedicated to supporting tribal nations in achieving futures of their own making. We will partner with tribal nations to: address the ravages of paternalism; improve educational achievement of American Indian children, youth, and adults; create innovative and appropriate use and development of natural resources; conceptualize and implement responses to physical and mental health challenges; and build and strengthen leadership capacities to address challenges for Native nations in the 21st Century and beyond. And we will enhance and foster an environment of success and unlimited possibilities for American Indians at ASU.¹

The purpose of the NAS M.A. program at UNM is to provide the present and future leadership of Native communities and other Indigenous peoples with relevant leadership and research training and policy analysis that meet the highest academic and professional standards while reflecting the needs, circumstances, goals, and concerns of those communities and peoples.

This master's degree necessarily will have as its first area of focus the research and skill development needs of New Mexico tribal communities and tribal organizations. The next area of focus includes both rural and urban Native American populations with emphasis on a program of study, which provides relevant content and experiences for addressing the educational, research and community building needs of Native communities and organizations. Toward this aim, the development and implementation of the curriculum will take place in close consultation with an NAS Advisory Council drawn from New Mexico Indian tribes and organizations.

¹ https://president.asu.edu/node/1547
Native American Studies Advisory Council

Relevance of program offerings and external program support will rely heavily on regular consultation with an Indigenous Advisory Council drawn from New Mexico Indian nations and organizations and, when appropriate, from Indigenous populations elsewhere. This is envisioned as a group of approximately 5 persons with relevant experience and expertise who can provide regular consultation, advice, and guidance in the design and execution on Indigenous Community Building. It will include tribal leaders and ex-leaders, representatives of tribal colleges, representatives from Native-based organizations, and other persons who can lend expertise and wisdom to our efforts. Membership will be for a specified term and by invitation from the Dean of University College at the University of New Mexico.
How does the program fit within the UNM mission and strategic plan?

UNM has defined the mission and vision of the university through the UNM 2020 plan. Seven targeted goals outlined in the UNM 2020 plan are well-aligned with NAS's vision and mission. The seven goals include: 1. Become a destination university, 2. Prepare Lobos for lifelong success, 3. Promote institutional citizenship, 4. Enhance health and health equity in New Mexico, 5. Advance discovery and innovation, 6. Ensure financial integrity and strength, and 7. Advance and accelerate economic development.

NAS provides a range of academic resources for the student, the university community, and the larger Native American community. In keeping with the Memorandum of Understanding with New Mexico tribes, NAS is organized into three major components, which reflects the overall mission and vision of the University. The UNM 2020 goals served in NAS's components are delineated below:

**Academic, Research, and Community Outreach**

1. The Academic Component includes an extensive array of courses, internships, individual studies, and summer institutes. The course content is aligned with historical and contemporary issues affecting Native communities in New Mexico, nationally, and internationally. A primary goal of the academic component is to inspire and motivate NAS students toward careers and lifelong learning that address these issues in significant ways. This goal is directly aligned with UNM 2020 goals 2, 3, and indirectly aligned with goal 1. NAS promotes lifelong learning through its courses and provides opportunities for NAS students to participate in university life and activities to build their capacity to solve complex issues affecting Native communities of New Mexico and beyond. NAS is sought out by many researchers, faculty, students, and others as a source of important connections with Native students and communities, and in this respect, contributes to UNM’s goal to become a destination university.

2. The Research Component is integrated into every NAS course and provides training and experience in doing research in a Native American context. The NAS student learning outcomes are directly tied to the development of research skills among our students. Research skills are highly valued as a way to contribute to Native communities in any field of study. The Research component also provides research opportunities and teaching assistantships to Native American students currently in graduate degree programs. Incorporated into the Research Component is the NAS library. This collection of materials (2,800 volumes) by and about Native Americans (books, journals, articles, research papers, video and audiotapes) including the highly prized Reno Collection, is available to students, the university community and the larger public community. The family of Philip Reno donated the Reno Collection to NAS. The collection consists of materials that Philip Reno utilized in his book, *Navajo Resources and Economic Development* (1988) University of New
Mexico Press. This component directly aligns with UNM 2020 goals 2, 5, and indirectly aligns with goals 1, 4, and 7. Research skills advance discovery and innovation by advancing knowledge and student learning. Research skills also prepare students for lifelong learning as these skills can be applied in any context and setting over time. Depending on the fields our students enter with their degree, their skills can contribute to health equity and economic development of their communities and beyond.

3. The Community Outreach component occurs through NAS in a variety of ways. One significant avenue community outreach is achieved is through NAS courses with their research focus on issues pertaining to tribal leadership, self-determination and economic development. Specialized courses, workshops and research are offered as necessary via NAS programming and activities based on main campus and branch campus system. This component aligns directly with UNM 2020 goals 1, 2, and 5, and is indirectly aligned with goals 3, 4, 6, and 7. The community focus of our mission and vision make NAS a destination program for the university. The partnerships and relationships we create and build with communities contribute to students’ lifelong relationships and learning. Aligning our curriculum with current realities and issues of Native communities advances discovery and innovation by promoting research and teaching that is community-based, driven and collaborative.

How does the program fit with related offerings at UNM?

UNM has affiliated programs in the Community and Regional Planning program and Law School but they are not replications of the M.A. degree proposal NAS is submitting.

The NAS M.A. program will support leadership development and community education that fosters critical investigation, interpretation, and analysis, social justice, and social transformation of knowledge. The M.A. program will prepare students to be community engaged leaders who work toward socially plural, culturally inclusive and healthy communities that drive positive human interactions and acknowledge the diversity of human experience and creative expression. Students will learn to be researchers, critical thinkers, effective communicators, nations builders, and change agents of Native communities, organizations, and/or nations. Students will develop action-based research to address complex issues associated with Native communities such as social and economic inequities, human rights, self-determination, and social transformation. The M.A. at UNM will be a distinct program where the faculty will provide a conceptual understanding of leadership, both from a historical and contemporary viewpoint, leading to the advancement of self-determination in Native communities, organizations, and nations, and the sustaining of distinct peoples.

The Community and Regional planning program teaches students to be future planners and professionals with the knowledge and skills to support planning that is responsive to people and place. Their students create community-based plans,
programs, and policies that sustain and enhance their culture, resource base, built environment and economic vitality. A major difference between the community and regional planning program and the NAS M.A. program is it does not stress the importance of being effective and relevant researchers, critical thinkers, effective communicators, and nation builders. It does not have a strong leadership strand and this shows the sharp distinction between the two programs.

The Law school is design to educate and train students to be excellent lawyers who will serve local, state, tribal, national, and international communities. While Native nations and communities do need lawyers to help sustain a distinct way of life, the NAS M.A. program will educate students on how to be community engaged leaders in all areas including the law. The M.A. program will include an understanding of how the law impacts Native communities, organizations, and nations and will extend how students utilize critical analytical skills to help build their nations, organizations, and/or communities.

Assuming timely approval, what is the program development and implementation timeline?

The implementation timeline is the following:

Fall 2015 –Acquire preliminary approval; Submit full proposal

2016 & 2017—Obtain all UNM-related approvals including the Board of Regents; Obtain all state-related approvals; Develop marketing and recruitment plan

Fall 2017—Implement the marketing and recruitment plan

Spring 2018—Accept applications by February 1

Fall 2018—First group of student begin their studies

Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)

**Study Requirements: 30 credit hours for Master of Arts**

A Master of Arts degree in Native American Studies will require successful completion of thirty (30) credit hours. Students must take eighteen (18) credit hours of the required core courses including a three credit hour foundation seminar course. An additional twelve (12) credit hours must be elected from the Indigenous Leadership, Self-Determination and Sustainable Community Building focus. These courses are chosen through advisement based on how well they may complement the students’ program of study.
This M.A. degree will be a coursework only program concluding with the completion of NATV 590: Project of Excellence. The goal of NATV 590 is to demonstrate a student's accumulation of the theoretical foundation that warrants Native American Studies in the service of the academy that can be successfully applied to address a target topic or issue relevant to a particular Native community, inter/national audience or Native group or organization. Examples of works include a research paper, community-based project, and research service learning projects.

**M.A. CORE COURSE REQUIREMENTS (18 CREDIT HOURS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATV 550</td>
<td>Indigenous Nations &amp; Sustainable Communities Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NATV 555</td>
<td>Native American Policy &amp; Community Building</td>
<td>3</td>
</tr>
<tr>
<td>NATV 560</td>
<td>Research Method &amp; Practice in Indigenous Scholarship</td>
<td>3</td>
</tr>
<tr>
<td>NATV 570</td>
<td>Indigenous Thought &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NATV 590</td>
<td>Project of Excellence</td>
<td>6</td>
</tr>
</tbody>
</table>

**REQUIRED FOCUS (12 CREDIT HOURS)**

In consultation with advisor, students will select a combination of twelve (12) credit hours of the following courses:

- NATV 402/502 Education, Power, and Indigenous Communities
- NATV 423 Self-Determination and Indigenous Human Rights
- NATV 424/524 Principles of Leadership in Indigenous Contexts
- NATV 445 Politics of Identity
- NATV 522 Indigenous Community Approaches in Restorative Justice
- NATV 530 Gender & Indigenous Leadership
- NATV 535 Issues in Contemporary Native Leadership
- NATV 540 Indigenous Economies, Sustainability, and Environmental Protection

^ Current courses that will be updated and revised for Masters (see attachments for course syllabi and form A)

^^ New courses that will be introduced (see attachments for course syllabi and form B)

*For undergraduate students with a minimum 3.5 overall GPA, up to 6 credit hours can be shared for both graduate and undergraduate credit with approval of the department's advisor.

All courses will be offered through the following approaches: online, Zoom, & face-to-face during the graduate program. We will only use two double-numbered courses (400/500) NATV 402/502 and NATV 424/524 and only two 400 level courses among our course options. NATV 402/502 is a relevant course to the M.A.
program as it examines how economic, political, and social power influences the education of Native youth. Education in Native communities is key to community building. NATV 424/524 will be an updated course that examines critical understanding of theoretical concepts and frameworks of leadership from a western and Native experience. The M.A. program emphasizes Native leadership. The two 400 level courses offer students relevant knowledge related to tribal enrollment, politics of identity, international human rights, and sustainable community building.

NOTE: The following courses may be petitioned for approval by NAS to substitute up to six (6) credit hours of appropriate 500 or above level UNM courses from the following related disciplines: American Studies, Anthropology, History, Community & Regional Planning, Language Literacy Sociocultural Studies, Public Administration, Sociology, and other interdisciplinary-related program.

AMST 552: Colonialism & Decolonization
AMST 552: Topics in Native American Studies
ANTH 532: Indigenous Peoples of South America
ANTH 578: Indigenous Mexico
CRP 503: Community-based Practice
CRP 534: Foundations of Indigenous Planning
CRP 539: Indigenous Space Place Mapping
CRP 540: Pueblo Design & Planning
CRP 541: Navajo Design & Planning
HIST 546: Native America to 1850
HIST 646: Native American Southwest
LAW 552 Federal Jurisdiction
LAW 554: Indian Water Law
LAW 579: Tribal Courts
LAW 582: Economic Development in Indian Country
LAW 584: Indian Law
LAW 628: Law of Indigenous Peoples
LLSS 551: History of American Indian Education
LLSS 554: Teaching the Native American Child
LLSS 560: Language & Education in Southwest Native American Communities
LLSS 564: Issues in American Indian Education
LLSS 570: Science & Native American Education
PADM 590: Topical Seminars
SOC 595: Special Topics in Sociology

DRAFT CATALOG COPY

Master of Arts in Native American Studies

The Master of Arts in the Native American Studies program is targeted to students holding a B.A. degree in Native American Studies, History, Anthropology, American Studies, Education, Sociology, or any interdisciplinary-related program. The
program prepares students for positions in tribal leadership, leadership of tribal organizations, leadership of community based organizations, positions related to educational outreach and training, social and cultural program development, policy development, and sustainable community building.

Admission Requirements

- Graduate application and fee
- Completed bachelor's degree
- Generally, applicants must have a minimum cumulative grade point average of 3.0 or its equivalent in their last two undergraduate years and in their major field. Students who do not meet the GPA requirement can be conditionally accepted provided they meet other requirements and have a successful first semester in the M.A. program. The NAS department will make this determination.
- One writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature
- Two recommendation letters
- Personal statement (3 to 5 pages) that addresses your educational goals, professional plans, interest in the M.A. program and background in Native American Studies or Indigenous communities

Advisement and Plan of Study

NAS M.A. students will meet with the NAS Academic Advisor at least once a semester. Students will create a degree plan by the start of the second semester. Students will be required to take the 18 credit hours of the NAS M.A. Core classes as well as pick 12 credit hours of coursework from the required focus that match their intended career path. NAS understands that some students may attend part-time 3-6 credit hours a semester and others may be full-time taking 9 credit hours a semester. NAS faculty will be available to mentor and to provide support to students in the NAS M.A. degree program.

Program Requirements
Students must complete a minimum of 30 credit hours within the following:

- Core Courses—18 credit hours—NATV 550 (Indigenous Nations and Sustainable Communities seminar), NATV 555 (Native American Policy & Community Building), NATV 560 (Research Method & Practice in Indigenous Scholarship), NATV 570 (Indigenous Thought & Ethics), and NATV 590 (Project of Excellence)
- Elective Focus—12 credit hours chosen from—NATV 402/502 (Education, Power, and Indigenous Communities), NATV *423 (Self-Determination and Indigenous Human Rights), NATV 424/524 (Principles of Leadership in Indigenous Contexts), NATV *445 (Politics of Identity), NATV 522
(Indigenous Community Approaches in Restorative Justice), and NATV 540 (Indigenous Economies, Sustainability, and Environmental Protection).
Additional elective UNM courses of appropriate 500 or above level (up to 6 hours) may be petitioned for NAS approval from related disciplines such as American Studies, Anthropology, History, Community & Regional Planning, Language, Literacy, & Sociocultural Studies, Public Administration, Sociology, or an interdisciplinary-related program.

Prior to submission to the NMHED and NMGDC, include a brief statement regarding institution’s priority and refer to documentation provided by Provost’s Office (see section 9).

In the preliminary proposal approval letter, Gregory L. Heileman, Associate Provost for Curriculum, stated the proposed master’s degree will provide a unique opportunity for graduate level education in Native American Studies for the State of New Mexico. (Attached to end of this document (Provost & HED notification))

2. Justification for the Program

Evidence of Need

The last three decades have seen a remarkable change in the governing and economic situations of Native communities. In the 1970’s, the federal government moved to a policy of Self-Determination for Indian tribes. Although the federal policy intent was modest – to allow tribes to run federal Indian programs – assertive Native communities have used the opportunity opened by this policy to take dramatically increased control of their own affairs, realizing in practice much of the sovereignty long promised them in treaties, court decisions, and legislation. Added to these factors are the new and evolving challenges of global climate change and the specific associated issues, which directly affect Native communities environmentally, socially, economically and culturally.

Such assertions, however, have posed major leadership, management, and community challenges for Native communities. Confronted with many of the same institutional, strategic, and administrative problems faced by most contemporary societies, many of these communities also are trying to preserve distinctive cultural legacies, control and re-channel often destructive forces of change, and maintain a maximal degree of political autonomy within the often hostile political atmosphere of the contemporary United States, where tribal sovereignty has been recurrently under attack over the last half century. All too often, they face these complex tasks with only limited contemporary experience in sovereign government and meager informational and educational resources. Native American leaders often have to make momentous decisions without the benefit of the focused, customized educational experience that the leaders of other societies find readily available at leading educational institutions or through major executive education programs.
Tribal governments also typically lack access to the kinds of policy analyses that other governments regularly employ in making major policy decisions.

Tribal leaders in New Mexico and all across the country have often called for access to the kinds of sophisticated policy resources that have traditionally been part of the decision-making processes of non-Indian governments in the United States. The development of the current NAS program is a response to this need and to similar needs among Indigenous groups elsewhere in the world. The primary mission of the program is to be an educational resource, making available to Native communities a comprehensive and high quality masters level program of study designed specifically to meet the educational needs of Indigenous leadership and community building, and providing tribes, organizations, and other policymakers with research analysis in usable, accessible form. In addition, the NAS program aims to develop a body of theory, research and practice which is founded upon Indigenous thought, values, principles and research protocols. It also is intended to be a vehicle for supporting the work of New Mexico and Indian country educational institutions, in particular tribal colleges, through cooperative relationships, curriculum development, and the transfer of skills. The NAS M.A. Program’s overall aim is to evolve an educational process for Indigenous community building, which flows from Indigenous based theory and practice. The goal of the UNM-NAS educational process is to make a long-lasting, relevant contribution to the effort of Indigenous communities to improve the community, economic and social well-being of their peoples and support their development of effective control of their own futures on their own terms. The UNM-NAS program will offer a distinct graduate program emphasizing leadership and sustainable community building no other Native American Studies graduate program currently offers.

Provide evidence of student demand

In our survey with 223 individuals conducted in the spring and summer of 2015, over 200 (98%) wanted us to develop a M.A. degree program. 220 individuals (99%) felt producing students with a M.A. degree in NAS would benefit Native and non-Native communities in New Mexico and beyond. In a previous survey conducted in 2013 with 70 individuals, 65 (93%) wanted a NAS M.A. degree program and 63 individuals (90%) felt producing students with a M.A. degree in NAS would benefit Native and non-Native communities in New Mexico and beyond. In addition to the surveys, over 200 students signed a petition supporting an NAS M.A. program and several schools, tribal leaders, and organizations have submitted letters of support (see attachments). Student and public demand is high for a M.A. degree in NAS at the University of New Mexico.

Provide evidence of demand for program graduates

We anticipate that an M.A. program will absorb several students in the NAS B.A. program for the first few years but as the program matures we anticipate student growth from across the country, the branch campuses, and regional states. We
anticipate 10 students entering the M.A. program for the first two years, 15 students in year three and four with a total of 20-30 students rotating in and out every two years. Within year five and six, we anticipate entering enrollment at 20 students with a total of 35-40 students overall in the program and a graduation rate of 15-20 students per year.

For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.

US Department of Labor Estimates

The data was compiled from the US Department of Labor, Bureau of Labor Statistics, and Occupational Handbook for 2012-2022. These labor statistics displays changing employment from 2012 to 2022. Native American Studies alumni from 2006 to 2015 reported careers serving Indigenous communities in the following sectors: public relations specialist; arbitrators, mediators and conciliators; technical writers; education: training and development managers; and management analysts. We anticipate with an M.A. our graduates will find positions with tribes, organizations, and entities serving Native peoples and communities similar to the listing and in areas such community building.

Public Relations Specialist

Public Relations Specialists are liaisons between State, Federal and tribal government agencies to report out information to serve their communities on behalf of Indian Education, Economic development, Environment, Health, and numerous important issues. Some tribal nations also have their own newspapers.

<table>
<thead>
<tr>
<th>Quick Facts: Public Relations Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Median Pay</td>
</tr>
<tr>
<td>Entry-Level Education</td>
</tr>
<tr>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>On-the-job Training</td>
</tr>
<tr>
<td>Number of Jobs, 2012</td>
</tr>
<tr>
<td>Job Outlook, 2012-22</td>
</tr>
<tr>
<td>Employment Change, 2012-22</td>
</tr>
</tbody>
</table>

Arbitrators, Mediators and Conciliators

NAS alumni found themselves in careers such as arbitrators, mediators and conciliators that these type of position are often addressing multiple issues because Federal or State agencies do not know policies related to Native communities. The
most common situations are educating the public about state, tribal, and federal laws, policies, acts, and statutes impacting Native communities.

<table>
<thead>
<tr>
<th>Quick Facts: Arbitrators, Mediators, and Conciliators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Median Pay</td>
</tr>
<tr>
<td>Entry-Level Education</td>
</tr>
<tr>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>On-the-job Training</td>
</tr>
<tr>
<td>Number of Jobs, 2012</td>
</tr>
<tr>
<td>Job Outlook, 2012-22</td>
</tr>
<tr>
<td>Employment Change, 2012-22</td>
</tr>
</tbody>
</table>

**Technical Writer**

Technical writers communicate to governmental agencies, apply for grants, and develop critical policies within Native governments. Other career choices include global visibility of Indigenous-based education via published children's books or producing critical literacy among adults as well.

<table>
<thead>
<tr>
<th>Quick Facts: Technical Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Median Pay</td>
</tr>
<tr>
<td>Entry-Level Education</td>
</tr>
<tr>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>On-the-job Training</td>
</tr>
<tr>
<td>Number of Jobs, 2012</td>
</tr>
<tr>
<td>Job Outlook, 2012-22</td>
</tr>
<tr>
<td>Employment Change, 2012-22</td>
</tr>
</tbody>
</table>

**Education: Training and Development Managers**

A high percentage of NAS alumni are in the education field working or serving in charter, public, tribal controlled, and Bureau of Indian Education schools. They work in various levels of education from educational assistant, Native American Language and culture teacher, to State certified teachers, athletic coaches, mentors, tutors, and managing multiple federal funds including partnerships with surrounding Native and non-Native communities.
Quick Facts: Training and Development Managers

| 2012 Median Pay | $95,400 per year  
|                 | $45.86 per hour  
| Entry-Level Education | Bachelor's degree  
| Work Experience in a Related Occupation | 5 years or more  
| On-the-job Training | None  
| Number of Jobs, 2012 | 28,600  
| Job Outlook, 2012-22 | 11% (As fast as average)  
| Employment Change, 2012-22 | 3,200  

Management Analyst

A management analyst organizes and processes information for various agencies that deal with various levels such as the U.S. Environmental Protection Agency in relation to tribal water rights, political organizations, and non-governmental organizations such as the National Congress of American Indians. Some alumni have transitioned to law school or graduate school as well.

Quick Facts: Management Analysts

| 2012 Median Pay | $78,600 per year  
|                 | $37.79 per hour  
| Entry-Level Education | Bachelor's degree  
| Work Experience in a Related Occupation | Less than 5 years  
| On-the-job Training | None  
| Number of Jobs, 2012 | 718,700  
| Job Outlook, 2012-22 | 19% (Faster than average)  
| Employment Change, 2012-22 | 133,800  

Additional career choices include health related-areas such as individual family counseling programs, community food and housing programs, community health nurses, nutrition, and physical therapists. These career choices also lead into helping to improve health policies among Native communities and collaborating with the US Indian Health Service throughout the United States (See Attachments Full Proposal – Attached List of NM Department of Labor Statistics)

For full proposal, a discussion of the program’s relationship to workforce development is also required.

A B.A. degree is an entry-level education for each occupation, higher-level degrees are essential to community building. Thus, the program provides workforce development for many employees in the federal government, tribes, tribal
organizations, non-governmental organizations, education-related, law-related, health-related, policy-related, and development-related fields. The federal government, tribes, tribal organizations, and non-governmental organizations are seeking individuals with graduate degrees to help with Indigenous community building. Our M.A. program will educate individuals who will help and lead Indigenous community building.

At other institutions such as Northern Arizona University, they started an online graduate certificate in Tribal Public Administration and they have partnered with Political Science to have it transfer into a Master's of Public Administration. They anticipate graduates will go on to work for their local communities in a similar fashion that Public Administration graduates work for municipalities, counties, state, etc. They also anticipate graduates will go on to graduate school in any social science field or law school.

At the University of Arizona, fourteen of their alumni entered their own American Indian Studies doctorate program and a few others went to law school. Most of their alumni are now faculty in various universities and colleges. Some of the M.A. alums are working for non-profit organizations, state and institutional museums, tribal colleges, and universities.

At the University of Oklahoma, their graduates find employment with tribes, public schools, non-profit organizations, research centers, and law firms. They also have a joint M.A.-J.D. initiative with the College of Law, so quite a few of their students entered the program and become attorneys. Some of their M.A. graduates choose to go onto to a doctorate/professional program such as English, Anthropology, Psychology, Education, and Law.

Include any other information as appropriate that will support evidence of need for the university, state, or region.

Attached to end of this document (Petitions)

Duplication

Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.

If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.)

The UNM-NAS program is the only program of its kind in the State. There is no
graduate level degree in NAS at any other university or college program in the State of New Mexico. There are no conflicts with other program offerings in the university.

The Native American Studies department at UNM would recommend for the Dean of University College to submit a nomination to add UNM-NAS Master of Arts degree program to the WICHE list to encourage students in the Western Regional Graduate Program (WRGP) to apply to the UNM NAS Master of Arts degree program once the graduate program is available.

Only one Native American Studies graduate program is listed on WICHE, American Indian Studies at Arizona State University. No other peer institution or similar graduate program is listed. The American Indian Studies graduate program is a traditional graduate program with only face-to-face classes and offers two concentrations distinct from UNM-NAS. The graduate program we are proposing is not the same at Arizona State University due to our multiple pedagogical approach, content, and focus.

For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.

N/A—no similar programs exist in the state.

For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.

N/A—no similar programs exist in the state

3. Inter-institutional Collaboration and Cooperation

If applicable, describe opportunities for collaborative relationships with other institutions for shared instruction, faculty arrangements, or student experiences. For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.

No other institution in New Mexico has a Native American Studies program or department but the opportunity for those institutions to collaborate and work with our department is good. With support letters from New Mexico State University, Western New Mexico University, Eastern New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic
Institute, Navajo Technical University, and Diné College, our department will collaborate and bring in students for the graduate program.

Native American Studies will also collaborate with community partners to identify areas of research that will build community capacity, provide support for policy initiatives, increase health and food security, and build stronger and more diverse local economies. Possible research collaborators are the Nation Nations Institute—Udall Center for Policy Development at University of Arizona, The University of New Mexico Law School, American Indian Law Center, Inc., New Mexico Department of Indian Affairs, Diné Policy Institute, Indigenous Leadership Institute at Santa Fe Indian School, and specific tribal entities.

NAS will provide best practices expertise (i.e., empirical, theoretical, methodological) and consulting to researchers in community education and social sciences seeking to incorporate Indigenous perspectives and an understanding of the dynamics of Indigenous leadership into their studies. We will provide expertise and consulting community members and policy-makers at the federal, tribal, state, county and municipal levels for measuring (assessing) and ameliorating (addressing) social and cultural disparities; create successful research partnerships between the university and surrounding local and national communities. We will create conferences that convene researcher, scholars, community for capacity building toward promising practices on Indigenous leadership development and building sustainable Indigenous communities.

NAS will also foster an institutional context for ongoing scholarly conversations about the empirical, theoretical and methodological understanding and empirical study of "race;" hold regular lecture series, symposium, that reach out beyond academia to include tribal leaders, tribal community members, Indigenous scholars, policy makers, stakeholders, and community based organizations.

NAS will mentor graduate students in their graduate research in their career development; build the next generation of scholarship on Indigenous leadership and building sustainable Indigenous communities. We will nurture research agendas of UNM faculty as they relate to mapping racial disparities and promoting equity and social justice community viability, education, law, health and criminal justice as they relate to Indigenous populations with a particular focus on New Mexico.

4. Clientele and Projected Enrollments

Clientele

Describe the population of students that will be recruited for the program.
The target audience for the M.A. Degree includes both mid-career professionals and recent Bachelor degree graduates who may be either enrolled part-time or full-time who is working or anticipates working for a Native community, in a supra tribal program or federal agency, or in an Indian Country Non-Governmental Organization. The primary clientele the UNM-NAS Master of Arts degree program will mainly come from UNM or other students from within New Mexico. Secondly, it will serve students out of the state of New Mexico who seek a Master of Arts degree in Native American Studies.

Describe the admission requirements for the program.

The NAS M.A. degree will require the following admission standards: (1) graduate application and fee, (2) generally, applicants must have a minimum cumulative grade point average of 3.0 or its equivalent in their last two undergraduate years and in their major field and must hold a Bachelor's degree (requests for conditional admission is allowed and determined by the NAS faculty), (3) one writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature, (4) two recommendation letters, and (5) a personal statement (3 to 5 pages) which addresses student's educational goals, professional plans, interest in the M.A. program and background in Native American Studies or Indigenous communities. A graduate committee of three faculty members will review each application and recommend admission. The number of students the program can accommodate in a given two-year cycle will also be a factor. Another primary factor for graduate admission will be identifying a faculty member whose expertise matches the interests of an applicant and who is willing to mentor the student.

Potential application and enrollment has been evaluated based on statistics for a similar program at ASU. ASU gets about twenty applications per year and they have accepted on average between ten and fifteen students. They are in their fourth cohort (11, 11, 10, and 13). Some of their students were admitted but decided not to come. The first cohort was mostly recent ASU graduates and the American Indian Studies undergraduate program. Since that time, an equal number of their students come from their graduates and out of state. On average, most of their students take an extra semester to graduate so two and half years. The minimum grade point average of the students is 3.0 with a few exceptions but they consider their experience, writing, and focus. They have admitted a few students on probation status.

At the University of Oklahoma, they have a number of their students graduate from their bachelor's program and matriculate into their Master's program. They also get students from other undergraduate programs on campus such as Anthropology, English, Business, and History. About half of their students come from other institutions and states such as Texas, California, Colorado, Arizona, New Mexico, South Dakota, and Wisconsin.
Indicate how you plan to recruit students. For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce.

Recruitment of students will be via print and online media, college and graduate school fairs, community outreach, undergraduate program, community presentations, etc. We anticipate for the first six years of the graduate program to meet the goal of 10 students in the first two years, 15 students in years three and four, and by year five and six 20 students.

Projected Enrollment

Provide a five-year projection of enrollments. For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first five years. A description of the methodology used to arrive at these projections should also be provided.

Alumni in the NAS Bachelor of Arts and minor degree program have already reached over 200 students, with an anticipated additional 100 new students enrolling in the undergraduate program over the next three years as a result of the development of on-line and Zoom course capacities. The growth and demand for the program along with student demand for the graduate program are the compelling reasons for this proposal.

For first six years of the graduate program, we anticipate 10-20 graduate students per year utilizing Zoom and on-line course capacities.

<table>
<thead>
<tr>
<th>YR</th>
<th>Headcount New FT</th>
<th>New PT</th>
<th>Return FT</th>
<th>Return PT</th>
<th>FT E</th>
<th>Credit Hrs New FT</th>
<th>New PT</th>
<th>Return FT</th>
<th>Return PT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>150</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>150</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>300</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>600</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>375</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>750</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>450</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>900</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>0</td>
<td>35</td>
<td>0</td>
<td>35</td>
<td>525</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1050</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>0</td>
<td>40</td>
<td>0</td>
<td>40</td>
<td>600</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1200</td>
</tr>
</tbody>
</table>

5. Institutional Readiness for the Program

How many faculty are necessary for program delivery? How will this program affect the workload of current faculty and support staff? Will additional faculty or staff be required? What is the cost?
<table>
<thead>
<tr>
<th>Degree program</th>
<th>Faculty</th>
<th>Current Course Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>A - Full line</td>
<td>4-5 courses per year</td>
</tr>
<tr>
<td>B.A.</td>
<td>B - Full line</td>
<td>4-5 courses per year</td>
</tr>
<tr>
<td>B.A.</td>
<td>C - Full line</td>
<td>4-5 courses per year</td>
</tr>
<tr>
<td>B.A.</td>
<td>D - Full line</td>
<td>4-5 courses per year</td>
</tr>
<tr>
<td>B.A.</td>
<td>E - Half line</td>
<td>2 courses per year</td>
</tr>
<tr>
<td>B.A.</td>
<td>F - 30%</td>
<td>2 courses per year</td>
</tr>
</tbody>
</table>

There are currently 4 full-time faculty, 1 half-time appointment, and one-third appointment director. We will have no adjunct faculty starting Fall 2016. This number of faculty is able to cover the undergraduate course load, which ranges between 10-12 sections of courses per semester. The B.A. program will offer online courses leading to an online degree starting in Fall 2017.

We would also like to implement a BA/MA program based on a 3-2 model. We anticipate the 3-2 model to begin at some point within the first six years of the M.A. program. The MBA program at UNM has implemented such a model. For the first three years of university studies, the student pursues an undergraduate degree and during the second semester of the junior year, the student applies for admission in the M.A. program. The student is expected to meet regular M.A. admission requirements. Once admitted to the 3-2 BA/MA program, students will complete 15 hours of M.A. courses during the senior year. In the fifth year, the student will be admitted to graduate status for the M.A. program and complete the remaining 15 hours left of the graduate degree program. Students will need to meet with a college advisor to ensure timely progress to graduation. Once in the stages of applying to the 3-2 program, students will need to complete a 3-2 supplemental application and checklist. This form will require signatures from the graduate advisor and the student. The form will be included with the 3-2 admission application.

To accommodate both the B.A. and M.A. program, we will need to add three-additional faculty (2 full-time tenure/tenure-track faculty & 1 lecturer). We will request and pursue additional funds to ensure the additional faculty is met. The M.A. program will admit 20 students by year five and six. Two full-time faculty will teach 2 sections of required M.A. courses to 10-15 admitted M.A. students (plus additional students from other departments who enroll, when applicable) each semester. The intent is for the M.A. students to take courses as a cohort, thus these courses will be held online or through Zoom, with some adaptations for face-to-face meetings. The lecturer will primarily teach the B.A. courses as we move online and as current faculty begin to teach sections of graduate level courses for the M.A. degree.

The cost for the two full-time faculty positions will range from $65,000 to $70,000 plus fringe benefits and the lecturer position will range from $50,000-$55,000 plus benefits.
Will any GA/TA positions be used to assist graduate faculty in the program?

NAS has no GA position currently but we would like to increase to 2-3 GA/TA positions to support teaching faculty and research programs in the M.A. program by year six.

What faculty and staff development services will be needed?

Faculty will need development in creating and sustaining online and Zoom courses for the M.A. program. NAS will work with New Media and Extended Learning for support.

What technology, media, equipment and instructional supplies are needed to support the program’s intended outcomes? Are these resources available? What is the estimated cost?

NAS will need technological, media, equipment, and instructional support for delivering the online courses for the M.A. degree and through other distance learning modalities. We estimate the cost for purchasing such technology (computers) and equipment to come to $20,000. Costs thereafter will depend on the state of the equipment and any needed upgrades.

Are there any needs for additional or renovated space?

Currently, only five faculty offices are located on the third floor of Mesa Vista Hall. Additional space includes offices and classrooms located on the third floor but the Global Education Office is the current occupant. Initially, Native American Studies was assigned those offices and classrooms. If NAS is to maintain current location, we will need those offices and classrooms returned.

What, if any, existing external facilities will be used? For full proposal, discuss any agreements that have been or will be entered into for use of the facility.

N/A

6. Projected Cost of the Program

Provide a six-year projection of program costs including the new costs for program start up and recurring costs to sustain the program including any new costs identified in Sections 5 or 7.

The current growth and demand for NAS courses is reaching the maximum carrying capacity of the faculty and program. Further growth and capacity can be facilitated through an increase in faculty and staff lines and program development monies. As the program grows we do project the need for recurring appropriation for the
augmentation of faculty, staff, and program development. We cannot afford future budget cuts and we will request additional internal funding after the M.A. program’s implementation.

If applicable, describe anticipated sources of new revenue required for the program.

Sources of new revenue for the NAS M.A. degree may include external grant sources, Kellogg Foundation, and funding from the New Mexico State Legislature.

Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

NAS students will pay an online class fee of $100 per course. These fees will apply to all courses within the B.A./M.A. program. Online fees cover incremental costs of online course delivery including some related technology, faculty training, and support staff dedicated to online course support. Students will also pay a class fee of $200 per course for field trips. The M.A. program focuses on leadership, self-determination, and sustainable community building. Instructors and students will at times visit Native Nations, communities, and organizations to learn and understand how the knowledge, theories, and research methods apply to these entities.

Part of the planning process will involve specification of costs and the development of a plan for seed funding and long-term funding of the program surpassing tuition revenue. The likely sources are standard ones: state legislative, foundations, corporations, and possibly federal funds.

For full proposal, a detailed six-year program budget is required outlining program costs and anticipated state support based on the state funding formula and other areas of support.

**Six-Year Projection Budget**

These projections are over and above NAS FY 2015-2016 budget of $385,864.

We project for the first six years of the program based on current costs. The university will review for the next couple of years each department, program, and the entire university to prioritize an efficient and productive university. This will impact how Native American Studies will delivery both the undergraduate and graduate program. The budget scenario is provided in the table below. We project Native American Studies to have a positive budget projection where all expenses will be covered with tuition generated, B.A. online degree, and other external sources.

<table>
<thead>
<tr>
<th>ESTIMATED</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REVENUES</td>
<td>Existing</td>
<td>New</td>
<td>Existing</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>Projected University I&amp;G or Tuition</td>
<td>407,923</td>
<td>0</td>
<td>407,923</td>
</tr>
<tr>
<td>External Grants and Contracts</td>
<td>24,963</td>
<td>0</td>
<td>24,963</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>434,886</td>
<td></td>
<td>436,886</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESTIMATED EXPENSES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and/or benefits (Faculty &amp; Staff)</td>
<td>407,923</td>
<td>0</td>
<td>407,923</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>2,400</td>
<td>0</td>
<td>2,400</td>
</tr>
<tr>
<td>Equipment</td>
<td>2,000</td>
<td>0</td>
<td>2,000</td>
</tr>
<tr>
<td>Facilities &amp; modifications</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>22,563</td>
<td>0</td>
<td>22,563</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>434,886</td>
<td>493,219</td>
<td>493,219</td>
</tr>
<tr>
<td>DIFFERENCE (Rev.-Exp.)</td>
<td>0</td>
<td>-56,333</td>
<td>-54,333</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESTIMATED IMPACT OF NEW PROGRAM</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment</td>
<td>10</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Projected Annual Credits Generated</td>
<td>150</td>
<td>300</td>
<td>375</td>
</tr>
<tr>
<td>Tuition Generated</td>
<td>35,356.80</td>
<td>70,713.60</td>
<td>88,392.00</td>
</tr>
</tbody>
</table>

Total (1st 3 years): $194,462.40

<table>
<thead>
<tr>
<th>ESTIMATED REVENUES</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected University I&amp;G or Tuition</td>
<td>407,923</td>
<td>0</td>
<td>407,923</td>
</tr>
<tr>
<td>External Grants and Contracts</td>
<td>24,963</td>
<td>0</td>
<td>24,963</td>
</tr>
<tr>
<td>Other</td>
<td>6000</td>
<td>2000</td>
<td>8000</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>440,886</td>
<td>442,886</td>
<td>444,886</td>
</tr>
<tr>
<td>ESTIMATED EXPENSES</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>Existing</td>
<td>New</td>
<td>Existing</td>
</tr>
<tr>
<td>Salaries and/or benefits (Faculty &amp; Staff)</td>
<td>457,923</td>
<td>65,000</td>
<td>522,923</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>2,400</td>
<td>0</td>
<td>2,400</td>
</tr>
<tr>
<td>Equipment</td>
<td>2,000</td>
<td>0</td>
<td>2,000</td>
</tr>
<tr>
<td>Facilities &amp; modifications</td>
<td>0</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Other</td>
<td>30,896</td>
<td>8,333</td>
<td>39,229</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>567,552</td>
<td>567,552</td>
<td>640,885</td>
</tr>
<tr>
<td>DIFFERENCE (Rev.-Exp.)</td>
<td>-126,666</td>
<td>-124,666</td>
<td>-195,999</td>
</tr>
</tbody>
</table>

ESTIMATED IMPACT OF NEW PROGRAM

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Projected Annual Credits Generated</td>
<td>450</td>
<td>525</td>
</tr>
<tr>
<td>Tuition Generated</td>
<td>106,070.40</td>
<td>123,748.40</td>
</tr>
</tbody>
</table>

Total (2nd 3 years): $371,246.40  Total (All 6 years): $565,708.80

Estimated program costs include salary for full-time faculty, learning resources, technology equipment, administrative support, and program development. We will collaborate with other UNM entities and programs to prevent duplication of efforts and funds. Costs not considered include administrative support outside of University College.

Some key assumptions underlying the budget scenarios include:

- Sections taught and average enrollments are based on courses in the B.A. program
- Full-time faculty teach an average of 5 courses per year (2/3 load)
- NAS will start an online B.A. degree in Fall 2017. At this time, we do not know what the tuition generated will be for the department yet. We anticipate the funds from the online program will help the department's existing budget and the M.A. program.
- All salary cost projections do not include indirect costs (benefits)
- Three graduate assistants by year six
- One lecturer, Two tenure-track faculty by year six
• Enrollment level for first two years of the M.A. program is ten students each, with fifteen each in years three and four, and twenty students each in years five and six
• No inflation assumptions are incorporated into costs or funds
• External sources of funding from the New Mexico State Legislature, grants, and other entities is not included in the budget forecast but we anticipate the department will apply and pursue such initiatives
• At the end of the six year projection, all expenses for the graduate program will be covered with tuition generated, the online B.A. degree, and other external sources

7. Quality of the Program

Describe the qualifications of the faculty and how the expertise and experience will contribute to the quality of the program.

Faculty and their areas of expertise

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Tribal affiliation</th>
<th>Areas of expertise</th>
<th>FT/PT status with NAS - % with NAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full/Associate Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gregory A. Cajete, Director of Native American Studies</td>
<td>Santa Clara Pueblo</td>
<td>American Indian Education – Science, Indigenous Epistemology, Creating Sustainable Indigenous Communities.</td>
<td>PT (joint appointment with College of Education – Language, Literacy and Sociocultural Studies); 30%</td>
</tr>
<tr>
<td>Tiffany S. Lee, Associate Director of Native American Studies</td>
<td>Diné and Lakota</td>
<td>Indigenous education, educational self-determination, and language socialization experiences.</td>
<td>FT 100%</td>
</tr>
<tr>
<td>Lloyd L. Lee</td>
<td>Diné</td>
<td>American Indian identity, masculinities, philosophies, leadership, and nation building</td>
<td>FT 100%</td>
</tr>
</tbody>
</table>

Assistant Professor

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Tribal affiliation</th>
<th>Areas of expertise</th>
<th>FT/PT status with NAS - % with NAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Minthorn</td>
<td>Kiowa, Apache, Nez Perce, Umatilla and Assiniboine</td>
<td>Indigenous Higher Education, Indigenous Leadership (women, college students, intergenerational), and</td>
<td>PT (joint appointment with College of Education – Educational Leadership); 50%</td>
</tr>
</tbody>
</table>
Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.

The NAS M.A. degree will require the following admission standards: (1) graduate application and fee, (2) generally, applicant must have have a cumulative grade point average of at least 3.0 and above in their last two undergraduate years and in their major field and must hold a B.A. degree, (3) one writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature, (4) two recommendation letters, and (5) a personal statement (3 to 5 pages) including your educational goals, professional plans, your interest in our M.A. program and your background in Native American Studies or Indigenous communities. A graduate committee of three faculty members will review each application and recommend admission. The number of students the program can accommodate in a given two-year cycle will also be a factor.

In comparison to other institutions offering a similar program, it is comparable such as the American Indian Studies program at ASU requires a graduate application, bachelor’s or graduate degree, and TOEFL score from any applicant whose native language is not English and at the University of Oklahoma they require transcripts on undergraduate/graduate coursework, GRE aptitude test, three letters of recommendation, and TOEFL score from any applicant whose native language is not English.

What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction?

Content will be delivered primarily via online and Zoom, followed by face-to-face using a modified schedule. Technology requirements include computers and video broadcast capabilities (through Zoom).
By promoting the NAS offerings online, our MA program will reach out to potential Native Studies students in a capacity that is not offered by major neighboring universities, such as Arizona State University and the University of Arizona. Many students who would be interested in pursuing a Master's degree in NAS are working professionals with constrictive schedules, individuals with full-time family responsibilities, are fully immersed in remote communities, and/or are geographically limited in other ways for various reasons (economic, traditional ties, housing, etc.). With our selection of online courses, we are able to better accommodate exceptional students who may study and serve their respective responsibilities at the same time. Without this option, these students would not be allowed the opportunity to further their studies. Pedagogically, NAS faculty members have often found that allowing students an online voice provides for more intensive interaction amongst students and with instructors. In this capacity, we are not limited to the time allotted for face-to-face meetings or are dominated by the more outspoken class members. By offering as many avenues of involvement as possible, the quality of our program will be an outstanding pillar across the nation.

Those students who opt to take online classes will be made fully aware of the time investment, scholastic commitment, and internet connectivity requirements of each course. Students must ensure that they have reliable access to the internet during their planned course working times via school campuses, libraries, tribal buildings, local businesses, or at home. The NAS faculty will build work into each course module that can be completed in relation to various student schedules. For example, the students will be given clear due dates for discussion postings and it will be up to each student to plan when they will complete their posts each week prior to the deadline. The first eleven alumni, and potential student MA recruits, to complete our NAS survey all indicated that they have reliable internet access at home. Furthermore, most of them indicated secondary access options at work or community centers and libraries.

What types of opportunities for experiences outside of the classroom will be available to students and utilized in the program (e.g., internships, service learning projects, research-based service learning).

Native American Studies currently offers service-learning courses that will be modified to teach at the graduate level. These courses will be among the elective options for the M.A. students. Additionally, NAS will seek funds to operate a highly selective internship program for NAS graduate students in self-determination and leadership through New Mexico State Government, tribal governments, tribal organizations, school, and community programs.

The potential of this program to contribute to future Indigenous leadership is readily apparent. These individuals gain invaluable experiences by actually working with tribes on real issues. They typically work on Indian-related issues but see them from the "other side," so to speak: that is, from within the federal and state structure. The program will need to recruit for sufficient numbers to make it cost effective. It
would be a full three months in duration and would contain an educational element designed to prepare these individuals to make the most of their state government experience and to take from that experience useable lessons that can be applied in Indian country.

What student support services are likely to be needed and to what extent (tutoring, library, IT, advising, etc.)? What is the estimated cost?

No additional student support services are anticipated beyond those already provided for NAS students.

What student support will be needed (GA & TA positions, scholarships, internships, etc.)?

We anticipate offering GA/TA positions to support research initiatives and teaching in both the B.A. and M.A. programs: 1 position by year 2 of the program, 2 positions by year 4, and 3 positions by year 6. NAS M.A. degree students would be encouraged to apply for a department scholarship through NAS. We would encourage students to submit the appropriate Free Application for Federal Student Aid (FAFSA), to apply for funding from the UNM American Indian Student Services (AISS) department, tribal scholarship funding, and other outside scholarship entities that fund both part-time and full-time degree seeking students. Students would also be encouraged to look into additional resources from the UNM Scholarship Office, Office of Graduate Studies (OGS), the Graduate Resource Center (GRC), and the Institute for American Indian Research (IFAIR).

NAS has currently existing partnerships for internship opportunities with the following entities: Native American Community Academy (NACA), Indian Pueblo Cultural Center (IPCC), Native Health Initiative (NHI), Center for Native American Health (CNAH), and the New Mexico State Legislature. NAS plans to develop more defined internship opportunities in the future.

What are the expected student learning outcomes for the program? What will the students know and what will they be able to do when they complete this program?

The expected student learning outcomes of the graduate program include the following:

1. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.
2. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.
3. Students will demonstrate a practical and theoretical grounding in Indigenous community building.
How will the program's learning outcomes be measured? For full proposal, also describe any final integrating experiences in the program that will be used to assure graduates have acquired the knowledge and skills expected for the degree/certificate awarded.

The three Student Learning Outcomes will be fully evaluated at the completion of year two of the implementation of the MA degree. However, assessment activities (data collection and reflection) will begin throughout year one. Measurements of the outcomes will be based upon student performances in the course requirements of NATV 550, 560, and 590. For detailed information, please see the Assessment Plan in Additional Information.

In respect to measuring the outcomes at the exit level, all students must present their Final Project of Excellence (completed in 590) to Native American Studies faculty in a formal presentation as well as to community members in a Symposium. Students will also evaluate their learning opportunities and how they took advantage of those learning opportunities by addressing each outcome in their Projects. Community members will also have the opportunity to evaluate how well students demonstrate these outcomes. These evaluations will be considered an indirect measure in the assessment report.

Prior to submission to the NMHEC and NMGDC, the proposal should state that UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM’s mission.

If applicable, describe any accreditation issues, including the following:

Will accreditation be sought for the program? If so, describe the process and expenses involved.

How does the program affect any existing accreditation and licensure requirements?

N/A—there are no existing accreditation and licensure requirements.

8. Assessment of Operations and Impact

In addition to student learning outcomes, what other measures to evaluate program effectiveness are contemplated?

The Native American Studies department is in University College and reports directly to Kate Krause, Dean of the College. Assessments will be based on appropriately for a graduate level program including community through a research symposium.
For full proposal, a long-range plan (at least 5 years) for program assessment and evaluation must be included.

In addition to the table below, please see Assessment Plan in Additional Information under Formal needs assessment.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership &amp; Challenges</td>
<td>Final assignments in 550 &amp; 590 by NAS Faculty</td>
<td>Student self-evaluations in 590 Community evaluations at 590 Symposium</td>
<td>1-5 for 550</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-5 for 590</td>
</tr>
<tr>
<td>2. Sustainability &amp; Healthy Communities</td>
<td>Final assignments in 550 &amp; 590 by NAS Faculty</td>
<td>Student self-evaluations in 590 Community evaluations at 590 Symposium</td>
<td>1-5 for 550</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-5 for 590</td>
</tr>
<tr>
<td>3. Indigenous Community Building</td>
<td>Final assignments in 550, 560, &amp; 590 by NAS Faculty</td>
<td>Student self-evaluations in 590 Community evaluations at 590 Symposium</td>
<td>1-5 for 550 &amp; 560</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-5 for 590</td>
</tr>
</tbody>
</table>

9. Administrative Responsibility for the Program and Institutional Commitment

What is the proposed governance structure of the program? For full proposal, a thorough discussion is especially important for interdepartmental and intercollegiate programs or when entering into collaborative agreements with other institutions.

Native American Studies is currently housed in University College and reports directly to Kate Krause, Dean of University College. We expect to maintain this line of responsibility as a graduate degree-granting program. The following organizational chart shows the governance structure of the program:
Prior to submission to the NMHED and NMGCD, documentation outlining the institution's priority for the proposed program should be obtained from the Provost's Office to include with the proposal.

10. Additional Information

For preliminary proposal, provide any additional information needed to make the case for development of a full proposal. For full proposal, provide any additional information to support the request for the proposed degree program.

Native American Studies—Alumni Spotlight:


11. Attachments full proposal only

Department of Labor documentation, if applicable

<table>
<thead>
<tr>
<th>Professional Title</th>
<th>Employment</th>
<th>Wage</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawyers</td>
<td>603,310</td>
<td>$64.17</td>
<td>$133,470</td>
</tr>
<tr>
<td>Individual and Family Services</td>
<td>305,850</td>
<td>$17.90</td>
<td>$37,230</td>
</tr>
<tr>
<td>Local Government (OES Designation)</td>
<td>234,640</td>
<td>$23.75</td>
<td>$49,390</td>
</tr>
<tr>
<td>Category</td>
<td>Average Hourly Wage</td>
<td>Average Annual Wage</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>State Government (OES Designation)</td>
<td>$22.93</td>
<td>$47,700</td>
<td></td>
</tr>
<tr>
<td>Elementary and Secondary Schools</td>
<td>$28.86</td>
<td>$60,020</td>
<td></td>
</tr>
<tr>
<td>Outpatient Care Centers</td>
<td>$19.92</td>
<td>$41,430</td>
<td></td>
</tr>
<tr>
<td>Community Food and Housing, and Emergency and Other Relief Services</td>
<td>$16.27</td>
<td>$33,830</td>
<td></td>
</tr>
<tr>
<td>Other Residential Care Facilities</td>
<td>$16.47</td>
<td>$34,260</td>
<td></td>
</tr>
<tr>
<td>Religious Organizations</td>
<td>$20.70</td>
<td>$43,050</td>
<td></td>
</tr>
<tr>
<td>Vocational Rehabilitation Services</td>
<td>$16.26</td>
<td>$33,820</td>
<td></td>
</tr>
<tr>
<td>Individual and Family Services</td>
<td>$17.90</td>
<td>$37,230</td>
<td></td>
</tr>
<tr>
<td>Federal Executive Branch (OES Designation)</td>
<td>$35.48</td>
<td>$73,790</td>
<td></td>
</tr>
<tr>
<td>Elementary and Secondary Schools</td>
<td>$28.86</td>
<td>$60,020</td>
<td></td>
</tr>
<tr>
<td>History Teachers, Postsecondary</td>
<td>*N/A reported only annual bases</td>
<td>$73,720</td>
<td></td>
</tr>
</tbody>
</table>


Formal needs assessment

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. **College, Department and Date**

1. College: *University College*
2. Department: *Native American Studies*
3. Date: *November 16, 2015*
B. Academic Program of Study*
   M.A. in Native American Studies

C. Contact Person(s) for the Assessment Plan
   Tiffany Lee, Assoc. Professor, tslee@unm.edu
   Leola Tsinnajinnie, Assistant Professor, leola@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program
   A. Provide advanced educational foundation in leadership in Native American
      Studies preparing students to build and sustain relationships and practices in
      Native communities and Nations.
   B. Students will become practitioners in indigenous-based research for
      community building and self-determination.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate
   Program
   1. Students will acquire an understanding of leadership and how to address
      current challenges across Indigenous communities.
   2. Students will develop the skills necessary to contribute to the sustainability
      of healthy Native communities.
   3. Students will demonstrate a practical and theoretical grounding in
      Indigenous community building.

E. Assessment of Student Learning Five-Year Plan
   All programs are expected to measure some outcomes annually and to measure
   all priority program outcomes at least once over two consecutive three-year
   review cycles. Describe below the plan for the next three years of assessment of
   program-level student learning outcomes.

1. Student Learning Outcomes
   [Insert at least 2-5 priority learning outcomes that will be assessed by the unit
   over the next three years. Each unit will select which of its learning outcomes
   to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

| University of New Mexico Student Learning Goals |

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree
  reflected on a UNM transcript. A graduate-level program of study typically includes a capstone
  experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Students will demonstrate a practical and theoretical grounding in Indigenous community building.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

2. How will learning outcomes be assessed?
   A. What:
      i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three-year plan?*

      SLO #1 & #2 will be measured by the successful completion of NATV 550 *Indigenous Nations and Sustainable Communities* seminar as well as NATV 590 *Project of Excellence*.
      a. Evaluating written work and oral presentations in NATV 550.
      b. Evaluating completed project of excellence in NATV 590 by each student's NAS faculty committee.
      c. Evaluation of presented project of excellence to tribal leadership community members at NATV Community Research Symposium. Evaluation will be based on audience perceptions of project relevance to leadership, addressing challenges, and the sustainability of healthy Native communities.

      SLO #3 will be measured by the successful completion of NATV 550 *Indigenous Nations and Sustainable Communities* seminar, NATV 560 *Research Methods and Practice in Indigenous Scholarship*, and NATV 590 *Project of Excellence*.
      a. Evaluating written work and oral presentations in NATV 550 & 560.
      b. Evaluating completed project of excellence in NATV 590 by each student's faculty committee.
      c. Evaluation of presented project of excellence to tribal leadership community members at NATV Community Research Symposium.
Evaluation will be based on audience perception of student ability to engage their work in potential practical settings.

ii. **Indicate whether each measure is direct or indirect.** If you are unsure, then write “Unsure of measurement type.” There is an expectation that at least half of the assessment methods/measures will be direct measures of student learning. [See attached examples of direct and indirect measures.]

The written work, oral presentations, and completed research project in NATV 550, 560, and 590 are direct measures of the SLOs listed. The completed Projects of Excellence will include student reflections of if they have achieved the three SLO’s. The community evaluations of Projects of Excellence are indirect.

iii. **Briefly describe the criteria for success related to each direct or indirect means of assessment.** What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

Criteria for success:

a. No less than 80% of the students in NATV 550 & 560 will score less than a B on their final assignments. Rubrics/scoring sheets will be created. These rubrics will identify the specific qualities of work that constitute mastery of the respective SLO’s.

b. No less than 80% of the students in NATV 590 will receive a passing score. A scoring sheet for the course research project and presentation will be created.

c. The student self-evaluations within their NATV 590 projects will provide more in-depth understanding of how the students rate their achievement on the SLOs. In quantified terms, 80% or more will rate their understanding as agree or strongly agree (which translate to Likert scale average scores between 4 and 5).

B. **Who:** State explicitly whether the program’s assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

The program assessment will include evidence from all the students in the specific courses (NATV 550, 560, 590). This evidence will be valid and reliable because it includes the entire population of students in the courses.

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**
[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2009-2010, 2009-2010, and 2010-2011), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

All three outcomes will be fully assessed upon completion of the second year of the first cohort. However, upon the completion of NATV 550 & 560, direct outcome evidence will be gathered each semester by instructors of the course. A summary report will be written and presented to the Department Chair and Faculty for assessment reflection.

At the end of each academic year, faculty will meet to discuss the summary reports and make changes to the curriculum and instruction if it is deemed less than 80% of students are demonstrating the SLOs. Students will experience changes to the course in the following semester.

4. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).
2. the process for consideration of the implications of assessment for change:
   a. to assessment mechanisms themselves,
   b. to curriculum design,
   c. to pedagogy
   ...in the interest of improving student learning.
3. How, when, and to whom will recommendations be communicated?

1. NAS faculty will designate two members to chair the overall assessment activities in two-year increments. The Assessment Chairs will be responsible for insuring all data needed is collected and saved immediately upon completion of courses and the Project of Excellence Symposium.
2. NAS faculty who teach NATV 550, 560, and 590 the graduate assistant or staff member will directly participate in the assessment process. They will collect the data and evidence and prepare the summary reports.
3. All NAS faculty will meet at the end of each year to reflect on the assessment data shared in the reports. Faculty will analyze and interpret data through curriculum mapping, strategic planning for course and/or program changes and changes to teaching methods.
4. The recommendations will be shared with NAS faculty, students, and selected Native community leaders or an Advisory Council.

5. A summative assessment document will be provided to the Assessment office by Oct. 1 the following academic year detailing the previous year’s work and changes to curriculum, pedagogy, and service to students and their collective effect on student learning.

Adapted from Kansas State University Office of Assessment

Table of 6-year projected graduate program cost estimates and resources (required for submission to NMHED)

<table>
<thead>
<tr>
<th>ESTIMATED REVENUES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Existing</td>
<td>New</td>
<td>Existing</td>
</tr>
<tr>
<td>Projected University I&amp;G or Tuition</td>
<td>407,923</td>
<td>0</td>
<td>407,923</td>
</tr>
<tr>
<td>External Grants and Contracts</td>
<td>24,963</td>
<td>0</td>
<td>24,963</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>2000</td>
<td>2000</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>434,886</td>
<td>436,886</td>
<td>438,886</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESTIMATED EXPENSES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Existing</td>
<td>New</td>
<td>Existing</td>
</tr>
<tr>
<td>Salaries and/or benefits (Faculty &amp; Staff)</td>
<td>407,923</td>
<td>0</td>
<td>407,923</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>2,400</td>
<td>0</td>
<td>2,400</td>
</tr>
<tr>
<td>Equipment</td>
<td>2,000</td>
<td>0</td>
<td>2,000</td>
</tr>
<tr>
<td>Facilities &amp; modifications</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>22,563</td>
<td>0</td>
<td>22,563</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>434,886</td>
<td>493,219</td>
<td>501,552</td>
</tr>
<tr>
<td>DIFFERENCE (Rev.-Exp.)</td>
<td>0</td>
<td>-56,333</td>
<td>-62,666</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESTIMATED IMPACT OF NEW PROGRAM</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment</td>
<td>10</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Projected Annual Credits Generated</td>
<td>150</td>
<td>300</td>
<td>375</td>
</tr>
<tr>
<td>Tuition Generated</td>
<td>35,356.80</td>
<td>70,713.60</td>
<td>88,392.00</td>
</tr>
</tbody>
</table>
Total (3 years): $194,462.40

<table>
<thead>
<tr>
<th>ESTIMATED REVENUES</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Existing</td>
<td>New</td>
<td>Existing</td>
</tr>
<tr>
<td>Projected University I&amp;G or Tuition</td>
<td>407,923</td>
<td>0</td>
<td>407,923</td>
</tr>
<tr>
<td>External Grants and Contracts</td>
<td>24,963</td>
<td>0</td>
<td>24,963</td>
</tr>
<tr>
<td>Other</td>
<td>6000</td>
<td>2000</td>
<td>8000</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>440,886</td>
<td></td>
<td>442,886</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESTIMATED EXPENSES</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Existing</td>
<td>New</td>
<td>Existing</td>
</tr>
<tr>
<td>Salaries and/or benefits (Faculty &amp; Staff)</td>
<td>457,923</td>
<td>65,000</td>
<td>522,923</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>2,400</td>
<td>0</td>
<td>2,400</td>
</tr>
<tr>
<td>Equipment</td>
<td>2,000</td>
<td>0</td>
<td>2,000</td>
</tr>
<tr>
<td>Facilities &amp; modifications</td>
<td>0</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Other</td>
<td>39,229</td>
<td>0</td>
<td>39,229</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>567,552</td>
<td></td>
<td>567,552</td>
</tr>
<tr>
<td>DIFFERENCE (Rev.-Exp.)</td>
<td>-126,666</td>
<td></td>
<td>-124,666</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESTIMATED IMPACT OF NEW PROGRAM</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment</td>
<td>30</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>Projected Annual Credits Generated</td>
<td>450</td>
<td>525</td>
<td>600</td>
</tr>
<tr>
<td>Tuition Generated</td>
<td>106,070.40</td>
<td>123,748.80</td>
<td>141,427.20</td>
</tr>
</tbody>
</table>

Total (3 years): $371,246.40

List of similar programs (state and regional)

<table>
<thead>
<tr>
<th>Name of Institutions and location</th>
<th>Department</th>
<th>Minor/Major/Master of Arts NAS: Native American Studies AIS: American Indian Studies Programs</th>
<th>Number of Faculty (Joint and/or Full)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>College Liberal</td>
<td>Major and Minor in</td>
<td>1.)</td>
</tr>
<tr>
<td>State</td>
<td>University-</td>
<td>Arts and Science</td>
<td>AIS</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Tempe, AZ</td>
<td>Graduate College and College of Law</td>
<td>Master of Arts in AIS and Ph.D. including J.D./M.A. in AIS</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Tucson, AZ</td>
<td>Graduate College and College of Law</td>
<td>Master of Arts in AIS and Ph.D. including J.D./M.A. in AIS</td>
</tr>
<tr>
<td>Oklahoma University</td>
<td>Norman, OK</td>
<td>College of Law and College of Arts and Science</td>
<td>Major and Minor in NAS And offers Master’s in NAS</td>
</tr>
<tr>
<td>Montana State University</td>
<td>Bozeman, MT</td>
<td>College of Letters and Science</td>
<td>Minor in NAS And offers Master’s in NAS Online graduate certificate</td>
</tr>
<tr>
<td>University of California</td>
<td>Berkeley, CA</td>
<td>College of Letters and Science - Department of Ethics Studies</td>
<td>Major in NAS PhD in Ethnic Studies</td>
</tr>
<tr>
<td>University of California</td>
<td>Los Angeles</td>
<td>Social Science Division, Interdepartmental</td>
<td>Major, Minor, and Master’s in AIS Joint degree in JD/MA</td>
</tr>
<tr>
<td>Fields</td>
<td>Potential Employers</td>
<td>Occupation</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>New Mexico Districts and Charter schools, Bureau Indian Education Schools, UNM Educational Leadership, Tribal Colleges, Tribal language and culture programs</td>
<td>Certified teachers, administrative, staff, educational assistant, professional training, office and administrative support, language &amp; culture teacher</td>
<td></td>
</tr>
<tr>
<td>Native Nations</td>
<td>23 Indian tribes in New Mexico - nineteen Pueblos, three Apache tribes (the Jicarilla Apache Nation, the Mescalero Apache Tribe, and Fort Sill Apache Tribe), and the Navajo Nation. The 19 Pueblos are the Pueblos of Acoma, Taos, Santa Clara, San Ildefonso, Tesuque, San Felipe, Jemez, Zuni, Zia, Nambe, Picuris, Ohkay Owingeh, Santo Domingo, Laguna, Isleta, Santa Ana, Sandia, Cochiti, and Pojoaque.</td>
<td>Business, management, public relations, financial operations, community support, professional training, legal &amp; political occupations, office and administrative support</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Johns Hopkins University Center for American Indian Health, Indian Health Services, Phoenix Indian Center, First Nations - Albuquerque Homeless task force</td>
<td>Healthcare support, social services, office and administrative support</td>
<td></td>
</tr>
<tr>
<td>National Resources</td>
<td>Environmental Protection Agencies, Tribal fish and</td>
<td>Community &amp; urban &amp; regional planner, manager,</td>
<td></td>
</tr>
</tbody>
</table>
gaming agencies, tribal &
national forestry, private-
own farming, agricultural
and constructions
Albuquerque
Environmental Engineering
firm
Government federal and
state agencies – Indian
Affairs Department
Native Nations government
Indian Pueblo Council
Center

compliance officers,
surveyors, all engineers,
geological technicians

Tribal Council, Tribal
Nations governors, Policy
Analyst, and Legal staff

Source: http://www.epi.org/publication/bp370-native-americans-jobs/

List of advisory committee or board members, if applicable. Minutes of advisory
committee or board meetings, if applicable.

To be determined

Letters of support from external partners or stakeholders

Attached to end of this document

Letters of support from NM institutions of higher education (strongly recommended
prior to presenting program to NMGDC)

Attached to end of this document

12. Additional Attachments for NMHED and NMGDC (supplied by Provost’s
Office and Office of Graduate Studies) and for CIP Code approval (submitted by
Provost’s Office)

Documentation of institution’s priority for the proposed program

A copy of the Form D with signatures

The final executive summary, proposal, and supporting documentation

Minutes from the Board of Regents meeting, noting approval
RESOLUTION

ALL PUEBLO COUNCIL OF GOVERNORS
RESOLUTION NO. APCG 2015-07

A RESOLUTION OF SUPPORT FOR THE DEVELOPMENT AND IMPLEMENTATION OF A MASTERS DEGREE IN THE NATIVE AMERICAN STUDIES PROGRAM AT THE UNIVERSITY OF NEW MEXICO WITH A CONCENTRATION IN LEADERSHIP FOR SUSTAINABLE INDIGENOUS COMMUNITY.

WHEREAS, the All Pueblo Council of Governors ("APCG") is comprised of the Pueblos of Acoma, Cochiti, Isleta, Jemez, Laguna, Nambe, Ohkay Owingeh, Picuris, Pojoaque, San Felipe, San Ildefonso, Santa Ana, Santa Clara, Santo Domingo, Taos, Tesuque, Zia and Zuni, and one pueblo in Texas, Ysleta del Sur, each having the sovereign authority to govern their own affairs;

WHEREAS, the purpose of the All Pueblo Council of Governors is to advocate, foster, protect, and encourage the social, cultural & traditional well-being of the Pueblo Nations; and

WHEREAS, through their inherent & sovereign rights, the All Pueblo Council of Governors will promote the language, health, economic, and educational advancement of all Pueblo people; and

WHEREAS, the State of New Mexico and the 23 Pueblos and Tribes of New Mexico have a pressing need for college educated Native American students prepared to assist in the positive development and maintenance of their communities and the State of New Mexico educationally, economically and socially.

WHEREAS, the University of New Mexico - Native American Studies (UNM-NAS) is an interdisciplinary program whose program of study explores the richness of American Indian cultures, examines the nature of historic and contemporary issues and prepares students to engage in careers and service to New Mexico Indian communities.

WHEREAS, A Major in Native American Studies was approved by the UNM Board of Regents for the 2004-2005 academic year and has since had eight graduating classes totaling over 185 majors and minors. With students graduating with course work in areas such as Indigenous Leadership and Self-Determination; Indigenous Environmental Studies; Indigenous Language and Community Education.
WHEREAS, There is currently a substantially increased interest in Native American Studies courses with enrollment growing from only seven minors during the 2001-2002 academic year to over 150 majors and minors for the 2014-2015 academic year. And, be it noted that the UNM-NAS Program currently offers on average 20 courses per semester through its core, adjunct and affiliated faculty. And, given that the NAS program has an MOU agreement with UNM Extended University to offer IT zoom and hybrid courses in NAS at UNM Gallup, UNM Taos, UNM Valencia, UNM-Los Alamos, UNM Bernalillo, UNM Santa Fe, UNM-Farmington whose combined enrollments number over 3000 Native American Students.

WHEREAS The NAS faculty have developed a proposal for a Master’s Degree in Native American Studies with an emphasis in Indigenous Leadership, Self Determination and Building Sustainable Community. And, that this proposed degree will be unique among tier one universities in that its emphasis will be on community oriented education approaches for tribal leadership and community building. And, that this Masters degree will form a foundation for an equally unique Ph.D. degree proposal in Leadership for Sustainable Indigenous Community in the future.

WHEREAS While, the UNM Native Studies BA program compares and even surpasses program offerings at other peer Southwest Institutions such as the University of Arizona, Arizona State University, Northern Arizona University and the University of Oklahoma. The UNM-NAS program has reached a critical juncture in its further development and the demand for a Masters degree program has become apparent.

WHEREAS The proposed degree would provide New Mexico Indian Communities access to studies focused on their issues and needs.

NOW, THEREFORE, BE IT RESOLVED THAT This Resolution of Support is submitted to the New Mexico Legislature, the University of New Mexico Board of Regents, The University of New Mexico Faculty Senate and the President and Provost of the University on behalf the Native American Studies Program. Our resolution requests not only support for the NAS Masters Degree proposal but consideration for the development of a special project funding request for recurring NM legislative appropriation to augment faculty, staff and program development to properly implement the Masters degree in the Native American Studies Program.
CERTIFICATION

We, the undersigned officials of the All Pueblo Council of Governors hereby certify that the foregoing Resolution No. APCG 2015-07 was considered and adopted at a duly called council meeting held on the 16th day of July 2015, and at which time a quorum was present and the same was approved by a vote of _5_ in favor, _0_ against, _0_ abstain, and _6_ absent.

ALL PUEBLO COUNCIL OF GOVERNORS

By: __________________________

[Signature]

Governor E. Paul Torres, APCG Chairman

ATTEST:

_____________________________

[Signature]

Terry Aguilar, APCG Secretary
September 3, 2015

University of New Mexico Board of Regents
University of New Mexico President
University of New Mexico Provost
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

The Navajo Nation Office of the President and Vice President supports and believe in the mission of the University of New Mexico’s Native American Studies proposal to provide high quality Master of Arts Degree in Native American Studies. We are certain our community members and schools will benefit from such a program.

The extended community of the Navajo Nation believes in the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We understand the Masters program will offer face-to-face and online venues for accessing NAS Masters degree courses. We feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher Education curriculum designed around the educations needs of tribal leadership, self-determination and community sustainability.

Sincerely,

Jonathan Nez, Vice President
THE NAVAJO NATION

POST OFFICE BOX 7140 / WINDOW ROCK, AZ 86515 / PH: (928) 871-7000 / FAX: (928) 871-4025
Albuquerque Urban Indian Leadership Movement
a project of Americans for Indian Opportunity (AIO)
and the Southwestern Indian Polytechnic Institute (SIPI)
with funding from the Comcast Foundation

"Native peoples face some of the most dire socio-economic conditions of any ethnic group in America. Within this population, urban Indians face unique challenges. Federal funding does not always directly address their needs, and their location in America's cities mean that part of the safety net available to Native children and families living on reservations or tribal territories are not available to them. A lack of sufficient data makes it nearly impossible to determine whether and how well the "urban safety net" meets the needs of urban Indian families. Many urban Indian populations also lack effective leadership and are underrepresented in community-driven activism and government. The magnitude of this problem is significant, as urban Indians make up 75% of the Native population overall."

National Urban Indian Families Coalition (2006)

Albuquerque’s Native Peoples: Context and Background

Native Americans have been attracted to living in Albuquerque, New Mexico for hundreds of years. Albuquerque was targeted in the Federal Government’s implementation of the Indian Relocation Program in the 1950’s and ‘60’s, moving thousands of Native Americans into urban areas in the hopes of better jobs and educational opportunities. New Mexico is the permanent home to 22 Indian Pueblos and tribes, most of which are located within a 2-3 hour drive from Albuquerque. Many Native families have lived in the area for generations. However, a large portion of the urban Indian population is transient—people who come for days or weeks and then return to their Pueblos or reservations. Most Native Americans in Albuquerque are from local tribes, while some are from out of state. The fluidity of urban Indian populations can pose challenges in establishing a cohesive voice for Native Americans and, often, can overwhelm social service providers. Additionally, the establishment of on reservation tribal health clinics and the confusion and a lack of information about how Native Americans and the Indian Health Service fit into the Affordable Care Act are creating a major healthcare gap in urban Indian communities.

Currently, 59,084 self-identified Native Americans live in the Albuquerque metropolitan area, as of the 2010 census, making up nearly 7% of the population. Albuquerque has a significant professional and middle-class Native American community and many national and regional Native-serving organizations are headquartered in New Mexico. New Mexico is the only state in the U.S. to have a cabinet level position for Indian Affairs. According to the National Urban Indian Families Coalition, 32% of urban Indians live below the poverty line. 59% are unemployed or underemployed. And 30% of urban Natives are under the age of 18. Additionally in Albuquerque, as in other major U.S. cities, American Indian rates of homelessness, suicide, alcoholism, high school dropouts and other negative socio-economic indicators are far above national averages.
The American Indian Center of Albuquerque (AIC) has been serving urban Indians since 1990. Their mission is to "empower the Albuquerque Urban Native American Community and others through provisions of wrap-around services designed to promote wellness, education, self-sufficiency and tradition." Primarily, the AIC provides services to American Indians experiencing extreme poverty and those suffering from the associated social ills associated with poverty, like alcoholism, hunger, homelessness and poor healthcare. An estimated 60% of the Center’s clients are Navajo; 20% are from the surrounding Pueblos and the remainder are from other tribes. If one is not a social service client of the AIC, there are no other programs, rules or responsibilities for working families, middleclass and professional Natives in Albuquerque and Bernalillo County. The city lacks a central location for community building, socializing and reinforcing cultural identity for urban Indians in the area.

In 2012, the National Urban Indian Families Coalition (NUIFC) hosted community and policy roundtables at the Albuquerque Indian Center as part of a series of similar fact-finding meetings in eleven cities. The community roundtables included representatives from a variety of Native and non-Native non-profit organizations, local and state governments, educational institutions and community activists. In addition to the Roundtable discussions, the NUIFC conducted extensive research regarding Native Americans who live away from their traditional land base. The full report can be accessed at [http://nuifc.org/wp-content/uploads/2015/08/NUIFC_digital_Factbook.pdf](http://nuifc.org/wp-content/uploads/2015/08/NUIFC_digital_Factbook.pdf).

At the Albuquerque roundtables, participants identified several areas of concern for urban Indians, including the following:

- Lack of cohesiveness within the urban Native community and Native organizations, including a collective voice and a Native voting block
- Lack of involvement of the City of Albuquerque in Native issues
- Lack of New Mexico state government to address urban Indian issues
- Lack of a list of names to put forward for appointments to potential boards and commissions and candidate pipelines
- Lack of a central location for social and cultural activities
- Lack of pathways for urban Indians to contribute to civil society
- Lack of relationships with area tribal governments

Proposed Albuquerque Urban Indian Leadership Council

The Albuquerque metropolitan area is experiencing growth and rapid change, providing opportunity and challenges for urban Indians. To cope with the changing needs and demographics of Native American communities, Albuquerque needs to be part of a national comprehensive urban Indian policy strategy, build community and leadership capacity and make space for Native community engagement and activism. In partnership with the Comcast Foundation, Americans for Indian Opportunity (AIO) and the Southwestern Indian Polytechnic Institute (SIPI), seek to develop an Albuquerque Urban Indian Leadership Council that can begin to provide a collective voice and address the needs of the city and Bernalillo County’s diverse Indigenous population.
AIO's will utilize a theory of change model developed over a 45 year history of advocacy which espouses that leaders and community activists with strong, well-grounded cultural identity are better able to engage in movement building and community organizing to institute systemic change for Indigenous peoples and communities. AIO and SIPI, will develop specialized curriculum based on components of AIO's award winning leadership development model, the Ambassadors Program. The Urban Indian Leadership Council will develop a pool of individuals with strong cultural identity, who will initiate an urban Native leadership movement. This movement made up of organizations and individuals will build the capacity of emerging Native American leaders in the Albuquerque metro area to contribute to the larger Albuquerque civil society, create systemic change through the use of enhanced skills and a collective voice, advocate for the improved wellbeing of urban Indians, reinforce cultural values, and advance the rights of Indigenous peoples living in urban areas.

In order to create a critical mass of urban Indian leaders, AIO and SIPI will convene established Native leaders in Albuquerque to serve as advisors to a leadership development program. The advisors will form the Leadership Council and will be responsible for recruiting participants as well as teaching a portion of the program curriculum to participants. The Council members will serve as mentors, making job referrals, providing professional advice, and expanding opportunities and participants' network of resources in addition to formal leadership training.

By sharing the responsibility, the Albuquerque Urban Indian Leadership Council will create a dynamic network that can organize to provide collective action on important issues, as well as provide a directory of individuals that can represent the urban Indian voice on boards and commissions, run for office, and promote positive change.

**Goals**

- Coordinate regular gatherings of the Council and other interested individuals and groups
- Strengthen and build leadership amongst the Native American community of Albuquerque/Bernalillo County
- Reinforce Indigenous cultural values and identity
- Provide a collective voice for urban Indians in Albuquerque
- Build relationships with City, County and State governments
- Collect and share data and demographics about urban Indians
- Recommend policy that improves the wellbeing of Albuquerque/Bernalillo Cty residents
- Provide an active pool of established and emerging leaders to be nominated for local boards and commissions
- Encourage and promote American Indian "Get Out The Vote" efforts and voter education initiatives on issues important to the Indian community
- Build partnerships with funders and other allies, including the National Urban Indian Families Coalition

**SIPI and AIO will implement the following activities to develop the Leadership Council:**

- Convene initial meeting of community leaders and establish regular monthly meetings
- Identify founding council members from the initial meetings participants
- Develop curriculum using AIO's Indigenous values-based leadership development model
- Promote interest and involvement in the Leadership Council
- Contact and build relationships with funders and invite other allies to participate
- Recruit emerging Native leaders to participate in leadership training
September 8, 2015

University of New Mexico Board of Regents
President Robert G. Frank
Provost Chaouki Abdallah
UNM Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

This letter is submitted to you on behalf of UNM-American Indian Student Services as a demonstration of advocacy and support of the University of New Mexico's Native American Studies proposal to establish and implement a Masters Degree program. The proposed interdisciplinary graduate degree is a natural next step in extending the opportunity for advanced and comprehensive study of the history, conceptual frameworks, applications and research of this important field. American Indian Student Services firmly believes in the significant benefit and value of further developing the unique education resources and expertise in Native American Studies at the state's flagship institution.

The extended constituency and partners of American Indian Student Services believe in the importance of community education including, but not limited to, culture, language and tradition; and also recognize the impact and value of higher education as a whole. Because the proposed Masters program will offer both face-to-face and online venues for accessing Native American Studies graduate courses; an invaluable opportunity for New Mexico tribal communities — many of whom are rural and have less direct access to educational institutions like UNM — will undoubtedly create numerous avenues to conceptualize and strengthen distinct learning modalities and insight.

Providing Indigenous communities and the State of New Mexico with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability is strongly aligned with the University of New Mexico's mission to serve the state through demonstrated and growing excellence in teaching, research, patient care, and community service. Approval of the proposed Native American Studies Masters Degree program will illustrate the Institution's commitment to enhancing the quality of life and education for all New Mexicans, and American Indian Student Services looks forward to this potential new chapter in the University of New Mexico's legacy.

Sincerely,

Pamela Agoya
Director: American Indian Student Services
Special Assistant to the President for American Indian Affairs
University of New Mexico Board of Regents
University of New Mexico President
University of New Mexico Provost
University of New Mexico Faculty Senate Graduate Curriculum Committee

November 9, 2015

Dear Respected UNM Leadership,

As an alumni of UNM (doctorate 1997), I support and believe in the mission of the University of New Mexico’s Native American Studies (NAS) proposal to provide a high quality master’s degree program. As a Native American graduate student at UNM I greatly benefitted from NAS courses and was constantly supported, both academically and personally, through my interactions with NAS faculty, staff, and students. I am certain that the tribal community members and schools will benefit from the master’s degree program.

As the head of the Department of Curriculum and Instruction at NMSU, the department that holds the responsibility in teacher preparation, I am acutely aware of the need in educating the public on historical and contemporary issues that affect our tribal constituents. Knowledge regarding Indigenous Peoples is a dire need for those who become teachers so that they may provide a culturally responsive and respectful education for all students. A master’s degree program in NAS is step in the right direction to improve the quality of life in tribal communities through a rigorous and appropriate inter-disciplinary academic program that better educates our citizenry.

I understand the master’s degree program will offer face-to-face and online venues for accessing NAS master’s degree courses. Utilizing both teaching modalities, the NAS master’s degree program will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access.

As a UNM alumni and higher education administrator and faculty member in New Mexico, I hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

[Signature]

Dr. Jeanette Haynes Writer,
Department Head and Associate Professor
November 5, 2015

University of New Mexico Board of Regents
University of New Mexico President
University of New Mexico Provost
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

I am writing this letter in support of the University of New Mexico Native American Studies Department proposal to provide a Masters Degree program. I believe this degree will provide a great benefit to the students of UNM and to our communities.

I graduated from UNM with dual bachelor’s degrees in Native American Studies and Environmental Science in 2007. I also graduated with a Master of Water Resources degree from UNM in 2011. I am currently a PhD candidate in the Hydrology Program at the New Mexico Institute of Mining and Technology. My studies and experience as a graduate of an NAS program at UNM has been instrumental in my current success as a graduate student today. As a student in both NAS and Environmental Science, I was able to clearly see the connection between environmental issues and issues in our Native communities. This connection is what drove me to pursue further education in Water Resources and Hydrology, which will prepare me for a career in helping to address water issues in Native communities. I am just one of many NAS graduates who benefits from NAS by using the power in understanding the past and present experiences of Native peoples that we gain from NAS to help us find ways to contribute and further strengthen Native communities. An advanced degree in NAS will surely magnify these types of benefits graduates of NAS will have to their communities.

I hope you will approve the Native American Studies proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

Lani Tsinnaajinle
November 13, 2015

University of New Mexico Board of Regents
University of New Mexico President
University of New Mexico Provost
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

I am delighted and honored to write a letter of support for the mission of the University of New Mexico's (UNM) Native American Studies (NAS) proposal to provide a high quality Masters Degree program. The development and implementation of a Masters level degree in Native American Studies will benefit the UNM community. In addition, the proposed Masters in NAS brings flourishing positions to the state as well as global scholarship in the area of Indigenous Peoples and Native American Studies. This scholarship will offer students and community members a comprehensive study of the history, conceptual frameworks, applications and research of Indigenous experience, leadership, and self-determination. I am certain our community members and schools will benefit from such a program. As a NAS alumnus, I can speak directly to the triumph that my NAS Bachelor of Arts has provided to my academic and personal growth as an individual and scholar.

I am part of the second cohort of NAS alumni who graduated with a bachelor’s degree in 2008 with a concentration in Nation Building and Leadership. As an undergraduate, I was active in the Native American Studies Indigenous Research Group (NASIRG) where students like myself were able to apply what we learned in our courses to research essays and projects. In 2008, NASIRG applied to the Native American and Indigenous Studies Association (NAISA) conference as panel to represent the UNM and Native community and offer to the academy our scholarship based on our growth and supported by the NAS Department and faculty. The NAS program and faculty have and continue to play an important factor in my education and graduate school experience. The NAS Bachelors degree fostered my mindset and skills on how to apply my lived experience as a Slisshone/Ute woman:

- I have examined my own tribal (indigenous) knowledge and created a parallel analysis to other Indigenous and Native American communities.
- I learned about research and applications of methodologies to implement and work with Indigenous and Native communities to enhance Native Nation building in the areas of education, ecology, community development, economics, law, politics, philosophy, sociology, arts, and literature. I was able to recommend ideas to my tribal community and develop partnerships with other Indigenous communities.
• I acquired research skills and critical thought process to improve my academic writing, which has made it possible for me to pursue graduate school.
• I used the knowledge acquired from the historical structure of colonialism and the suppression of Indigenous and Native American Peoples to advocate and bring about positive change through education.

The NAS Department has built my analytical foundation and as a result, I have been able to utilize my education in my graduate program. I am currently a PhD Sociology student at the University of Western Ontario in London, Canada. I am one of a few students accepted as a direct-entry for the PhD program. This outcome I credit to the NAS Department and the faculty. The proposed NAS Masters Degree will provide opportunities to students to integrate theory and practice through field and/or research experience to work directly with their Indigenous/Native American communities and/or local communities to create a unique opportunity to make healthy and positive institutional and structural change to fit the community’s needs. In addition, the Masters Degree program will pave the way for students to build upon their research projects in preparation for a PhD program.

The proposed NAS Masters Degree program being considered and objectives is crucial for the in-depth understanding of Indigenous and Native people, especially when considering their sovereignty. As outlined in the proposal, the Masters reinforces the “goals of a liberal arts education to inform, to enrich and to strengthen humanistic values in society. The UNM-NAS Masters offers a unique interdisciplinary addition to existing programs throughout the university. Most importantly, the proposed Masters degree in Native American studies provides New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.” According to the U.S. Department of Education, National Center for Education Statistics (2012), “Only 0.6 Native Americans received a Masters in 2009-2010 compared to their American counterparts” (https://nces.ed.gov/事实表/ disagr.asp?id=72). The University of New Mexico can lead and generate an opportunity to increase the graduation of Native Americans from the Masters programs and help build leadership for future Native American scholars to enter positions in their communities, organizations, and scholarship.

As an alumni, community member, and graduate student, I believe strongly in the importance of community education such as culture, language and tradition and how each of these aspects buttress the importance of higher education for our continued success. I also understand that proposed Masters program will offer face-to-face and online venues for accessing NAS Master degree courses. This structure of programming and education will allow students to foster and strengthen their communities by giving an opportunity to work with their communities to create partnerships.
In closing, I strongly feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. I give my full support for the proposed Masters program and I encourage the approval the proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

If you have any questions or if I can offer any further support, please contact me at nwinder@uwyo.edu or 505-228-6295. Thank you for your consideration of the Native American Studies Masters Degree Program.

Respectfully,

Natahnee Winder
UNM Native American Studies, 08’
UNM Ronald E. McNair Scholar, 07’
PhD Sociology Student, University of Western Ontario
Honry Roe Cloud Fellow, 2015-2016, Yale University
Monday, November 2, 2015

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

I, Stacee R Yabeny, support and believe in the mission of the University of New Mexico’s Native American Studies proposal to provide a high quality Masters Degree program. I am certain that both Native and non-Native students across the country, our community members and schools will benefit from such a program.

I graduated from UNM in Spring 2013 with a Bachelors degree in Political Science and Native American studies. Without Native American studies, I may have never found my future career path. Shortly after graduating from UNM, I was very fortunate to receive a fellowship with the National Congress of American Indians and organize the Native Vote nationally in 2014. This is only one example of how UNM’s NAS program has equipped me with the tools to advocate for Indian Country, to apply my reading assignments, to put into practice research and other conceptual frameworks.

Through my own work and personal endeavors it has become apparent how important community education such as culture, language and tradition is, but I also recognize the importance of higher education for our continued success. As a Navajo student, UNM’s NAS community provided a Native Hub for me to share ideas with other students and it brings me hope for the sustainability of Native Nations through a potential NAS Masters degree program.

I understand the Masters program will offer face-to-face and online venues for accessing NAS Masters degree courses. I feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. I hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

Stacee R Yabeny  
505-492-1180  
staceeyabeny@gmail.com
November 18, 2015

University of New Mexico Board of Regents
University of New Mexico President
University of New Mexico Provost
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

I am writing as a former graduate of the University of New Mexico’s Native American Studies Program. I graduated in 2011, with my major in Native American Studies and a minor in Political Science. Following graduation, I applied to the UNM School of Law, I graduated from law school in 2014 with my concentration of study on Indigenous Law, and I am currently an attorney. I work for a non-profit organization, The American Indian Law Center, Inc., which works closely with tribal courts in New Mexico on improving their justice system.

I am writing this letter to support the proposal for a Masters Degree program. My support of this program comes from my experiences as an undergraduate and graduate student at the University of New Mexico.

As a college freshman, I did not know what my passions were, or the kind of career I wanted to pursue. I took an introductory course to Native American Studies and I was inspired. The opportunity to learn about my community and the history of Indigenous Peoples, while being challenged academically is the reason I continued with this program. I hear this same story from many of my peers, who have also moved forward, like me, to pursue the study of law and its impact on tribal communities.

When I reflect on my experiences at UNM, I regret that I did not have the opportunity to complete a Masters Degree before I applied to law school. I considered pursuing my masters prior to applying to law school, but this opportunity was not available at UNM. Instead, I was considering moving to Arizona so I could apply to the American Indian Studies Program at Arizona State University. I could not afford the cost of transitioning to a new state, new school, and new environment, so I did not pursue a Masters Degree. Fortunately, this did not affect me in my overall goals, but having this additional experience prior to law school would have given me more confidence as a law student.
The University of New Mexico is privileged to be surrounded by so many tribal communities. It would be an enormous opportunity for the University and the general student population to have this graduate program approved and available. Especially since many of the students who attend UNM are also tribal members or will have some involvement with tribal communities as part of their career. UNM students would have the privilege of learning in the classroom, and learning hands on within tribal communities. Not many Universities have this opportunity or privilege.

It is my hope that with careful consideration of the Native American Studies Masters Degree Proposal, and the potential benefits to the University, that you will approve this proposal.

With Appreciation,

Stephanie Salazar
June 2, 2015

University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Board of Regents  
University of New Mexico Faculty Senate  
Graduate Curriculum Committee

Attention: Gregory A. Cajete, Ph.D.  
Director of Native American Studies  
Room 3080 Mesa Vista Hall  
University of New Mexico  
Albuquerque, NM 87131

Dear University of New Mexico Leaders:

I write to express the Pueblo of Laguna’s support for the development and implementation of a new Masters level degree in Native American Studies at the University of New Mexico. I have been a part of the Pueblo’s tribal government for many years. I have served in many different tribal governmental capacities before becoming the Governor. It is evident that we have many learned members of our Pueblo who have come to work with us. Our community would benefit from individuals with an overall understanding of the effects of leadership, self-determination and the ability to build sustainable communities.

Our tribal government faces challenges daily in its governmental operations as do Pueblo members in their daily living. We deal with many issues, such as protecting tribal sovereign immunity in interactions with the outside business community, enabling traditional farming access to water for growing their crops, deciding which is the best school for our children, and myriad others. The proposed curriculum would provide the students with the opportunity to focus on acquiring a well-rounded knowledge of all issues facing Native American communities: legal, economics, education, ecology, politics, sociology, art, literature and philosophy.

The proposed Native American Studies Masters program is unique and should be implemented. It would provide the Native American communities with access to studies focused on their needs and provide the University with recognition that it continues to serve all citizens by implementation of unique programs to address unique needs. The Pueblo of Laguna wholeheartedly supports this important educational initiative.
If you have any questions regarding this letter of support, please feel free to call Tammi Lambert, at our Government Affairs Office. She can be reached at 505-552-6654.

Sincerely,

[Signature]

Governor Vigil Slow

cc: Tammi M. Lambert, Government Affairs Director
April 30, 2015

Faculty Senate Graduate Curriculum Committee
University of New Mexico
MSC06 3740
1 University New Mexico
Albuquerque, NM 87131

Dear Faculty Senate Graduate Curriculum Committee:

It is our pleasure to write a letter of support for the proposal of the Master’s level degree in Native American Studies through the University of New Mexico.

It is imperative that a program such as this is made available to interested Native American students and tribal leaders to provide them the opportunity to engage practical leadership and policy development to strengthen and overcome challenges that tribal communities face. Through comprehensive study and examination of conceptual frameworks via the proposed curriculum, it will enrich their leadership and help Native American tribes in building sustainable indigenous communities as we set forth in the changing world of the 21st century and most importantly maintain our tribal sovereignty. Many of our own University of New Mexico Zuni students and our community leaders have a strong interest in Native American Studies that will benefit and meet the educational needs of tribal leadership, self-determination, and community sustainability.

In conclusion, we fully support the efforts of the University of New Mexico Native American Studies department to develop and implement the new Masters level degree in Native American Studies at the University of New Mexico. A graduate level program focused on “Leadership for Sustainable Indigenous Community,” will be valuable and rewarding educational endeavor for students, tribal leaders and tribal communities.

Respectfully,

[Signature]

Bernadette Pantak, Director
Zuni Education & Career Development Center

Cc: ZECDC File FY 15
April 30, 2015

Board of Regents
University of New Mexico
MSC05 3200
1 University New Mexico
Albuquerque, NM 87131

Dear UNM Board of Regents:

It is our pleasure to write a letter of support for the proposal of the Masters level degree in Native American Studies through the University of New Mexico.

It is imperative that a program such as this is made available to interested Native American students and tribal leaders to provide them the opportunity to engage practical leadership and policy development to strengthen and overcome challenges that tribal communities face. Through comprehensive study and examination of conceptual frameworks via the proposed curriculum, it will enrich their leadership and help Native American tribes in building sustainable indigenous communities as we set forth in the changing world of the 21st century and most importantly maintain our tribal sovereignty. Many of our own University of New Mexico Zuni students and our community leaders have a strong interest in Native American Studies that will benefit and meet the educational needs of tribal leadership, self-determination, and community sustainability.

In conclusion, we fully support the efforts of the University of New Mexico Native American Studies department to develop and implement the new Masters level degree in Native American Studies at the University of New Mexico. A graduate level program focused on “Leadership for Sustainable Indigenous Community,” will be valuable and rewarding educational endeavor for students, tribal leaders and tribal communities.

Respectfully,

Berndette Panteah, Director
Zuni Education & Career Development Center

Co: ZECDC File FY 15
April 30, 2015

Robert O. Frank, President
University of New Mexico
MSC60 3300
1 University New Mexico
Albuquerque, NM 87131

Dear Honorable President Frank:

It is our pleasure to write a letter of support for the proposal of the Masters level degree in Native American Studies through the University of New Mexico.

It is imperative that a program such as this is made available to interested Native American students and tribal leaders to provide them the opportunity to engage practical leadership and policy development to strengthen and overcome challenges that tribal communities face. Through comprehensive study and examination of conceptual frameworks via the proposed curriculum, it will enrich their leadership and help Native American tribes in building sustainable indigenous communities as we set forth in the changing world of the 21st century and most importantly maintain our tribal sovereignty. Many of our own University of New Mexico Zuni students and our community leaders have a strong interest in Native American Studies that will benefit and meet the educational needs of tribal leadership, self-determination, and community sustainability.

In conclusion, we fully support the efforts of the University of New Mexico Native American Studies department to develop and implement the new Masters level degree in Native American Studies at the University of New Mexico. A graduate level program focused on "Leadership for Sustainable Indigenous Community," will be valuable and rewarding educational endeavor for students, tribal leaders and tribal communities.

Respectfully,

Bernadette Panteah, Director
Zuni Education & Career Development Center

Cc: ZBCDC File PY 15
April 30, 2015

Dr. Chanukl Abdallah, Provost
University of New Mexico
MSC05 3400
1 University New Mexico
Albuquerque, NM 87131

Dear Dr. Abdallah:

It is our pleasure to write a letter of support for the proposal of the Masters level degree in Native American Studies through the University of New Mexico.

It is imperative that a program such as this is made available to interested Native American students and tribal leaders to provide them the opportunity to engage practical leadership and policy development to strengthen and overcome challenges that tribal communities face. Through comprehensive study and examination of conceptual frameworks via the proposed curriculum, it will enrich their leadership and help Native American tribes in building sustainable indigenous communities as we set forth in the changing world of the 21st century and most importantly maintain our tribal sovereignty. Many of our own University of New Mexico Zuni students and our community leaders have a strong interest in Native American Studies that will benefit and meet the educational needs of tribal leadership, self-determination, and community sustainability.

In conclusion, we fully support the efforts of the University of New Mexico Native American Studies department to develop and implement the new Masters level degree in Native American Studies at the University of New Mexico. A graduate level program focused on “Leadership for Sustainable Indigenous Community,” will be valuable and rewarding educational endeavor for students, tribal leaders and tribal communities.

Respectfully,

Bernadette Peteah, Director
Zuni Education & Career Development Center

Cc: ZE CDC File FY 15
LETTER OF SUPPORT

Vice Provost of Extended Learning
MSC03 2190, 1 University of New Mexico
Albuquerque, New Mexico 87131-0001

Dear Selection Committee,

The Canocito Band of Navajos 12 member Traditional Council in partnership with the To'ahjiliee Navajo Chapter wholesome supports and believes in the mission of the University of New Mexico’s Native American Studies proposal to provide high quality extended learning online programs. We are certain our To’ahjiliee community members and schools will benefit from such a program that will provide educational access and services for our tribal members.

The Canocito Band of Navajos 12 Member Traditional Council in partnership with the To’ahjiliee Navajo Chapter operates the To’ahjiliee Outreach Center which provides adult education, dual enrollment, online college course access, and workforce development to over 3,000 patrons per year. In addition, we also offer a food bank, clothing bank, and partnerships with various community programs and entities to ensure that our people have educational opportunities for sustainability.

The community of To’ahjiliee cherishes the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We feel this initiative will provide an invaluable opportunity to rural communities such as ours that do not have direct access to educational institutions such as UNM.

Please contact me at your earliest convenience if you have any questions or concerns in regards to our letter of support. Thank you for your time and consideration in this matter.

Sincerely,

Shawn Secatero

Shawn Secatero, Ph.D.
Canoncito Band of Navajos 12 Member Traditional Council Member
August 26, 2015

Lloyd L. Lee, Ph.D.
Director, Institute for American Indian Research
Native American Studies
Mesa Vista Hall 3092
1 University of New Mexico
Albuquerque, New Mexico 87131-0001

Dear Dr. Lee:

I am pleased to support the efforts of the University of New Mexico-Native American Studies faculty in developing a Master's Degree Program within the Native American Studies program. This degree program will not only be of great value to the Mescalero Apache people but to all Tribes, Pueblos, and Nations throughout Indian Country.

With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master's Degree Program would be an opportunity for Native American students to eventually become valuable assets to their respected communities, in applying this knowledge and skills toward the overall betterment of themselves and the success of their Tribes, Nations and Pueblos.

It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies (NAS) courses. While the 2001-2002 academic year only held seven minors in NAS, the 2014-2015 academic year held over 150 majors and minors.

As you are aware the NAS program has a Memorandum of Understanding with UNM Extended University to provide IT zoom and hybrid courses in NAS at UNM Gallup, UNM Taos, UNM Valencia, UNM Los Alamos, UNM Bernalillo, UNM Santa Fe, and UNM Farmington. All of which total an enrollment of approximately 3,000 Native American students.
It is also my understanding that the UNM Native Studies BA Program when compared with other peer Southwest Institutions like the University of Arizona, Arizona State University, Northern Arizona University and the University of Oklahoma, offers additional educational opportunities in this field.

Please feel free in sharing this letter of support to the New Mexico Legislature, the University Of New Mexico Board Of Regents, The University of New Mexico Faculty Senate and the President and Provost of the University on behalf of the Native American Studies Program.

It is my hope that my letter of support, not only aids the NAS Master’s Degree proposal but also in an anticipation of special project funding request to the New Mexico legislature to enhance faculty, staff and program development to effectively and accurately implement the Master’s Degree Program within the Native American Studies Program at UNM.

Thank you for the opportunity to offer my thoughts and support this much needed educational opportunity.

Respectfully,

Danny H. Breuninger
President, Mesquakie Apache Tribe
University of New Mexico Board of Regents
University of New Mexico President
University of New Mexico Provost
University of New Mexico Faculty Senate Graduate Curriculum Committee
The University of New Mexico
Albuquerque, New Mexico 87121

Dear Respected UNM Leadership,

The Santa Fe Indian School supports and believes in the mission of the University of New Mexico’s Native American Studies proposal to provide a high quality Masters Degree program. We are certain our alumni, staff, and community members will benefit from such a program. Just in the past week, two staff members, one of whom is SFIS an alumnus, remarked on the need for such a program in New Mexico to help prepare them to meet the needs of SFIS students. Furthermore, we have high school students who are attracted to UNM because of the support available through the Native American Studies program. In this way, both our staff and students are looking forward to a Masters Degree program in Native American Studies through UNM.

Santa Fe Indian School believes in the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We understand the Masters program will offer face-to-face and online venues for accessing NAS Masters degree courses. We feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

Roy M. Herrera
Superintendent

cc: University of New Mexico Native American Studies Director
Vice Provost of Extended Learning
MSC03 2190, 1 University of New Mexico
Albuquerque, New Mexico 87131-0001

Dear Selection Committee,

The Indian Education Department of the Albuquerque Public Schools support and believe in the mission of the University of New Mexico's Native American Studies proposal to provide high quality extended learning online programs. Online educational programs is the new method of education delivery which many high school students are participating in including the students from the high schools in Albuquerque Public Schools. We are certain our community members and schools will benefit from such a program.

Many high school students do not have access to their own transportation so online coursework will benefit them tremendously as they move forward into higher education. The Native American high school students and families cherish the importance of community education such as culture, language and tradition and realize the importance of higher education for their continued success. This initiative will provide an invaluable opportunity to not only to rural communities but also high school students attending the local urban schools get ahead in their educational endeavors through online coursework.

If I can be assistance to you please contact me at 505-362-7935 or by email at Thompson_dai@aps.edu.

Sincerely,

Daisy Thompson
Director of Indian Education
Albuquerque Public Schools
September 04, 2015

The University of New Mexico
Faculty Senate Graduate Curriculum Committee
Albuquerque, New Mexico 87144

Honorable Committee,

The National Indian Youth Council, Inc. (NIYC) expresses their support of the University of New Mexico (UNM) Native American Studies for the development and implementation of a Masters of Arts (MA) degree Program of Study.

As an advocacy agency that provides services to Native Americans, we realize there is a need for the MA Program of Study in Native American Studies. This will be an interdisciplinary degree designed to offer students a comprehensive study of the Native American history, human and civil rights, social economic issues and successses. In addition to Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, art and literature, conceptual frameworks, applications and research related to Leadership and Self-Determination, Building Native Nations, and Indigenous Community Development. This will enable the Native American students to increase leadership roles in the urban and tribal entities with an in depth understanding of Native people and their respective sovereign Native Nations and communities as they evolve in the 21st century.

The NIYC has been providing services to young Native Americans since 1974 with tremendous success. Our primary goals are to develop more fully our participant’s academic, occupational, and literacy skills which is why the implementation of Native American Studies Masters degree Program of Study is very important. It will provide students with an opportunity to examine the evolving bodies of knowledge through multi-contextual learning and research activities which includes experiential, service learning, professional research opportunities and internships.

Thank you in advance for your gracious and greatly valued consideration for this very important educational initiative for New Mexico Indian Higher Education at the University of New Mexico.

Respectfully yours,

[Signature]

Melissa Wassena, MBA/HR
Interim Executive Director/WIOA Director
National Indian Youth Council, Inc.

cc: President of the University of New Mexico
    UNM Board of Regents
    UNM Provost
Vice Provost of Extended Learning
MSC03 2190, 1 University of New Mexico
Albuquerque, New Mexico 87131-0001

Dear Selection Committee,

The Native American Community Academy (NACA) wholeheartedly supports and believes in the mission of the University of New Mexico's Native American Studies proposal to provide high quality extended learning online programs. We are certain our community members and schools will benefit from such a program.

The extended community of NACA cherishes the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We feel this initiative will provide an invaluable opportunity to rural communities that do not have direct access to educational institutions such as UNM.

If I can be assistance to you please contact me at (505)266-0992.

Sincerely,

Kara Bobroff
Executive Director
Native American Community Academy

1000 Indian School Road NW · Albuquerque, NM 87104 · P. (505)266-0992 · F. (505)266-2905
Greetings,

This letter expresses the support of the UNM Native American Studies Faculty for the development and implementation of a Masters of Arts degree in Native American Studies at the University of New Mexico.

The Master of Arts Degree in Native American Studies will be an interdisciplinary degree designed to offer students a comprehensive study of the history, conceptual frameworks, applications and research related to Leadership, Self-Determination, and Building Sustainable Indigenous Communities. In addition, this MA Program of Study provides students with the opportunity to examine these evolving bodies of knowledge through multi-contextual learning and research activities that include experiential, service learning, professional research opportunities and internships.

The following objectives are presented as a way to satisfy the broader goals:

- To provide an intellectual foundation for students in the concepts, research and applications of methodologies from relevant disciplines focused on building Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, arts and literature;
- To provide students with a strong program of studies to develop skills in and explore the uses of media as a way to explore and present Indigenous perspectives and/or story of the aforementioned areas;
- To provide students with critical learning, research and services opportunities both inside and outside the classroom;
- To assist students in integrating theory and practice through community based field and/or research experience; and
- To encourage dialogue and collaboration among students, faculty, and Native Nations in the on-going development of the Native Studies curriculum as it relates to leadership, self-determination, building Native nations and Indigenous community development.

Ultimately, the pedagogical goals of the Native American Studies MA reinforce the overall goals of a liberal arts education. A UNM-NAS Masters degree offers a unique interdisciplinary addition to existing programs throughout the university, while addressing espoused goals in the UNM strategic plan. Most importantly, the Native American studies program at UNM provides New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination, Nation building and community sustainability.

Thank you in advance for your gracious and consideration for this important educational initiative.
11 September 2015

University of New Mexico Board of Regents
University of New Mexico President
University of New Mexico Provost
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

The Navajo Studies Conference, Inc. supports and believes in the mission of the University of New Mexico's Native American Studies proposal to provide high quality Masters Degree program. We are certain our community members and schools will benefit from such a program.

The extended community of Navajo Studies Conference, Inc. believes in the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We understand the Masters program will offer face-to-face and online venues for accessing NAS Masters degree courses. We feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

Homer Hubbell
President, Navajo Studies Conference, Inc.
September 9, 2015

Graduate Curriculum Committee
The University of New Mexico
Albuquerque, NM 87144

Dear Honorable Committee,

On behalf of the National Indian Education Association (NIEA), the oldest and largest Native organization representing over 3,500 Native educators, students, teachers, parents, and tribal leaders, I am writing to request your support for the development and implementation of a new Masters level degree in Native American Studies at the University of New Mexico (UNM-NAS).

The proposed Masters in Native American Studies will be an interdisciplinary graduate degree designed to offer students a comprehensive study of the history, conceptual frameworks, applications and research related to the interdisciplinary areas of Leadership, Self-Determination and Building Sustainable Indigenous Communities. In addition, this Masters program will provide students with the opportunity to examine these evolving bodies of knowledge through multi-centric learning and research activities. Through experiential and service learning along with professional research opportunities and internships, students will explore various mediums to solidify their understanding in Native American Studies.

The following objectives will help satisfy the broader goals of this Masters program:

• Ground students in the methodologies from relevant disciplines focused on Building Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, arts and literature.

• Provide students with the opportunity to develop skills in and explore the uses of arts and media as a way to explore and present an Indigenous view of story of the aforementioned areas.

• Encourage dialogue and collaboration among students, faculty, and the Native community in the on-going development of the Native Studies curriculum as it relates to “Building Native Nations” and Indigenous Arts and Media.

The imperative for an in-depth understanding of Native people and their respective sovereign Native nations as they evolve in the 21st century underlies the request for the consideration of this proposal. Ultimately, the goals of the Native American Studies Masters reinforce the overall mission of a liberal arts education, which include informing, enriching and strengthening humanistic values in society. The UNM-NAS Masters offers a unique interdisciplinary addition to existing programs throughout the
universally. Most importantly, the proposed Masters degree in Native American studies provides New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

As the leading organization in Native education, NIBA serves as the critical link between our communities and the diverse array of institutions that serve our students in elementary, secondary, and postsecondary education. We fully support the development of a Native American Studies program at The University of New Mexico to help ensure that our communities have the opportunity to learn and grow in a culturally competent program that aligns with their values. We hope you can support this proposed as we have. If you have any questions or concerns, please contact Dimple Patel, NIBA Policy Associate at 202.847.0034.

Thank you,

Melvin Monette-Barajas
President
Native American Studies

Dear UNM Student/Faculty Member/Staff

This letter is a request for support for the development and implementation of a new Masters level degree in Native American Studies at the University of New Mexico.

The proposed Masters in Native American Studies will be an interdisciplinary graduate degree designed to offer students a comprehensive study of the history, conceptual frameworks, applications and research related to the interdisciplinary areas of "Leadership, Self Determination and Building Sustainable Indigenous Communities." In addition, the proposed Masters Program of study will provide students with the opportunity to examine these evolving bodies of knowledge through multi-contextual learning and research activities which include experiential, service learning, professional research opportunities and internships.

The following objectives are presented as a way to satisfy the broader goals:

* ground students in the concepts, research and applications of methodologies from relevant disciplines focused on Building Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, arts and literature.

* provide students with the opportunity to develop skills in and explore the uses of arts and media as a way to explore and present an Indigenous view and or story of the aforementioned areas.

* provide students with relevant learning and research opportunities both inside and outside the classroom.

* assist students in integrating theory and practice through field and/or research experiences; and

* encourage dialogue and collaboration among students, faculty, and the Native community in the on-going development of the Native Studies curriculum as it relates to "Building Native Nations" and Indigenous Arts and Media.

The imperative for an in depth understanding of Native people and their respective sovereign Native nations as they evolve in the 21st century underlies the request for the consideration of this proposal for a Masters in Native American Studies. Ultimately, the goals of the Native American Studies Masters reinforce the overall goals of a liberal arts education, i.e., to inform, to enrich and to strengthen humanistic values in society. The
UNM-NAS Masters offers a unique interdisciplinary addition to existing programs throughout the university. Most importantly, the proposed Masters degree in Native American studies provides New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Letters of support addressed to the University of New Mexico Faculty Senate Graduate Curriculum Committee, the University of New Mexico President, University of New Mexico Provost and the University of New Mexico Board of Regents will be greatly appreciated. Thank you in advance for your gracious and greatly valued support for this important educational initiative in New Mexico Indian Higher Education.

Respectfully yours,

[Signature]
Gregory A. Cajete, Ph.D.
Director of Native American Studies
Associate Professor, College of Education

Letters may be sent to: Attn. Gregory A. Cajete, Ph.D.
Director of Native American Studies
Room 3080 Mesa Vista Hall
University of New Mexico
Albuquerque, New Mexico 87131

Inquiries may be addressed to: Delia Holona, Administrative Assistant UNM-NAS or Gale Jones UNM-NAS Student Assistant (505) 277-3917
Petition of Support for Native American Studies Master’s Degree Proposal to be introduced to UNM Faculty Senate Fall 2015

Please sign if you are in Support!

Student Sign-In Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <a href="mailto:Fillmore@unm.edu">Fillmore@unm.edu</a></td>
<td></td>
</tr>
<tr>
<td>2. Amadali Pacheco</td>
<td><a href="mailto:a.pacheco.49@hotmail.com">a.pacheco.49@hotmail.com</a></td>
</tr>
<tr>
<td>3. Pablo John</td>
<td><a href="mailto:pjohn89@unm.edu">pjohn89@unm.edu</a></td>
</tr>
<tr>
<td>4. Chad Aboyta</td>
<td><a href="mailto:Coaboyta@gmail.com">Coaboyta@gmail.com</a></td>
</tr>
<tr>
<td>5. Colleen Vicenti</td>
<td><a href="mailto:ceen.vicenti@gmail.com">ceen.vicenti@gmail.com</a></td>
</tr>
<tr>
<td>6. Juliana Bilasich</td>
<td><a href="mailto:j.bilasich@gmail.com">j.bilasich@gmail.com</a></td>
</tr>
<tr>
<td>7. Sarderno</td>
<td><a href="mailto:s.yellow41@unm.edu">s.yellow41@unm.edu</a></td>
</tr>
<tr>
<td>8. MP Shebala</td>
<td><a href="mailto:mp.shebala@unm.edu">mp.shebala@unm.edu</a></td>
</tr>
<tr>
<td>9. Joshua Whitman</td>
<td><a href="mailto:jwhitman234@gmail.com">jwhitman234@gmail.com</a></td>
</tr>
</tbody>
</table>
NAME
28. Stefanie Sismaet
29. Francis Lucero
30. Rhonda Taylor Ramirez
31. Donovan Jin
32. Kaelin Peters
33. Ghada Eribi
34. Homer Hubbell
35. Rafael Mills
36. Anthony Charles
37. John McKinley
38. Sydney Eichen
39. Jorge Salinas
40. Rodolfo Arizaba
41. Pierce Humpill
42. Emily Castilla
43. Rosa Brauner
44. Kaelyn White
45. Abby Rivers

E-MAIL
ssismaet@unm.edu
mfranxxs@unm.edu
bfraunuuuuuuuuuuuuuuuu
ajinol@unm.edu
kakiti@unm.edu
gendi@unm.edu
whubbell@unm.edu
rmillsr@unm.edu
AshKiiboy@unm.edu
juppy70@gmail.com
scurichy@unm.edu
J/salinas@unm.edu
vvwttcor@unm.edu
PierceHumpill@gmail.com
emily.Castilla22@ag.mch.corn
rbrasmer@unm.edu
kwhite23@unm.edu
arivers207@gmail.com
<table>
<thead>
<tr>
<th>NAME</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tori Pyger</td>
<td><a href="mailto:torikayos7@gmail.com">torikayos7@gmail.com</a></td>
</tr>
<tr>
<td>Michael Hoolless</td>
<td><a href="mailto:michael.hoolless@gmail.com">michael.hoolless@gmail.com</a></td>
</tr>
<tr>
<td>Marissa Duenz</td>
<td><a href="mailto:marissa.duenz@uni.edu">marissa.duenz@uni.edu</a></td>
</tr>
<tr>
<td>Craig Dee</td>
<td><a href="mailto:cdeed@uni.edu">cdeed@uni.edu</a></td>
</tr>
<tr>
<td>Omar Gonzalez</td>
<td><a href="mailto:omar.gonzalez50@gmail.com">omar.gonzalez50@gmail.com</a></td>
</tr>
<tr>
<td>Brandon Maye</td>
<td><a href="mailto:bmoyle@uni.edu">bmoyle@uni.edu</a></td>
</tr>
<tr>
<td>Bradley White</td>
<td><a href="mailto:united203@yahoo.com">united203@yahoo.com</a></td>
</tr>
</tbody>
</table>
Petition of Support for Native American Studies Master's Degree Proposal to be introduced to UNM Faculty Senate Fall 2015

Please sign if you are in Support!

Faculty Sign-In Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Kosciecki</td>
<td><a href="mailto:sarahk@umail.unm.edu">sarahk@umail.unm.edu</a></td>
</tr>
<tr>
<td>Christina Chavez</td>
<td><a href="mailto:cchavez@umail.unm.edu">cchavez@umail.unm.edu</a></td>
</tr>
<tr>
<td>Annika Hauke-Haugma</td>
<td><a href="mailto:lovh@umail.unm.edu">lovh@umail.unm.edu</a></td>
</tr>
<tr>
<td>Jim Mort</td>
<td><a href="mailto:drj2mal@umail.unm.edu">drj2mal@umail.unm.edu</a></td>
</tr>
<tr>
<td>A. Shukuri</td>
<td><a href="mailto:ashukri@umail.unm.edu">ashukri@umail.unm.edu</a></td>
</tr>
<tr>
<td>P. Jefferson</td>
<td><a href="mailto:jefferson@umail.unm.edu">jefferson@umail.unm.edu</a></td>
</tr>
<tr>
<td>Kerria Kalvinsian</td>
<td><a href="mailto:kerin2@yahoo.com">kerin2@yahoo.com</a></td>
</tr>
<tr>
<td>Gabriela Hubner</td>
<td><a href="mailto:ghubner@umail.unm.edu">ghubner@umail.unm.edu</a></td>
</tr>
<tr>
<td>Rose Brinkley</td>
<td><a href="mailto:agnalta@yahoo.com">agnalta@yahoo.com</a></td>
</tr>
<tr>
<td>Bin Luu</td>
<td><a href="mailto:binluu@umail.unm.edu">binluu@umail.unm.edu</a></td>
</tr>
<tr>
<td>NAME</td>
<td>EMAIL</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>MY LEE</td>
<td>+516e@unm</td>
</tr>
<tr>
<td>Tiffany Lee</td>
<td><a href="mailto:mesa@unm.edu">mesa@unm.edu</a></td>
</tr>
<tr>
<td>Brandon Puzio</td>
<td><a href="mailto:sgd@unm.edu">sgd@unm.edu</a></td>
</tr>
<tr>
<td>Susan Garcia Dominguez</td>
<td><a href="mailto:sixtus@unm.edu">sixtus@unm.edu</a></td>
</tr>
<tr>
<td>Sixtus Dominguez</td>
<td></td>
</tr>
<tr>
<td>Sixtus Dominguez</td>
<td></td>
</tr>
<tr>
<td>Bruce Milne</td>
<td><a href="mailto:bmilne@sevilla.unm.edu">bmilne@sevilla.unm.edu</a></td>
</tr>
<tr>
<td>Haughton McAnulty</td>
<td><a href="mailto:Ecogse7@gmail.com">Ecogse7@gmail.com</a></td>
</tr>
<tr>
<td>Kriehl Peter</td>
<td><a href="mailto:kpeters@unm.edu">kpeters@unm.edu</a></td>
</tr>
<tr>
<td>Graeme Murr</td>
<td><a href="mailto:cmurr@unm.edu">cmurr@unm.edu</a></td>
</tr>
<tr>
<td>Charles Powell</td>
<td><a href="mailto:crpowell15@gmail.com">crpowell15@gmail.com</a></td>
</tr>
<tr>
<td>Graham Dvorsky</td>
<td><a href="mailto:geachler.12@yahoo.com">geachler.12@yahoo.com</a></td>
</tr>
<tr>
<td>Danieli Arnedo</td>
<td><a href="mailto:donnendariz@unm.edu">donnendariz@unm.edu</a></td>
</tr>
<tr>
<td>Mateo Sanchez</td>
<td><a href="mailto:scmmtc@unm.edu">scmmtc@unm.edu</a></td>
</tr>
</tbody>
</table>

27.
September 3, 2015

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is a petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development. We, the undersigned students of the University of New Mexico, wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned... Please print your name

NAME

1. Charles Francis
2. Kateri Zuni
3. Nathan Page
4. Nicholas Hardy
5. Charles Cloud
6. Shuwen Chheromah
7. Shuwen Chheromah
8. Shuwen Chheromah
9. Shuwen Chheromah
10. Shuwen Chheromah
11. Shuwen Chheromah
12. Shuwen Chheromah
13. Shuwen Chheromah

85
September 3, 2015

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development. We the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned.....

Please print your name

NAME
1. Chayanne Bric
2. Markah Chee
3. Adeline Nanya
4. Benny Belanger
5. James Hittfeld
6. Vanessa Sandoval
7. Sarah Griffith-Chirino
8. Diana Kominski
9. Heman Ruda
10. Brian Tom
11. Ama Ito
12. Elizabeth Charlie
13. Felicia Bynum
14. Amber Cech
15. Jaime Jackson

UNM Status/Affiliation

Student
Student
Student
Student
Student
Student
Student
Student
Student
Student
Student
Student
Student
Student
Student

86
14. Shiko Tsutsumi  
15. Ryan Tan
16. Samuel Valpo
17. Katelyn Bayney  
18. Candice Burany  
19. Rhianne Oglesby
20. Samantha Borgaia - Student
21. Manuel Garcia  
22. Nicole Bahe
23. James Buchmiller  
24. Alex Bury
25. Kyle Tran
26. Reba Phillips
27. Meriam Reda
28. Holding Stone
29. Andie Cecil
30.
31.
32.
33.
34.
35.
36.
37.
38.
39.
40.
41.
42.
43.
44.
45.
46.
47.
48.
49.
50.
September 3, 2015

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is a petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development. We, the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

[Names of students]

Please print your name
Andrew Mariano
Andrew Vailes
Breckah Mahop C
Deborah Bostman
Kyle F. Hana
Rodene Charley
Anthony Charles
Stiven Mayo
Eliana Arivio
Nicole Pocs
Gara Ouye
Lincoln Calabaza

88
September 3, 2015

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is to petition in support of the proposed Native American Studies Master's Program in Leadership, Building Native Nations and Sustainable Community Development. We, the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned:

NAME
1. Troy Black Dog
2. Jada Skye
3. Tony Cotton
4. Tim Coffman
5. Kevin Montoya
6. Asher Catford
7. Rebecca Chavez
8. Charmaine Joe
9. Edith Battalio
10. Antonio Mary
11. Tahoe Nunzi
12. Suzanne Largo
13. Maria T. Endres
NAME
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32

PLEASE PRINT YOUR NAME
Jorrd St. John
Nicole Coland
Jean Wilson
Chantal Francis
Dominic Jim
Jonathan Natvig
Donald Natvig
Utashajame
America
Erik Rodriguez
Tonja Jaramillo
Car Drake
Janet Humpmout
Nathan Page
Royce Butts
William Thomas
Deh Ferguson
Anthony Trabate
Gene Marchesi
September 3, 2015

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is to petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development. We, the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned:...
 Please print your name
1. BLESER, NATHALIE
2. ,
3. NDON McNEAL
4. TEAKO MAZANT
5. DO
6. DAVID CONCO
7. SARAH KEITH
8. 
9. 
10. RALON NERAGON
11. YOSELLE MCDONALD
12. 
13. 

William Deiterman
AARON JONES
14. Verenico Bellivier
15. Tessa Archuleta kroue
16. Alexander Mena
17. Leanne Helmskers
18. Catherine Campbell
19. Evelyn Johnson
20. Jennifer Brown
21. Mario Ramirez
22. Ron Anderson
23. Howard Stanley
24. Silva Smith
25. Nina Nguyen
26. Peter Ngo
27.
28.
29.
30.
31.
32.
33.
34.
35.
36.
37.
38.
39.
40.
41.
42.
43.
44.
45.
46.
47.
48.
49.
50.
September 3, 2015

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development. We the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned.....
NAME
Are you a UNM student, staff, faculty...? Please name

Michael Bear
Valerie Hurt
Jordan Oglesby
Amber Tuffley
Byron Andrews
Heather Follo
Cherie Maxwell

Student
Student
Student
Student
Student
Student
Student
September 3, 2015

Board of Regents and Faculty Senate
University of New Mexico
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is petition in support of the proposed Native American Studies Masters degree Program in Leadership, Building Native Nations and Sustainable Community Development. We the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned...

1. [Name]
2. [Name]
3. [Name]
4. [Name]
5. [Name]
6. [Name]
7. [Name]
8. [Name]
9. [Name]
10. [Name]
11. [Name]
12. [Name]
13. [Name]
14. [Name]
15. [Name]
16. [Name]
17. Dr. Ch.
18. Nathalie Bleser
19. Normand de Courcy
20.
21.
22.
23.
24.
25.
26.
27.
NAME

Are you a UNM student, staff, faculty...? Please name

- Allen Gabriel - Student
- Dale Jones - Student
- Raulito Lujan - Student
- Kenneth Peter - Student
- Sandin Yellowhorse - Student
- Natalia Leon - Student
- Wendy Willett - Student
- Bianca Conway - Student, ASUM senator
- Laura Gough - Student
- April Chel - Student
- Alejandro Valencia - Student
Altan Badeezchill
KeOSH Yazzie  koypee2@gmail.com
Echodawe Leffland  echodawk.leffland@ihs.gov
Venessa Neha  venessaneha99@gmail.com
Aidan Nachie  agnachie@gmail.com
Melanen Nachte  cormonma@gmail.com
Jacob Javiss  jacobj20@icloud.com
Fernando Jimenez  jimenezfernando555@yahoo
Elizabeth Nockideh  elizabethnockideh@gmail.com
<table>
<thead>
<tr>
<th>ALUMNI Name</th>
<th>Degree</th>
<th>Major</th>
<th>Minor</th>
<th>Concentration</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron Kie</td>
<td>Spring 2015</td>
<td>Major</td>
<td>History</td>
<td>ILC</td>
<td>Employed: All Indian Pueblo Cultural Center</td>
</tr>
<tr>
<td>Alannah A. Hasley</td>
<td>Spring 2009</td>
<td>Major</td>
<td>Leadership &amp; Self-Determination</td>
<td>Employed: Executive Director of the United Tribes of Bristol Day (see attached UNM article)</td>
<td></td>
</tr>
<tr>
<td>Andrew J. Nelson</td>
<td>Spring 2012</td>
<td>Major</td>
<td>Management</td>
<td>Leadership &amp; BNN</td>
<td>Graduate: PhD program</td>
</tr>
<tr>
<td>Andy Nez</td>
<td>Fall 2013</td>
<td>Major</td>
<td>Navajo</td>
<td>Leadership &amp; Self-Determination</td>
<td>Employed: K-8 Diné Language and Culture Teacher Graduate: MA Education in Curriculum Development</td>
</tr>
<tr>
<td>Bennie Francisco</td>
<td>Spring 2011</td>
<td>Major</td>
<td>Political Science</td>
<td>Leadership &amp; BNN</td>
<td>Graduated MA in Indian Law</td>
</tr>
<tr>
<td>Brenton Bluehouse</td>
<td>Spring 2012</td>
<td>Major</td>
<td>Political Science</td>
<td>ILC</td>
<td>Graduated MA program in Montana</td>
</tr>
<tr>
<td>Claudia F. Casquito</td>
<td>Summer 2012</td>
<td>Major</td>
<td>Psychology</td>
<td>ILC</td>
<td>Employed: teacher in Jemez</td>
</tr>
<tr>
<td>Curtis E. Chavez</td>
<td>Fall 2006</td>
<td>Major</td>
<td>Religious Studies</td>
<td>Culture &amp; Environment</td>
<td>Graduate: ASU Pueblo PhD Cohort Employed: Bernatillo School District Impact Aid</td>
</tr>
<tr>
<td>Elaina Vig</td>
<td>Fall 2014</td>
<td>Major</td>
<td>Athletic Coaching</td>
<td>ILC</td>
<td>Employed: Mesacero Tribe President's Office Graduate: MA Sports Administration</td>
</tr>
<tr>
<td>Eldon Brown</td>
<td>Spring 2012</td>
<td>Major</td>
<td></td>
<td></td>
<td>Employed: Chief of Permits, Division of Migratory Birds Graduate: MA UNM Educational Thought and Sociocultural Studies</td>
</tr>
<tr>
<td>Elroy Keeto</td>
<td>Spring 2004</td>
<td>Major</td>
<td></td>
<td></td>
<td>Employed: Tribal Planner in Laguna, NM Graduate: MA UNM Community and Regional Planning</td>
</tr>
<tr>
<td>Herman B. Fillmore</td>
<td>Spring 2012</td>
<td>Major</td>
<td>Linguistics</td>
<td>ILC</td>
<td>Employed: Tribal Language Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Degree/Program</td>
<td>University/Institution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lani M. Tsinnajinnie</td>
<td>2nd Major (1st major = A &amp; S) Philosophy</td>
<td>IKS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Graduate: Ph.D. UNM American Studies Employed: Johns Hopkins University Center for American Indian Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leon Morgan</td>
<td>2nd Major (1st = Art Studio BPA)</td>
<td>Leadership &amp; BNN</td>
<td>Employed: Environmental Engineer firm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Employed: Civil Engineer Navajo Nation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lyle C. Begay</td>
<td>Major</td>
<td>Civil Engineering</td>
<td>Employed: Native American Charter Academy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Graduated: MA American Indian Studies from ASU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mikhlyana J. Black Elk</td>
<td>Fall 2013 Major</td>
<td>Sociology Leadership &amp; BNN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mario P. Atencio</td>
<td>Major</td>
<td>English (2nd major) Leadership &amp; Self-Determination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marlene Armijo</td>
<td>Major</td>
<td>Management Leadership &amp; BNN</td>
<td>Employed: UNM Administrative Assistant/Legal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natasha Winder</td>
<td>Major</td>
<td></td>
<td>Graduate/Employed: Henry Roe Cloud Fellow/PhD Student, Teaching Assistant, Yale University /University of Western Ontario</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephanie M. Salazar</td>
<td>Spring 2011 Major</td>
<td>Political Science Leadership &amp; Self-Determination</td>
<td>UNM Law student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winoka Begay</td>
<td>Major</td>
<td></td>
<td>Employed: Research Assistant UNM Education Leadership Graduate: MA American Indian Studies, University of Arizona, Ph.D. student UNM Language, Literacy, and Sociocultural Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wyndor Yazzie</td>
<td>Major</td>
<td>Navajo &amp; History Leadership &amp; BNN/LC</td>
<td>Graduated: MPA from UNM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key:
Indigenous Learning Community – ILC
Building Native Nation – BNN
Indigenous Knowledge System - IKS
UNM alumna meets President Obama

If it's wild salmon, it's most likely from Bristol Bay, Alaska

By Mara Korkeä - October 15, 2016

On a wet and chilly September morning, President Barack Obama landed in Dillingham, Alaska, where he was greeted warmly by locals. Among them stood Abigail Harley, UNM alumna (2002), and current executive director of the United Tribes of Bristol Bay (UTBB), a tribal consortium working to protect the Bristol Bay watershed that sustains their traditional way of life from unsustainable resource development.

Obama's visit was the first of any sitting U.S. president to rural, Native Alaska. While Obama's primary focus during his Alaska visit was climate change, he visited Dillingham (population 2,100) to see the world's last great wild sockeye salmon fishery and indigenous cultures. During his visit the president said, "If you've eaten wild salmon, it's likely to have come from here. It's part of the reason why it's so critical that we make sure that we protect this incredible natural resource, not just for the people whose cultures have thrived upon it for thousands of years, but for the entire country."

"The reality that the President of the United States visited our home and experienced the land our ancestors entrusted to us is still sinking in," Harley said. "He didn't visit like you would think the leader of the free world would visit a place. President Obama had a... pick our fish, eat our food, and Yupik dance with our kids' kind of visit, like you usually have
with close relatives or friends. To see the president recognize, respect and genuinely enjoy experiencing what it means to live our way of life on our land, what our culture means to us and want to help us protect it, still has me on cloud nine."

"To see the president recognize, respect and genuinely enjoy experiencing what it means to live our way of life on our land, what our culture means to us and want to help us protect it, still has me on cloud nine." — Alannah Hurley

Bristol Bay tribes have been fighting for the last decade to protect the region from unsustainable resource development. The Yup'ik, Dena'ina and Atlatl people have thrived there for thousands of years, living off the land as their ancestors did.

"The primary threat to our land and waters is the proposed development of what would be the world's largest copper and gold mine located at the headwaters of the two major rivers that feed Bristol Bay's world-class fishery and intact ecosystem," Hurley said. "The second major threat was offshore oil development in the North Aleutian Basin, but Obama took the leases off the table last year, recognizing Bristol Bay as a 'national treasure' and a 'critical resource.' We produce over half of the nation's sockeye salmon and 40 percent of the globe's seafood."

Prior to coming to UNM, Hurley attended the Native American Political Leadership Program at George Washington University as part of the Semester in Washington program. As the semester came to an end, Hurley began looking for a school and a major that would accommodate her interest in Native affairs because she was wanted to use her education to help her Alaskan community.

"At the recommendation of a mentor and friend, I checked out the Native American Studies program at UNM," Hurley said. "It was the best move I made as a young adult. In the NAS program I found exactly what I was looking for: an education in Native history, issues, politics and tribal self-determination for Native Nation building. I'm so thankful for the NAS program, as my degree (NAS with a focus in Leadership and Sovereignty) set the foundation for me to return to my home in Alaska and work towards true change and self-determination for our tribes and communities."

Related Images
May 1, 2016

University of New Mexico Board of Regents
University of New Mexico President
University of New Mexico Provost
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership:

The University of Oklahoma Department of Native American Studies supports and believes in the mission of the University of New Mexico's Native American Studies proposal to provide a high quality Masters Degree program.

The extended community of Oklahoma believes in the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We understand the Masters program will offer face-to-face and online venues for accessing NAS Masters degree courses. We feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. We hope you will approve their proposal to provide New Mexico indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

Amanda Cobb-Greelham, Ph.D.
Chair, Department of Native American Studies
The University of Oklahoma
August 23, 2016

Faculty Senate Curriculum Committee
The University of New Mexico
Albuquerque, NM 87144

Dear Faculty Senate Curriculum Committee Members,

It is with great enthusiasm that I am writing to express support of the undersigned UNM Native American faculty for the development and implementation of a Masters of Arts degree in Native American Studies at the University of New Mexico.

New Mexico clearly has a need from such a program. The state is the home of twenty-three sovereign Indian nations and about 10.5 percent of the state’s population. Each of these nations have a land base, traditional lifeways and cultures, languages, economics, religion, and a unique relationship with the federal and state governments. The graduates will attain the research, leadership, critical thinking, analytical, problem-solving, and cultural competency skills to work professionally with others to address the social, economic, and political issues facing Indian governments, peoples, and communities.

The MA in Native American Studies will be an interdisciplinary degree designed to offer students a comprehensive study of the history, conceptual frameworks, applications and research related to Leadership, Self-Determination, and Building Sustainable Indigenous Community. In addition, this MA Program of Study provides students with the opportunity to examine these evolving bodies of knowledge through multi-contextual learning and research activities which include experiential, service learning, professional research opportunities and internships.

The following objectives are presented as a way to satisfy the broader goals:

- ground students in the concepts, research and applications of methodologies from relevant disciplines focused on Building Native Nations issues related to education, economy, community development, economics, law, politics, philosophy, sociology, arts and literature,
- provide students with the opportunity to develop skills in and explore the uses of media as a way to explore and present an Indigenous view and or story of the aforementioned areas,
- provide students with relevant learning, research, and services opportunities both inside and outside the classroom,
- assist students in integrating theory and practice through community-based field and research experience, and
- encourage dialogue and collaboration among students, faculty, and the Native community in the on-going development of the Native Studies curriculum as it relates to leadership, self-determination, building native nations and indigenous community development.
The imperative for the development of leaders with an in depth understanding of Native people and their respective sovereign native nations and communities as they evolve in the 21st century underlies the request for the consideration of this MA proposal to the UNM Graduate Curriculum Committee to further develop the Native American Studies Program at the University of New Mexico. Ultimately, the goals of the Native American Studies MA reinforce the overall goals of a liberal arts education, i.e., to inform, to enrich and to strengthen humane values in society. A UNM-NAS Masters degree offers a unique interdisciplinary addition to existing programs throughout the university, while addressing espoused goals in the UNM strategic plan. Most importantly, the Native American Studies program at UNM provides New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination, Nation building, and community sustainability.

At Arizona State University, the graduates of our Master’s program in American Indian Studies, which has been in existence for three years, have landed meaningful jobs with Indian governments, the Inter Tribal Council of Arizona, and higher education programs. I fully expect the same will occur with the graduates of the proposed UNM program.

Thank you in advance for your gracious and greatly valued consideration for this important educational initiative for New Mexico Indian higher education at the University of New Mexico.

Respectfully yours,

James Riding In, PhD
Associate Professor & Interim Chair
American Indian Studies
PO Box 874663
Arizona State University
Tempe, AZ 85287
(480) 727-0060
October 10, 2016

University of New Mexico Board of Regents
University of New Mexico President
University of New Mexico Provost
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

The Central New Mexico Community College Native American Task Team in the Connect Services Department is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master's Degree Program. This degree program will not only be of great value to our undergraduate students who wish to earn such a degree, but to all Tribes, Pueblos, and Nations throughout New Mexico and the U.S.

With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master's Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall betterment of themselves and the success of New Mexico and U.S. Tribes, Nations, and Pueblos. It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies (NAS) courses.

We feel this initiative will provide an invaluable opportunity specifically to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. It will also extend these opportunities to current NAS BA students at UNM, to students in related fields at our university, and to professionals currently working with Native communities, organizations, and in governance.

We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Sincerely,

Teresa Billy,
Academic Coach
& Lead Tribal Liaison
September 21, 2016

Dear Respected UNM Leadership,

Western New Mexico University’s American Indian Studies Program is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master’s Degree Program. This degree program will not only be of great value to our undergraduate students who wish to earn such a degree, but to all Tribes, Pueblos, and Nations throughout New Mexico and the U.S.

With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master’s Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall betterment of themselves and the success of New Mexico and U.S. Tribes, Nations, and Pueblos. It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies (NAS) courses.

We feel this initiative will provide an invaluable opportunity specifically to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as the University of New Mexico (UNM). It will also extend these opportunities to current NAS BA students at UNM, to students in related fields at our university, and to professionals currently working with Native communities, organizations, and in governance.

We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Sincerely,

Liza Kuecker, Ph.D.

Scott Fritz, Ph.D.
October 19th, 2016

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

The Multicultural Affairs Program at Eastern New Mexico University is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master's Degree Program. This degree program will not only be of great value to our undergraduate students who wish to earn such a degree, but to all Tribes, Pueblos, and Nations throughout New Mexico and the U.S.

With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master's Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall betterment of themselves and the success of New Mexico and U.S. Tribes, Nations, and Pueblos. It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies (NAS) courses.

We feel this initiative will provide an invaluable opportunity specifically to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as the University of New Mexico (UNM). It will also extend these opportunities to current NAS BA students at UNM, to students in related fields at our university, and to professionals currently working with Native communities, organizations, and in governance.

We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Sincerely,

Diana Cordova  
Multicultural Affairs Director
October 13, 2016

Dear Respected UNM Leadership,

The San Juan College Native American Center is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master’s Degree Program. This degree program will not only be of great value to our undergraduate students who wish to earn such a degree, but to all Tribes and Nations throughout New Mexico and the United States.

With the emphasis on Indigenous Leadership, Self-Determination and Building Viable Communities, the Master’s Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall advancement of themselves and the success of New Mexico and U.S. Tribes and Nations. It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies courses.

We feel this initiative will provide an invaluable opportunity specifically to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. It will also extend these opportunities to current Native American Studies BA students at UNM, to students in related fields at the university, and to professionals currently working with Native communities, organizations, and in governance.

We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Thank,

Levi Curtis
San Juan College
Native American Center
NAC Interim Director
505-258-2900
4601 College Boulevard
Farmington, NM 87402
United States Department of the Interior

BUREAU OF INDIAN EDUCATION
Southwestern Indian Polytechnic Institute
P.O. Box 10146 • Albuquerque, NM 87184
9169 Coors Blvd., NW • Albuquerque, NM 87120

OCT 26 2016

University of New Mexico Board of Regents
University of New Mexico President
University of New Mexico Provost
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

The Southwestern Indian Polytechnic Institute is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master's Degree Program. This degree program will not only be of great value to our undergraduate students who wish to earn such a degree, but to all Tribes, Pueblos, and Nations throughout New Mexico and the U.S.

With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master's Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall betterment of themselves and the success of New Mexico and U.S. Tribes, Nations, and Pueblos. It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies (NAS) courses.

We feel this initiative will provide an invaluable opportunity specifically to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as the University of New Mexico (UNM). It will also extend these opportunities to current NAS BA students at UNM, to students in related fields at our university, and to professionals currently working with Native communities, organizations, and in governance.

We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Sincerely,

[Signature]

Dr. Sherry Allison, President
DATE: October 8, 2015

TO: Gregory Cujete, Director of Native American Studies

FROM: Gregory L. Hellman, Associate Provost for Curriculum

RE: Approval of Preliminary Proposal for the MA Native American Studies

CC: Chauki Abdallah, Provost and EVP for Academic Affairs
    Kate Krause, Dean, University College
    Julie Comrond, Dean, Graduate Studies
    Carolyn Montoya, Faculty Senate Curricula Committee Chair
    Jennifer Tucker, Faculty Senate Graduate and Professional Committee Chair
    Nancy Middlebrook, University Accreditation Director
    Elizabeth Barton, Associate Registrar
    Robben Baca, Graduate Academic Affairs Specialist

Thank you for submitting the preliminary review proposal for an MA in Native American Studies and for meeting with me to further discuss the proposed degree program. The proposed degree will provide a unique opportunity for graduate level education in Native American Studies for the State of New Mexico. In my judgment, the preliminary proposal is sufficiently well developed to recommend advancement through the stages of faculty review and approval.

However, as we discussed, please make sure that your full proposal includes information the value of the degree in relation to further educational and employment opportunities; an explanation that you working with the Provost’s Office and the VPR’s Office to explore other funding opportunities; and a justification for the 36 credit hour requirement, given that the university is reducing the minimum credit hour requirement for Masters programs to 30 credit hours.

Please proceed with the development and submission of your full proposal. I will also provide the notification to the New Mexico Higher Education Department to inform them that this proposed master’s degree is being reviewed through UNM’s internal process and, if approved by the Board of Regents, will be submitted for review and approval through the State’s process.
October 8, 2015

Dr. Barbara Damron
Secretary of Higher Education
New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, New Mexico 87505-2100

Dear Dr. Damron:

In accordance with the regulations governing HED's review process for new graduate programs, I am writing to let you know of the University of New Mexico's intention to submit a proposal for an MA in Native American Studies.

The new degree proposal is in the process of seeking approval through the university's internal curricular process. It will be submitted to the Faculty Senate Graduate and Professional Committee for review this semester. It is anticipated that the proposal will be forwarded to Faculty Senate Curriculum Committee and the full Faculty Senate during the 2015-16 academic year, with the final university approval by the UNM Board of Regents and submission to the HED following shortly thereafter. Dr. Julia Conrod, UNM's Dean of Graduate Studies, will represent the program and the university at the various stages of review at the state level.

Please feel free to contact me if you have any questions regarding this notification.

Sincerely,

[Signature]

Gregory L. Heileman
Associate Provost for Curriculum

cc: Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
Julie Conrod, Dean of Graduate Studies
Kate Krause, Dean of University College
Greg Cajete, Director of Native American Studies
Robben Baca, Graduate Academic Affairs Specialist
Nancy Middlebrook, University Accreditation Director
December 10, 2015

Dr. Lloyd Lee
Native American Studies
University of New Mexico

Dear Dr. Lloyd Lee,

The University Libraries has reviewed the Native American Studies (NAS) proposal for a master's degree in NAS. The main UNM Libraries has long been supporting research on the southwest as well as indigenous and First Nation populations in Latin America and Canada, and thus has the resources (books, journals, databases and primary resource material) to support a NAS masters' level degree.

Since the NAS Center also has a library and will be requesting new funding for various library related activities, NAS and UNM Libraries are committed to continue working closely and collaborative to ensure that the two libraries do not duplicate material and resources.

Sincerely,

Susanne K. Clement
Director of Collections
University Libraries
sel@unm.edu
505-277-5176

cc:
Richard Clement, Dean of Libraries
Dr. Mark Emmons, Associate Dean of Public Services, University Libraries
Paulita Aguilar, University Library Liaison to NAS