

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

UNIT PREPARES IN QUADRUPPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: 11/18/15

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

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(Title, position, telephone number)

triplel@unm.edu
(Email address)

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

*Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.

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).
5. Library Impact Statement.

RECEIVED

JAN 28 2016

Received

JUN 29 2016

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	<u>Gregory A. Coyote</u>	Date	<u>11/18/15</u>
College Curricula Committee	<u>[Signature]</u>	Date	<u>11/19/15</u>
College or School Dean	<u>[Signature]</u>	Date	<u>11/18/15</u>
Dean of Library Services	<u>Ricardo Clement</u>	Date	<u>12/18/15</u>
Office of the Registrar—Catalog	<u>Elizabeth H. Brown</u>	Date	<u>06/28/16</u>
FS Graduate Committee	<u>Jessie A. March</u>	Date	<u>11/3/16</u>
Dean of Graduate Studies	<u>[Signature]</u>	Date	<u>1/03/16</u>
FS Curricula Committee	<u>[Signature]</u>	Date	<u>2-2-17</u>
Office of the Provost	<u>[Signature]</u>	Date	<u>2/7/17</u>
Faculty Senate	<u>[Signature]</u>	Date	<u>2/28/17</u>
Board of Regents	<u>[Signature]</u>	Date	<u>4/18/17</u>

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

Entered Banner

Entered Catalog

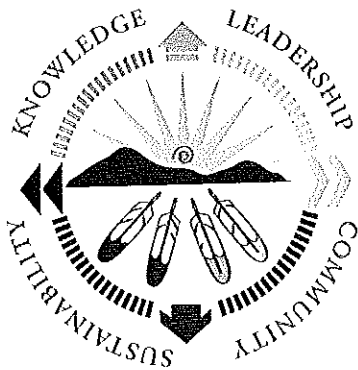
For Registrar's Office ONLY:

Copies Mailed

Master of Arts Degree Proposal

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

MSC06 3740 1 University of New
Mexico Albuquerque, NM 87131
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 **UNM**
UNIVERSITY COLLEGE
Native American Studies

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. Greyeyes including Catherine Montoya,
Student Programs Specialist, and Delia Halona, NAS

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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 on-line. 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)

NATV 550	Indigenous Nations & Sustainable Communities Seminar	3 Hours
NATV 555	Native American Policy & Community Building	3 Hours
NATV 560	Research Method & Practice in Indigenous Scholarship	3 Hours
NATV 570	Indigenous Thought & Ethics	3 Hours
NATV 590	Project of Excellence	6 Hours

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.

Quick Facts: Public Relations Specialists	
2012 Median Pay	\$54,170 per year \$26.04 per hour
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2012	229,100
Job Outlook, 2012-22	12% (As fast as average)
Employment Change, 2012-22	27,400

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.

Quick Facts: Arbitrators, Mediators, and Conciliators	
2012 Median Pay	\$61,280 per year \$29.46 per hour
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2012	8,400
Job Outlook, 2012-22	10% (As fast as average)
Employment Change, 2012-22	900

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.

Quick Facts: Technical Writers	
2012 Median Pay	\$65,500 per year \$31.49 per hour
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	Short-term on-the-job training
Number of Jobs, 2012	49,500
Job Outlook, 2012-22	15% (Faster than average)
Employment Change, 2012-22	7,400

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

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.

YR	Headcount New FT	New PT	Return FT	Return PT	FT E	Credit Hrs New FT	New PT	Return FT	Return PT	Total
1	10	0	10	0	10	150	0	0	0	150
2	10	0	20	0	20	300	0	300	0	600
3	15	0	25	0	25	375	0	375	0	750
4	15	0	30	0	30	450	0	450	0	900
5	20	0	35	0	35	525	0	525	0	1050
6	20	0	40	0	40	600	0	600	0	1200

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?

Degree program	Faculty	Current Course Load
B.A.	A – Full line	4-5 courses per year
B.A.	B – Full line	4-5 courses per year
B.A.	C – Full line	4-5 courses per year
B.A.	D – Full line	4-5 courses per year
B.A.	E – Half line	2 courses per year
B.A.	F – 30%	2 courses per year

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.

ESTIMATED	Year 1	Year 2	Year 3
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REVENUES						
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	407,923	0	407,923	0	407,923	0
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	0	2000	2000	2000	2000	2000
TOTAL REVENUE	434,886		436,886		436,886	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	407,923	0	407,923	50,000	457,923	0
Learning Resources	2,400	0	2,400	0	2,400	0
Equipment	2,000	0	2,000	0	2,000	0
Facilities & modifications	0	0	0	0	0	0
Other	22,563	0	22,563	8,333	30,896	0
TOTAL EXPENSES	434,886		493,219		493,219	
DIFFERENCE (Rev.-Exp.)	0		-56,333		-54,333	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3	
FTE Enrollment	10		20		25	
Projected Annual Credits Generated	150		300		375	
Tuition Generated	35,356.80		70,713.60		88,392.00	

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

ESTIMATED REVENUES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	407,923	0	407,923	0	407,923	0
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	6000	2000	8000	2000	10,000	2000
TOTAL REVENUE	440,886		442,886		444,886	

ESTIMATED EXPENSES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	457,923	65,000	522,923	0	522,923	65,000
Learning Resources	2,400	0	2,400	0	2,400	0
Equipment	2,000	0	2,000	0	2,000	0
Facilities & modifications	0	1,000	1,000	0	1,000	0
Other	30,896	8,333	39,229	0	39,229	8,333
TOTAL EXPENSES	567,552		567,552		640,885	
DIFFERENCE (Rev.-Exp.)	-126,666		-124,666		-195,999	
ESTIMATED IMPACT OF NEW PROGRAM	Year 4		Year 5		Year 6	
FTE Enrollment	30		35		40	
Projected Annual Credits Generated	450		525		600	
Tuition Generated	106,070.40		123,748.40		141,427.20	

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

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

Assistant Professor			
Robin Minthorn	Kiowa, Apache, Nez Perce, Umatilla and Assiniboine	Indigenous Higher Education, Indigenous Leadership (women, college students, intergenerational), and	PT (joint appointment with College of Education – Educational Leadership); 50%

Leola Tsinnajinnie	Diné and Filipino	International Indigenous Community-based education and leadership Indigenous Education, Decolonization, and Nation Building	FT 100%
Wendy S. Greeyes	Diné	Political Sociology, Organizational Analysis, American Indian Education, and Nation Building	FT 100%

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 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 NMHED 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.

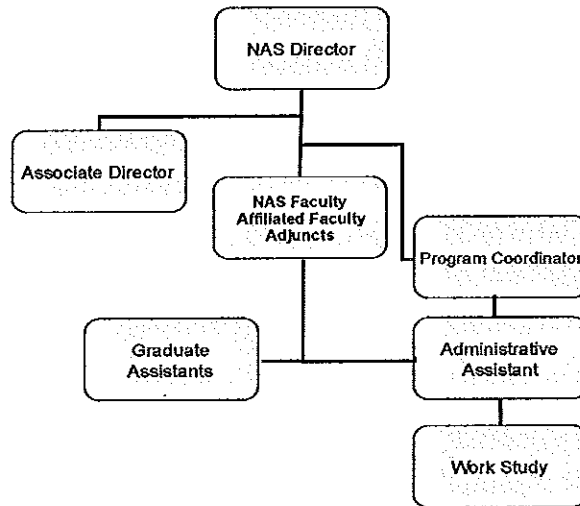
Measurement of Student Learning Outcomes

Outcome	Direct Measures	Indirect Measures	Years
1. Leadership & Challenges	Final assignments in 550 & 590 by NAS Faculty	Student self-evaluations in 590 Community evaluations at 590 Symposium	1-5 for 550 2-5 for 590
2. Sustainability & Healthy Communities	Final assignments in 550 & 590 by NAS Faculty	Student self-evaluations in 590 Community evaluations at 590 Symposium	1-5 for 550 2-5 for 590
3. Indigenous Community Building	Final assignments in 550, 560, & 590 by NAS Faculty	Student self-evaluations in 590 Community evaluations at 590 Symposium	1-5 for 550 & 560 2-5 for 590

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:

1. <http://news.unm.edu/news/a-unm-alumna-president-obama-and-the-last-frontier>

11. Attachments full proposal only

Department of Labor documentation, if applicable

Professional Title	Employment	Wage	Annual
Lawyers	603,310	\$64.17	\$133,470
Individual and Family Services	305,850	\$17.90	\$37,230
Local Government (OES Designation)	234,640	\$23.75	\$49,390

State Government (OES Designation)	221,700	\$22.93	\$47,700
Elementary and Secondary Schools	189,590	\$28.86	\$60,020
Outpatient Care Centers	126,580	\$19.92	\$41,430
Community Food and Housing, and Emergency and Other Relief Services	45,200	\$16.27	\$33,830
Other Residential Care Facilities	40,920	\$16.47	\$34,260
Religious Organizations	46,380	\$20.70	\$43,050
Vocational Rehabilitation Services	75,000	\$16.26	\$33,820
Individual and Family Services	305,850	\$17.90	\$37,230
Federal Executive Branch (OES Designation)	19,550	\$35.48	\$73,790
Elementary and Secondary Schools	189,590	\$28.86	\$60,020
History Teachers, Postsecondary	23,640	*N/A reported only annual bases	\$73,720

Source: United States Department of Labor, Bureau of Labor Statistics website:
http://www.bls.gov/oes/current/oes_NM.htm#25-0000

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
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* 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.).

Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
1. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.	X	X	X	
2. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.		X	X	
3. Students will demonstrate a practical and theoretical grounding in Indigenous community building.	X	X	X	

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., 2008-2009, 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)

ESTIMATED REVENUES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	407,923	0	407,923	0	407,923	0
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	0	2000	2000	2000	4000	2000
TOTAL REVENUE	434,886		436,886		438,886	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	407,923	0	407,923	50,000	457,923	0
Learning Resources	2,400	0	2,400	0	2,400	0
Equipment	2,000	0	2,000	0	2,000	0
Facilities & modifications	0	0	0	0	0	0
Other	22,563	0	22,563	8,333	30,896	8,333
TOTAL EXPENSES	434,886		493,219		501,552	
DIFFERENCE (Rev.-Exp.)	0		-56,333		-62,666	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3	
	FTE Enrollment		20		25	
	Projected Annual Credits Generated		300		375	
	Tuition Generated		70,713.60		88,392.00	
	35,356.80					

Total (3 years): \$ 194,462.40

ESTIMATED REVENUES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	407,923	0	407,923	0	407,923	0
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	6000	2000	8000	2000	10,000	2000
TOTAL REVENUE	440,886		442,886		444,886	
ESTIMATED EXPENSES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	457,923	65,000	522,923	0	522,923	65,000
Learning Resources	2,400	0	2,400	0	2,400	0
Equipment	2,000	0	2,000	0	2,000	0
Facilities & modifications	0	1,000	1,000	0	1,000	0
Other	39,229	0	39,229	0	39,229	8,333
TOTAL EXPENSES	567,552		567,552		640,885	
DIFFERENCE (Rev.-Exp.)	-126,666		-124,666		-195,999	
ESTIMATED IMPACT OF NEW PROGRAM	Year 4		Year 5		Year 6	
	FTE Enrollment	Projected Annual Credits Generated	Tuition Generated	FTE Enrollment	Projected Annual Credits Generated	Tuition Generated
FTE Enrollment	30	450	106,070.40	35	525	123,748.80
Projected Annual Credits Generated	450	600	141,427.20	525	600	
Tuition Generated	106,070.40			123,748.80		

Total (3 years): \$ 371,246.40

List of similar programs (state and regional)

Name of Institutions and location	Department	Minor/Major/Master of Arts NAS: Native American Studies AIS: American Indian Studies	Programs	Number of Faculty (Joint and/or Full)
Arizona	College Liberal	Major and Minor in	Programs: 1.)	10

State University-Tempe, AZ	Arts and Science	AIS And offers Master's in AIS	Legal, policy, and community and economic development 2.) Arts and Language	
University of Arizona-Tucson, AZ	Graduate College and College of Law	Master of Arts in AIS and Ph.D. including J.D./M.A. in AIS	Graduate Interdisciplinary program and Indigenous Governance program	11
Oklahoma University-Norman, OK	College of Law and College of Arts and Science	Major and Minor in NAS And offers Master's in NAS	Master's Degree in Native American Studies Master's Degree in NAS/Juris Doctorate with OU College of Law Graduate Certificate in American Indian Social Work with Zarrow School of Social Work	4
Montana State University-Bozeman, MT	College of Letters and Science	Minor in NAS And offers Master's in NAS Online graduate certificate	Online Graduate Certificate program in NAS; may transfer towards Master's in NAS	3
University of California-Berkeley, CA	College of Letters and Science - Department of Ethics Studies	Major in NAS PhD in Ethnic Studies	Native American Studies Program	3
University of California Los Angeles	Social Science Division, Interdepartmental	Major, Minor, and Master's in AIS Joint degree in JD/MA	American Indian Studies	25 (Joint faculty)

University of California Davis, CA	program Department of Native American Studies	Minor in NAS And offers Master's and Ph.D. in NAS	Division of Humanities, Arts and Cultural Studies	7
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List of potential employers

Fields	Potential Employers	Occupation
Education	New Mexico Districts and Charter schools Bureau Indian Education Schools UNM Educational Leadership Tribal Colleges Tribal language and culture programs	Certified teachers, administrative, staff, educational assistant, professional training, office and administrative support, language & culture teacher
Native Nations	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.	Business, management, public relations, financial operations, community support, professional training, legal & political occupations, office and administrative support
Health	Johns Hopkins University Center for American Indian Health Indian Health Services Phoenix Indian Center First Nations - Albuquerque Homeless task force	Healthcare support, social services, office and administrative support
National Resources	Environmental Protection Agencies, Tribal fish and	Community & urban & regional planner, manager,

Law

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

All Pueblo Council of Governors

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, Sandia, 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 16 day of July 2015, and at which time a quorum was present and the same was approved by a vote of 16 in favor, 0 against, 0 abstain, and 6 absent.

ALL PUEBLO COUNCIL OF GOVERNORS

By: E. Paul Torres
Governor E. Paul Torres, APCG Chairman

ATTEST:

Terry Aguilar
Terry Aguilar, APCG Secretary



THE NAVAJO NATION

RUSSELL BEGAYE PRESIDENT
JONATHAN NEZ VICE PRESIDENT

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,

A handwritten signature in black ink, appearing to read "Jonathan Nez".

Jonathan Nez, *Vice President*
THE NAVAJO NATION

POST OFFICE BOX 7440 / 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 middleclass 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, roles 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-Indian 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://nuihc.org/wp-content/uploads/2015/08/NUIFC_digital_Bookplain.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.

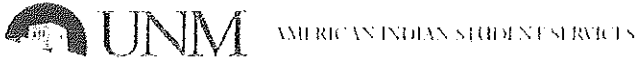
By sharing the responsibility, the Albuquerque Urban Indian Leadership Council will create a dynamic network that can organize to provide collective action on important issues, as well as provide a directory of individuals that can represent the urban Indian voice on boards and commissions, run for office,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

A handwritten signature in black ink, appearing to read "P. Agoyo", is written over a horizontal line.

Pamela Agoyo
Director: American Indian Student Services
Special Assistant to the President for American Indian Affairs



College of Education

Department of Curriculum and Instruction
MSC 3CUR
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
575-646-4820, fax: 575-646-5436

November 9, 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,

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,

A handwritten signature in cursive script that reads "Jeanette Haynes Writer".

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,

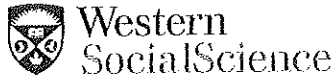
I am writing this letter in support of the University of New Mexico Native American Studies Department proposal to provide a Masters Degree program. I believe this degree will provide a great benefit to the students of UNM and to our communities.

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 Tsinnajinnie



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 Shoshone/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.

Western University, Department of Sociology Faculty of Social Science, SSC 5306
London, ON, Canada N6A 5C2 t. 519.661-3606 mwinder@uwo.ca

- 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.

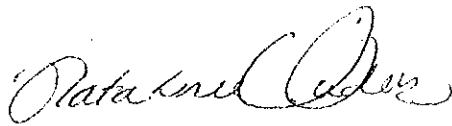
The proposed NAS Masters Degree program being considered and objectives is crucial for the in-depth understanding of Indigenous and Native people, especially when considering their sovereignty. As outlined in the proposal, the Masters reinforces the "goals of a liberal arts education to inform, to enrich 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/fastfacts/display.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 alumnus, 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@uwo.ca or 505-228-6295. Thank you for your consideration of the Native American Studies Masters Degree Program.

Respectfully,

A handwritten signature in cursive script, appearing to read "Natahnee Winder".

Natahnee Winder
UNM Native American Studies, 08'
UNM Ronald E. McNair Scholar, 07'
PhD Sociology Student, University of Western Ontario
Henry 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, Stacey 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,

Stacey 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.

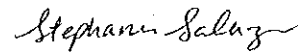
As a college freshman, I did not know what my passions were, or the kind of career I wanted to pursue. I took an introductory course to Native American Studies and I was inspired. The opportunity to learn about my community and the history of Indigenous Peoples, while being challenged academically is 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 farmer 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.

PO BOX 194 • LAGUNA • NEW MEXICO • 87026
PH: 505.552.6654 • FX: 505.552.6941 • WWW.LAGUNAPUEBLO-NSN.GOV

Page 2

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,

A handwritten signature in black ink, appearing to read "D. P. A. M. S." with a large flourish underneath. To the right of the signature, the name "Virgil Slow" is written in a smaller, less legible script.

Governor Virgil Slow

cc: Tammi M. Lambert, Government Affairs Director



Val R. Pzateah Sr.
Governor

Birdena Sanchez
Lt. Governor

Phillip Vicenti
Head Councilman

Virginia R. Chavez
Councilwoman

PUEBLO OF ZUNI

P. O. Box 339
Zuni, New Mexico 87327
1203-B NM State Hwy 53
Phone: (505) 782-7022
Fax: (505) 782-7202
www.ashiwi.org

505-782-7000 MAIN

Carlton R. Bowekaty
Councilman

Audrey A. Semplicio
Councilwoman

Margaret M. Eriacho
Councilwoman

Eric Bobetu
Councilman

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 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: ZECDC File FY 15



Val R. Panteah Sr.
Governor

Birdena Sanchez
Lt. Governor

Phillip Vicenti
Head Councilman

Virginia R. Chavez
Councilwoman

PUEBLO OF ZUNI

P. O. Box 339
Zuni, New Mexico 87327
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505-782-7000 MAIN

Carlton R. Bowekaty
Councilman

Audrey A. Sampilcio
Councilwoman

Margaret M. Eriacho
Councilwoman

Eric Bobelu
Councilman

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.

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Respectfully,

Bernadette Panteah, Director
Zuni Education & Career Development Center

Cc: ZECDC File FY 15



Val R. Panteah Sr.
Governor

Birdena Sanchez
Lt. Governor

Phillip Vicenti
Head Councilman

Virginia R. Chavez
Councilwoman

PUEBLO OF ZUNI

P. O. Box 339
Zuni, New Mexico 87327
1203-B NM State Hwy 53
Phone: (505) 782-7022
Fax: (505) 782-7202
www.ashlwi.org

505-782-7000 MAIN

Carleton R. Bowekaty
Councilman

Audrey A. Simplicio
Councilwoman

Margaret M. Eriacho
Councilwoman

Eric Bobelu
Councilman

April 30, 2015

Robert G. Frank, President
University of New Mexico
MSC05 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 FY 15



Val R. Panteah Sr.
Governor

Bjrdena Sanchez
Lt. Governor

Phillip Vicenti
Head Councilman

Virginia R. Chavez
Councilwoman

PUEBLO OF ZUNI

P. O. Box 339
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Carleton R. Bowekaty
Councilman

Audrey A. Simplicio
Councilwoman

Margaret M. Brischo
Councilwoman

Eric Bobelu
Councilman

April 30, 2015

Dr. Chaouki 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 Panteah, Director
Zuni Education & Career Development Center

Cc: ZECDC File FY 15



Shawn L. Secatero, Ph.D., Peace Chief
Canoncito Band of Navajos 12 Member Traditional Council
P.O. Box 3916
To'Hajiilee, New Mexico 87026
(505) 908-2181 or (505) 277-6018
ssecater@unm.edu or Secatero@live.com

LETTER OF SUPPORT

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

Dear Selection Committee,

The Canoncito Band of Navajos 12 member Traditional Council in partnership with the To'hajiilee Navajo Chapter 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 To'hajiilee community members and schools will benefit from such a program that will provide educational access and service for our tribal members.

The Canoncito Band of Navajos 12 Member Traditional Council in partnership with the To'hajiilee Navajo Chapter operates the To'hajiilee 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'hajiilee 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, PhD.
Canoncito Band of Navajo 12 Member Traditional Council Member



MESCALERO *Apache* **TRIBE**

P.O. Box 227
101 Central Avenue Mescalero, New Mexico 88340

Office: (575) 464-4494
Fax: (575) 464-9191

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 know 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.

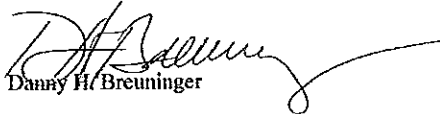
It is also my understanding that the UNM Native Studies BA Program when compared with other peer Southwest Institutions like the University of Arizona, Arizona State University, Northern Arizona University and the University of Oklahoma, offers additional educational opportunities in this field.

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,

A handwritten signature in black ink, appearing to read 'D. Breuninger', with a long horizontal flourish extending to the right.

Danny H. Breuninger

President, Mescalero Apache Tribe



SANTA FE INDIAN SCHOOL

Office of the Superintendent

1501 Cerrillos Road

Post Office Box 5340

Santa Fe, New Mexico 87502

Phone: (505) 989-6318

September 9, 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
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,

A handwritten signature in black ink, appearing to read "Roy Herrera", is written over a horizontal line.

Roy M. Herrera
Superintendent

cc: University of New Mexico Native American Studies Director



ALBUQUERQUE PUBLIC SCHOOLS

Indian Education Department

Expect Great Things!

Daisy Thompson
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





National Indian Youth Council, Inc. • EMPLOYMENT & TRAINING PROGRAM

318 Elm Street, S.E., Albuquerque, New Mexico 87102 (505) 247-2251 FAX (505) 247-4251

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 successes. 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,

A handwritten signature in cursive script, appearing to read "Melissa Wassana".

Melissa Wassana, 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.

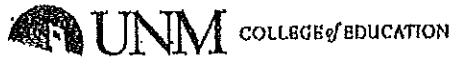
The extended community of NACA cherishes the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We feel this initiative will provide an invaluable opportunity to rural communities that do not have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



Department of Language, Literacy & Sociocultural Studies

TO: University of New Mexico Faculty Senate Graduate Curriculum Committee
President Robert G. Frank, University of New Mexico
Provost Cheouki T. Abdallah, University of New Mexico
University of New Mexico Board of Regents

FROM: Glenabah Martinez, Associate Professor
Associate Dean for Educator Preparation and Development

DATE: September 15, 2015

RE: Master of Arts Degree in Native American Studies at UNM

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.



**Navajo Studies
Conference, Inc.**

PO Box 40476, Albuquerque, NM 87196
dine.studies@gmail.com www.navajostudies.org

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.



NATIONAL INDIAN EDUCATION ASSOCIATION

110 Maryland Avenue, N.E., Suite 104, Washington, DC 20002
(202) 544-7290 (Phone) (202) 544-7293 (Fax) NIEA@niea.org (E-mail) www.NIEA.org

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-contextual 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:

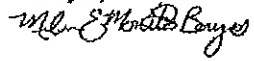
- Ground students in the methodologies from relevant disciplines focused on Building Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, arts and literature.
- Provide students with the opportunity to develop skills in and explore the uses of arts and media as a way to explore and present an Indigenous view and or 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

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.

As the leading organization in Native education, NIEA 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 proposal as we have. If you have any questions or concerns, please contact Dimple Patel, NIEA 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 a 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:

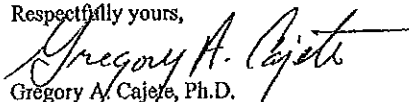
- ground students in the concepts, research and applications of methodologies from relevant disciplines focused on Building Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, arts and literature.
- provide students with the opportunity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


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

Name

Email

1. L Fillmore@unm.edu
2. Amriddati Pacheco a_pacheco44@hotmail.com
3. Pablo John pjohn89@unm.edu
4. Chad Abeyta Coabeyta@gmail.com
5. Coleen Vicenti coleenvicenti@gmail.com
6. Juliana Bilasich j.bilasich@gmail.com
7. Dondra Jones syellow4@unm.edu
8. M.P. Shebela mpshabela@unm.edu
9. Joshua Whitman jwhitman234@gmail.com

- | | |
|------------------------------------|-------------------------|
| 10. Christina Rodriguez | stnavr@unm.edu |
| 11. Mila Padilla / Charles Padilla | mpadilla5@unm.edu |
| 12. Vanessa Salas | salasv@unm.edu |
| 13. Jon Dunn | jdunn@unm.edu |
| 14. RACHEL RILEY | rriley12@unm.edu |
| 15. Marco Spencer | marcospencer@unm.edu |
| 16. Waylon Ballou | wballou@unm.edu |
| 17. Melodie Meyer | mmeyerm@unm.edu |
| 18. Leatrice Sampson | lesampson@salud.unm.edu |
| 19. Lyle Thomas | lthomas45@unm.edu |
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| 21. Chelsea Jones | cjones8@unm.edu |
| 22. Lukash | lukash@unm.edu |
| 23. Bryan Johnson | bho21@unm.edu |
| 24. Lindsay Scott | Lindsayscott@unm.edu |
| 25. Yliana Kenfield | ykenfield@unm.edu |
| 26. Xena Crespin | |
| 27. Nicholas Rajen | NRCorrad@unm.edu |

<u>NAME</u>	<u>E-MAIL</u>
28. Stephanie Sismaret	ssismaret@unm.edu
29. Francis Lucero	mfrauxs@unm.edu
30. Rhonda Taylor Ramirez	Rhonda.Ramirez1107@gmail.com
31. Donovan Jim	djim01@unm.edu
32. Kristina	kristina@unm.edu
33. Ghada Zribi	gzribi@unm.edu
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35. Rafael Milla	rmilla18@unm.edu
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37. John McKinley	jumpy70@gmail.com
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40. Rocio Huizar	RHuizar@unm.edu
41. Pierce Hemphill	PierceHemphill@gmail.com
42. Emily Castillo	emilycastillo22@gmail.com
43. Rosa Brasmer	rbrasmer@unm.edu
44. Kaelyn White	kwhite23@unm.edu
45. Abby Rivers	arivers207@gmail.com

NAME:

email:

- | | |
|----------------------|----------------------------|
| 46. Toni Ryzor | tonikays7@gmail.com |
| 47. Michael Hoodless | michael hoodless@gmail.com |
| 48. Marissa Perez | mperez21@unm.edu |
| 49. Craig Dee | cdee@unm.edu |
| 50. Omar Gonzalez | GonzalezOmar501@gmail.com |
| 51. Brandon Moya | bmoya@unm.edu |
| 52. Bradley White | united2030@yahoo.com |
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**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

Name

Email

1. Sarah Kostelecky	Sarahrk@unm.edu
2. Christa Chavez	cchavez27@unm.edu
3. Alexis Laube-Mangano	lexlaube@gmail.com
4. Jon M. Marti	drjmart@unm.edu
5. A. Shukkur	AShukkur@unm
6. R. Jefferson	jeffersonr@unm.edu
7. Kerin Kalwa	kerin2u@yahoo.com
8. Gabriela Hubbard	ghubbart@unm.edu
9. Ron Brinkley	agnaalta@yahoo.com
Ben Lucro	Belucro@unm.edu

Students

<u>NAME</u>	<u>E-MAIL</u>
10. Mr Lee	
11. Tiffany Lee	tslee@unm
12. Beverly R. Sugin	mesa@unm.edu
13. Susan Garcia Dominguez	sgd@unm.edu
14. Sixtus Dominguez	sixtus@unm.edu
15. Sixtus Dominguez	— lil Sixtus - no email address
16. Bruce Milne	bmilne@sevilleta.unm.edu
17. Hauma McChristy	Ecosage7@gmail.com
18. Krishna Peter	KPETER@UNM.EDU
19. Phil Munn	rmunn@unm.edu
20. Charles Powell	crpower15@gmail.com
21. Graham Mueser	gracher_12@yahoo.com
22. Daniela Amendariz	dammendariz@unm.edu
23. Mateo Sanchez	Sanmateo@unm.edu
24.	
25.	
26.	
27.	



September 3, 2015

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

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Respectfully Yours,

We the Undersigned.....

- | | |
|-----------------------|---------------------------|
| NAME | Please print your name |
| 1. Chantal Francis | Chantal Francis |
| 2. <i>[Signature]</i> | Kateri Zuni |
| 3. <i>[Signature]</i> | Nathan Joseph |
| 4. <i>[Signature]</i> | Nicholas Hardy |
| 5. <i>[Signature]</i> | Caithlyn Mayhew |
| 6. <i>[Signature]</i> | Hevin Crawford |
| 7. SHUREEN CHEROMIAH | SHUREEN CHEROMIAH |
| 8. <i>[Signature]</i> | JAMES LEO BLACKSMITH, SR. |
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Respectfully Yours,

We the Undersigned.....

NAME	Please print your name	UNM Status/Affiliation
1. Cheyenne Biel	<i>[Signature]</i>	Student
2. Mariah Chee	<i>[Signature]</i>	Student
3. Adeline Mary	<i>[Signature]</i>	Student
4. Penny Belone	<i>[Signature]</i>	Student
5. James Higgins	<i>[Signature]</i>	Student
6. VANESSA Salas	<i>[Signature]</i>	Student
7. Bona Griffith-Cherina	<i>[Signature]</i>	Student
8. Diana Romero	Diana P. Romero	Student
9. Meriam Beda	<i>[Signature]</i>	Student
10. Briana Tom	Anna Ito	Student
11. Anna Ito	Anna Ito	Student
12. Elizabeth Charlie	Elizabeth Charlie	Student
13. Felicia Benally	<i>[Signature]</i>	Student
14. Amber Cecit	<i>[Signature]</i>	Student
15. Janae Jackson	Janae Jackson	Student

- | | | |
|---------------------------------------|--------------------|------------------|
| 14. Shiko Tsutsumura | STUDENT | Student |
| 15. Tyler Tran | | |
| 16. Samuel Vallo | | |
| 17. Kaitlyn Bayan - Kao Bayan | STUDENT | Student |
| 18. Candace Becerra - Candace Becerra | STUDENT | STUDENT |
| 19. Rhianon Qojika Rhianon Qojika | | Student |
| 20. Shantael Bozica - student | | |
| 21. Manuel Cera | Manuel Cera | student. |
| 22. Nicole Bahc | Nicole Bahc | Student |
| 23. James Buchsmire | James Buchsmire | Student |
| 24. Student | Francelia Roy | Student/Resident |
| 25. Kuler Tran | Kuler Tran | Student |
| 26. Reba Phillips | Reba Phillips | Student |
| 27. Meriam Reda | Meriam Reda | Student |
| 28. Hailey Sunso | Hailey Sunso | Student |
| 29. Amber Cecil | Amber Cecil | Student |
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Respectfully Yours,

We the Undersigned.....

NAME

1. *Andrew Martinez*
2. *Annette Valdez*
3. *Robertah Mahopie*
4. *Daphne Becerra*
5. *Kyle Fulton*
6. *Raelene Charley*
7. *Anthony Charles*
8. *Julian Perry*
9. *Ethan Arviso*
10. *Nicolas Rivas*
11. *Sara Oyle*
12. *Lincoln Calabaza*
13. *Johnell Rellie*

Please print your name

- ANDREW MARTINEZ
 ANNETTE VALDEZ
 ROBERTAH MAHAPIE
 DAPHNE BECERRA
 KYLE FULTON
 RAELENE CHARLEY
 ANTHONY CHARLES
 JULIAN PERRY
 ETHAN ARVISO
 NICOLAS RIVAS
 SARA OYLE
 LINCOLN CALABAZA
 ○

NAME

PLEASE PRINT YOUR NAME

- | | | |
|----|-----------------------|-----------------------|
| 14 | _____ | Keaton Frieberg |
| 15 | Chelsea Denton | Chelsea Quintana |
| 16 | | |
| 17 | Steve Manning | Stephen Manning |
| 18 | John Hutton | John Hutton |
| 19 | Kiani Brahma | KIANI Brahma |
| 20 | Ahellna Pechnow | Ahellna Pechnow |
| 21 | Nathan Page | Nathan Page |
| 22 | Annanda Lopez | Annanda Lopez |
| 23 | Mikaylah Simpson | MIKAYLAH SIMPSON |
| 24 | Jacqueline Larga | Jacqueline Larga |
| 25 | Michelle Flyingman | Michelle Flyingman |
| 26 | Gate Jones | Gate Jones |
| 27 | Sofia Lockman | Sofia Lockman |
| 28 | Shannon Hudson | Shannon Hudson |
| 29 | Devante Cornfield | Devante Cornfield |
| 30 | Corrin Hall | Corrin Hall |
| 31 | Marisia Martinez | marisia martinez |
| 32 | Olivia Stiker | olivia stiker |
| 33 | William Aranda | William Aranda |
| 34 | Amanda Garcia | Amanda Garcia |
| 35 | Ambrielle Lopez | Ambrielle Lopez |
| 36 | Sofia Flores | Sofia Flores |
| 37 | Kaleigh Hubbard | Kaleigh Hubbard |
| 38 | Corrine Aguilar | Corrine Aguilar |
| 39 | Sherica Jovied | Sherica Jovied |
| 40 | Kam-Elicabeth Griffin | Kam-Elicabeth Griffin |
| 41 | Rehise Holcomb | Rehise Holcomb |
| 42 | Jeremiah G. Billie | Jeremiah G. Billie |
| 43 | AMIRAH SALAZAR | AMIRAH SALAZAR |
| 44 | Nicole Avery | Nicole Avery |
| 45 | Olivia M. Kihke | Olivia M. Kihke |
| 46 | TERENCE FISHER | TERENCE FISHER |
| 47 | Joie Salenni-Manno | Joie Salenni-Manno |
| 48 | Josiah Suijill | Josiah Suijill |
| 49 | Ashtleigh Peibble | Ashtleigh Peibble |
| 50 | Ben Montoya | Ben Montoya |



September 3, 2015

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Respectfully Yours,

We the Undersigned.....

NAME

1. Troy Black Dog
2. Logan Shay
3. Jason Connor
4. Jack Osozco
5. Terin Monero
6. JADA# BEASLEY
7. Rachael Cassidy
8. Charmayne Joe
9. Anthony Ryan Bradley
10. Isabella Saramillo
11. Tyler Nung
12. Susannah Lowe
13. Maria T. Endres

Please print your name

- Troy Black Dog
 Logan Shay
 Jason Connor
 JACK Osozco
 Terin Monero
 JADA# BEASLEY
 Charmayne Joe
 Anthony Ryan Bradley
 Isabella Saramillo
 Tyler Nung
 SUSANNAH LOWE
 Maria T. Endres

NAME

- 14 *John H. John*
- 15 *John H. John*
- 16 *Jean Wilson*
- 17 *Chantal Francis*
- 18 *Dominic Jim*
- 19 *Jonathan Natvig*
- 20 *Donald Natvig*
- 21 *Letasha James*
- 22 *ERIK*
- 23 *ERIK RODRIGUEZ*
- 24 *TONYA JARAMILLO*
- 25 *Car Lindke*
- 26 *JUANITA M. LIMPUNTH*
- 27 *Nathan Page*
- 28 *Royce Bobbank*
- 29 *William Thomas*
- 30 *Delia Aguilar Mora*
- 31 *Anthony Tsabete*
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PLEASE PRINT YOUR NAME

- Larryd St. John*
- Niede Colabami*
- JOAN WILSON*
- Chantal Francis*
- Dominic Jim*
- Jonathan Natvig*
- Donald Natvig*
- Letasha James*
- ERIK*
- ERIK RODRIGUEZ*
- TONYA JARAMILLO*
- Car Lindke*
- JUANITA M. LIMPUNTH*
- Nathan Page*
- Royce Bobbank*
- William Thomas*
- Delia Aguilar Mora*
- Anthony Tsabete*
- Gene Marchesi*



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Respectfully Yours,

We the Undersigned.....

- | | |
|-------------------------------------|------------------------|
| NAME | Please print your name |
| 1. BLESER, MATHALIE | Talynn Turner |
| 2. Mita, Kelly | |
| 3. Jordan McConnell | |
| 4. TEAKEU MAZAN S. Dieme | |
| 5. TEAKEU MAZAN S. Dieme | |
| 6. Daniel Fierro | |
| 7. Sarah Keith | |
| 8. Jasmine Singh | |
| 9. Allia Beykhan | |
| 10. Kylie Aragon | |
| 11. Noelle McDonald | |
| 12. Cristina | |
| 13. Jessica | |

William Deiterman
 Ansel Torres



- | | |
|----------------------------|------------------|
| 14. Verenico Bolivar | Verenico Bolivar |
| 15. Tessa Archuleta Krause | Ta Krause |
| 16. Alexander Mies | |
| 17. Leonne McMaisters | |
| 18. Catherine Campbell | |
| 19. Evelyn Johnson | |
| 20. Jennifer Corn | |
| 21. Mario Cylón | |
| 22. Ryan Arnold | |
| 23. AOWLA STANLEY | Aowla Stanley |
| 24. Gibran Amur | Gibran Amur |
| 25. Nina Nguyen | |
| 26. Peter Njagi | |
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September 3, 2015

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

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Respectfully Yours,

We the Undersigned.....
NAME

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

Melissa K. Bean
Valerie Lust
Jordan Oglesby
AMBER TOLEDO
Byron Andrew
Hale Fillmore
Alex Marshall
NA Student

Student
Student
Student
STUDENT
student
student
student
.....

September 3, 2015

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Respectfully Yours,

We the Undersigned...

1. *Dalila Vigil*
2. *Carl Wright*
3. *Nathaniel Miller*
4. *Christina Jimenez*
5. *Dubnath Jimenez*
6. *Chad Abeyta*
7. *Michelle Pauline Sheehan*
8. *Charlotte Little*
9. *Heshi Cao*
10. *Stephanie Cruz*
11. *Patricia Chanuca Rose Thundercloud*
12. *Mya Foxworth*
13. *Garralyn S. Lopez*
14. *Ben Gunn*
15. *Shunnaizy*
16. *Melanie Mayan*

17. Dr. G.
18. Nathalie Bleser
19. Norman J. Cooney
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NAME	Are you a UNM student, staff, faculty...? Please name
Oleth Phloof	Student
Babe Jones	Student
Ronaldo Lujan	Student
Keroshiah Peter Smith	Student
Sandra Yellowhorse Smith	Student
NATALIA LEON	STUDENT
Wendy Willett	Student
Bianca Cowboy	Student, ASUM senator
LAURA Grogg	- Student
April Chee	student
Alejandro Venturini	student

Alton Badcezcivil

Keosha Yazzie keoyazz@gmail.com

Echohawk LeftHand echohawk.lefthand@ihs.gov

Vanisha Neha vanisha.neha99@gmail.com

Aidan Nachie agnachie@gmail.com

Melenna Nachie osmanmana@gmail.com

Jacob James jacobjr20@icloud.com

Fernando Jimenez jimenezfernando35@yahoo

Elizabeth Nockideneh elizabethnockideneh@icloud.com

List of NAS Alumni Spotlight

ALUMNI Name	BA Degree Awarded	Major	Minor	Concentration	Current Status
Aaron Kie	Spring 2015	Major	History	ILC	Employed: All Indian Pueblo Cultural Center
Alannah A. Hurley	Spring 2009	Major		Leadership & Self-Determination	Employed: Executive Director of the United Tribes of Bristol Bay (see attached UNM] Inside UNM article)
Andrew J. Nelson	Spring 2012	Major	Management	Leadership & BNN	Graduate: PhD program
Andy Nez	Fall 2013	Major	Navajo	Leadership & Self-Determination	Employed: K-5 Dine' Language and Culture Teacher Graduate: MA Education in Curriculum Development
Bennie Francisco	Spring 2011	Major	Political Science	Leadership & BNN	Graduated MA in Indian Law
Brenton Bluehouse	Spring 2012	Major	Political Science	ILC	Graduated MA program in Montana
Claudia F. Casiquito	Summer 2012	Major	Psychology	ILC	Employed: teacher in Jemez
Curtis E. Chavez	Fall 2006	Major	Religious Studies	Culture & Environment	Graduate: ASU Pueblo PhD Cohort Employed: Bernalillo School District Impact Aid
Dawn G. Begay	Fall 2011	Major	Political Science	Leadership & BNN	Employed: First Nations Albuquerque Homeless Task Force
Elaina Via	Fall 2014	Major	Athletic Coaching	ILC	Employed: Mescalero Tribe President's Office Graduate: MA Sports Administration
Eldon Brown	Spring 2012	Major			Employed: Chief of Permits, Division of Migratory Birds Graduate: MA UNM Educational Thought and Sociocultural Studies
Elroy Keetso	Spring 2004	Major			Employed: Tribal Planner in Laguna, NM Graduate: MA UNM Community and Regional Planning
Herman B. Fillmore	Spring 2012	Major	Linguistics	ILC	Employed: Tribal Language Teacher
Kenneth B. Lucero	Spring 2012	Major	Management	Leadership & BNN	Employed: Field Rep for M. Heinrich Graduate: Earned PhD 2015 (ASU Pueblo Cohort)

Kicoshiah A. Peter	Spring 2015	2nd Major (1st major = A & S)	Women Studies	IKS	Graduate: Ph.D. UNM American Studies Employed: Johns Hopkins University Center for American Indian Health
Lani M. Tsinnajinnie	Fall 2006	2nd Major (1st = Enviro Sci)	Philosophy	IKS	Graduate: PhD program
Leona Morgan	Spring 2006	2nd Major (1st = Art Studio BFA)		Leadership & BNN	Employed: Environmental Engineer firm
Lyle C. Begay	Spring 2012	Major	Civil Engineering		Employed: Civil Engineer Navajo Nation
Makhpiya J. Black Elk	Fall 2013	Major	Sociology	Leadership & BNN	Employed: Native American Charter Academy
Mario P. Atencio	Spring 2010	Major	English (2nd major)	Leadership & Self-Determination	Graduated: MA American Indian Studies from ASU
Marlene Armijo	Summer 2015	Major	Management	Leadership & BNN	Employed: UNM Administrative Assistant/Legal
Natahnee Winder	Spring 2008	Major			Graduate/Employed: Henry Roe Cloud Fellow/PhD Student, Teaching Assistant; Yale University /University of Western Ontario
Stephanie M. Salazar	Spring 2011	Major	Political Science	Leadership & Self-Determination	UNM Law student
Winoka Begay	Spring 2009	Major			Employed: Research Assistant UNM Education Leadership Graduate: MA American Indian Studies, University of Arizona, Ph.D. student UNM Language, Literacy, and Sociocultural Studies
Wyndsor Yazzie	Summer 2011	Major	Navajo & History	Leadership & BNN/ILC	Graduated: MPA from UNM

Key:
Indigenous Learning Community - ILC
Building Native Nation - BNN
Indigenous Knowledge System - IKS



Newsroom ☰

[UNM Newsroom \(/\)](#) / [Articles \(/news\)](#) / [UNM alumna meets President Obama](#)

UNM alumna meets President Obama

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

By Mara Kerkez — October 16, 2015

Categories: [Inside UNM \(/categories/inside-unm?c=20138\)](#) [University College \(/categories/schools/university?c=20181\)](#) [Native American Studies \(/categories/schools/university/native-american-studies?c=20261\)](#) [Alumni \(/alumni?c=20733\)](#)



Alannah Hurley, Mae Syterud, and President Obama with their catch on Kanakanak Beach in Dillingham, Alaska

On a wet and chilly September morning, President Barack Obama landed in Dillingham, Alaska, where he was greeted warmly by locals. Among them stood Alannah Hurley, UNM alumna (2009), 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," Hurley 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 Yup'ik 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, Denali'na and Alutiq 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."



President Obama poses with Yup'ik traditional dancers after joining them in their performance.

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."

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Related Images



The UNIVERSITY of OKLAHOMA.
Native American Studies

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-Greetham, Ph.D.
Chair, Department of Native American Studies
The University of Oklahoma

860 Van Vleet Oval, 235, Norman, Oklahoma 73019
PHONE: (405) 325 2312 FAX: (405) 325 0842
EMAIL: nas@oas.ou.edu WEBSITE: nas.ou.edu





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, 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 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.

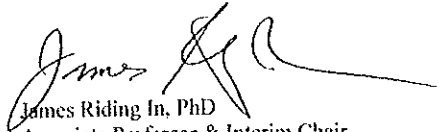
College of Liberal Arts and Sciences
American Indian Studies
Discovery Hall 356
PO Box 874603 Tempe, AZ 85287-4603
(480) 965-3634 Fax: (480) 965-2216
<http://americanindian.das.asu.edu/>
ais@asu.edu

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 humanistic 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 874603
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,

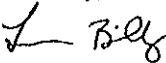
The Central New Mexico Community College Native American Task Team in the Connect Services Department is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master's Degree Program. This degree program will not only be of great value 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



WNMU

COLLEGE OF ARTS AND SCIENCES

Department of Social Sciences and Cultural Studies

September 21, 2016

Dear Respected UNM Leadership,

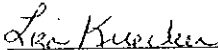
Western New Mexico University's American Indian Studies Program is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master's Degree Program. This degree program will not only be of great value to our undergraduate students who wish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

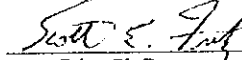
With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master's Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall betterment of themselves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

Transforming the Future Together

Western New Mexico University P. O. Box 680 Silver City, NM 85902 Phone 575-538-6534 Fax 575-538-6793 www.wnmu.edu



Office of Multicultural Affairs
ENMU Station 33
1500 S Ave K
Portales, NM 88130

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.

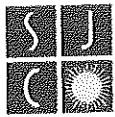
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We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Sincerely,

A handwritten signature in cursive script that reads "Diana Cordova".

Diana Cordova
Multicultural Affairs Director



SAN JUAN COLLEGE

San Juan College Native American Center

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



Office of the President
(505) 922-4087

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,

Dr. Sherry Allison,
President



DATE: October 8, 2015

TO: Gregory Cajete, Director of Native American Studies

FROM: Gregory L. Heileman, Associate Provost for Curriculum *G.L.H.*

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

CC: Chaouki Abdallah, Provost and EVP for Academic Affairs
Kate Krause, Dean, University College
Julie Coonrod, Dean, Graduate Studies
Carolyn Montoya, Faculty Senate Curricula Committee Chair
Jennifer Thacher, 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

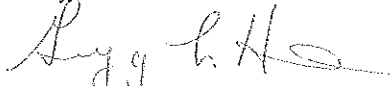
Dear Dr. Damron:

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 Coonrod, 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,



Gregory L. Helleman
Associate Provost for Curriculum

cc: Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
Julie Coonrod, 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

University Libraries

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

Susanne K. Clement
Director of Collections
University Libraries
sclement@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