

Native American Studies Department

Doctoral Degree Proposal

College of Arts and Sciences

January 2020

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Doctoral Degree Proposal for Native American Studies, College of Arts and Sciences

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Executive Summary

This proposal outlines the rationale, academic orientation and budgetary requirements for the development of a nationally and internationally prominent Ph.D. degree program in Native American Studies (NAS) at the University of New Mexico. Throughout the United States, there are three other equivalent doctoral programs at the following institutions: University of Arizona, University of Alaska, and University of California-Davis. We believe that a doctoral program at the University of New Mexico will create the next leaders in academia guiding research that expands the Indigenous canon of knowledge that honors our Native nations and communities.

Our vision is that the doctoral candidates will become leaders in academia and/or policy researchers in Indigenous communities. Through an (inter)disciplinary approach to these topics, the doctoral candidates will become proficient advocates and ethical researchers. They will advocate for healthy Indigenous communities, and they will research with a strong ethical lens honoring Native Nations and peoples

The development of a doctoral program will also complement our existing degree program. Currently, the NAS Master of Arts (MA) degree program, established in Spring 2018, successfully recruited seventeen MA students in the first two years. In addition, the B.A. degree program has graduated over 200 majors and minors during the past fourteen academic years. The establishment of a doctoral program will enhance the educational experience of our existing undergraduate and graduate students by offering an extension to their degree.

The focus of the doctoral program will target these areas:

- Critical Indigenous Thought - Critical Indigenous thought will focus on theorizing and articulating views on issues impacting Native peoples. Indigenous thought will challenge the traditional fields of Education, Ethnic Studies, Linguistics, Law, Anthropology, Sociology, American Studies, History, English, Political Science, and Philosophy.
- Healthy Sustainable Community Building - Sustainable community building will focus on research work targeting policy development and implementation in Indigenous communities. Sustainability would capture the continuation of the Indigenous community's goals and needs.
- Comparative Studies in Indigenous Government, Policy, Identity and Sustainability - Comparative studies will examine the differing trajectories of Indigenous governments, policy, identity and sustainability.

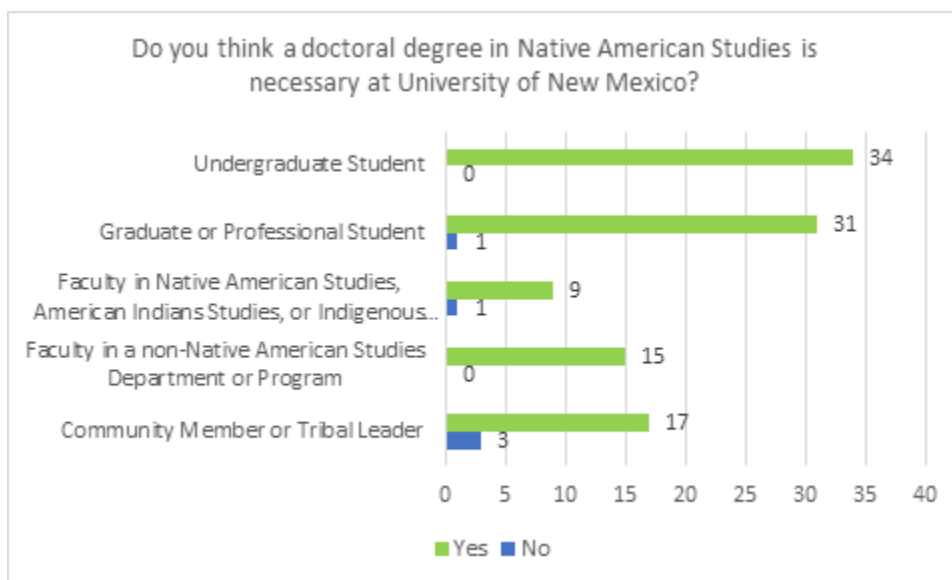
The State of New Mexico and the 24 Pueblos and Tribes of New Mexico have a pressing need for students with advanced degrees prepared to work towards healthier and fully engaged communities economically and socially within the State of New Mexico.

A Doctoral degree in NAS will require successful completion of sixty-six (66) credit hours. Students must take eighteen (18) credit hours of the required core courses. An additional thirty (30) credit hours must come from the Critical Indigenous Thought, Healthy Sustainable Community Building, and Comparative

Studies elective focus courses. These courses are chosen during advisement based on how well they may complement the student’s program of study. A final eighteen (18) credit hours must be completed as dissertation hours.

The target audience for the Ph.D. includes students with advanced degrees, mid-career professionals, and recent M.A. degree graduates who may be either enrolled part-time or full-time, who intend to utilize their doctoral degree to work in academia or tribal communities.

To show the need for a doctoral program, we deployed a survey in February 2019 at the American Indian Studies Association conference at the University of New Mexico. We received 114 responses and in general, a majority of attendees did agree that a doctoral program was necessary. We organized respondents according to the following groups: undergraduate students, graduate or professional student, faculty in Native American Studies, American Indian Studies, or Indigenous Studies, Faculty in a non- Native American Studies department, and community member or tribal leader.

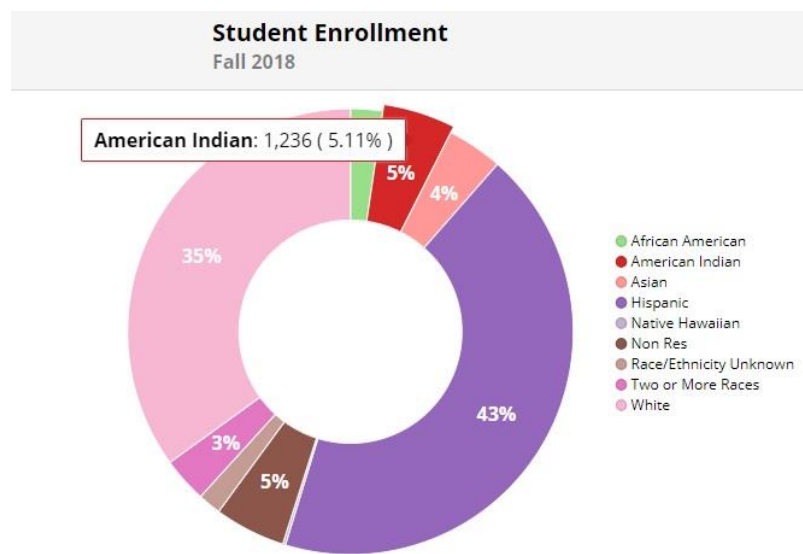


Graph 1: American Indian Studies Association Perception Survey

Across all the differing groups, we found that a majority of individuals thought a doctoral degree in Native American Studies was necessary. In addition to the surveys, we collected names for our petition of support and received 438 signatures. Many of our supporters voiced their surprise that a doctoral program was not offered at the University of New Mexico. We also spoke with eight chairs from the College of Arts and Sciences and the Law School. Many articulated their support for a program, particularly as it would complement their existing Indigenous focused courses. They also expressed support in terms of cross-listed courses, dissertation committee advisory support, and graduate mentorship.

With support letters from New Mexico State University, Western New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, Diné College, and many out-of-state universities, NAS will collaborate with these institutions to bring in students for the graduate program.

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 10-15 courses per semester taught by NAS faculty, adjuncts or affiliated faculty serving from 200-300 students per year.



There are approximately 1,200 Native American students enrolled at the UNM Main campus and an additional 2100 students enrolled through the Gallup, Taos, Los Alamos and Valencia campuses. It is anticipated many undergraduate and graduate students will be interested in the new Ph.D. 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

a. 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 Master of Arts degree, Bachelor of Arts degree and a Minor degree granted through the College of Arts and Sciences at the University of New Mexico. Our goal is excellence in

educating all students and the public about the experience of Indigenous peoples with significant attention given our complex history and intercultural heritage in New Mexico and the United States.

The Master's Degree and Bachelor of Arts Degree in Native American Studies is awarded by the College of Arts and Sciences 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.

Currently, the Native American Studies Program, in conjunction with the College of Arts and Sciences proposes to establish a Doctoral (Ph.D.) degree in ***critical Indigenous thought, sustainable community building, and comparative studies in government, policy, identity and sustainability***. Critical Indigenous thought will focus on theorizing and articulating views on issues impacting Native peoples. Sustainable community building will focus on research work targeting policy development and implementation in tribal communities. Comparative studies will examine the differing trajectories of Indigenous governments, policy, identity and sustainability. The doctoral candidates will become leaders in academia and/or policy researchers in tribal communities. Through an interdisciplinary approach to these topics, the doctoral program will integrate itself into any social sciences or humanities program.

The NAS Ph.D. degree program will provide a unique progression 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. The doctoral degree in Native American Studies will complement our Bachelor's and Master's degrees to create academic leaders in the field. In addition, 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 doctoral degree in Native American Studies 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 diverse pedagogical approach where instruction will be face-to-face, through Zoom, and online.

By promoting the NAS offerings online, our Ph.D. 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. By offering as many avenues of involvement as possible, the quality of our program will be an outstanding pillar across the nation. Of course, Ph.D. students can also choose from the large array of face-to-face course options as well. Students will have many options and choice in terms of how to complete course-work and meet with faculty advisors.

b. 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 Ph.D. programming, research and community engagement will emphasize cultural and community-based learning that includes critical thinking, analytical skills, effective communication leadership and community building.

The purpose of the NAS Ph.D. 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.

The Doctoral Degree will address areas of critical Indigenous thought which will focus on theorizing and articulating views on issues impacting Native peoples. Indigenous thought will challenge traditional fields of Education, Ethnic Studies, Linguistics, Law, Anthropology, Sociology, American Studies, History, English, Political Science, and Philosophy. It will also address healthy sustainable community building which will focus on research work targeting policy development and implementation in Indigenous communities. Sustainability would capture the continuation of the Indigenous community's goals and needs. Finally, it will focus on comparative studies in Indigenous Government, Policy, Identity and Sustainability. Comparative studies will examine the differing trajectories of Indigenous governments, policy, identity and sustainability.

c. 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 Indigenous 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 systems. 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 Indigenous communities advances discovery and innovation by promoting research and teaching that is community-based, driven and collaborative.

d. How does the program fit with related offerings at UNM?

We visited with many of the College of Arts and Sciences department chairs and discussed courses across our units. We received support to build an inter-disciplinary and comparative analysis perspective across courses. We were able to evaluate courses offered throughout the respective departments, which would help us build a Ph.D. course structure of existing Indigenous and Native American related courses.

	Departments/Chairs:	Dates:	Times:
1	American Studies - David Correia -	4/22/2019	10 a.m.
2	Anthropology- Les Fields – Les Field	4/29/2019	10 a.m.
3	Chicana/Chicano Studies - Irene Vasquez	4/26/2019	10 a.m.
4	English - Anita Obermeir and Melina Vizcaino-Aleman	4/29/2019	12 p.m.
5	Linguistics - Barbara Shaffer	4/19/2019	10 a.m.
6	Philosophy - Adrian Johnston	4/29/2019	12 p.m.
7	Political Science - Tim Krebs	4/29/2019	11 a.m.
8	Law - John LaVelle	4/29/2019	1 p.m.
9	Indigenous Design and Planning Institute – Ted Jojola	3/19/2019	1 p.m.

Even more, we received many emails and letters of support from departments we were not able to physically meet with, and those letters are included in the appendices. We were excited by the large amount of favorable support from departments within the College of Arts and Sciences, the College of Education, the Law School, and the Indigenous Design and Planning Institute. All of the department chairs offered their support through the following activities:

- Letters of Support: All of the chairs we met with were in support, and they provided letters of support.
- Methodology Courses: The various method courses from each respective department were approved as NAS Ph.D. course offerings and additional courses were added.
- Subject/Content Courses: Chairs stated that their graduate level courses would be made available for enrollment of our Ph.D. students. We discussed specific courses found within the course catalog that were relevant to our focus, and future courses will be discussed further.
- Speakers/Summits/Events: All chairs stated that they would provide support in this area of activity. They also articulated they would like to garner our support as well for their events. These activities will be mutually beneficial.

Our overall conclusion is that the department chairs support the effort of Native American Studies to build its own Ph.D. program and cross-list courses from their departments. Many had expressed that our existing faculty currently work collaboratively with graduate students in their department.

UNM has related Indigenous-focused programs in the Community and Regional Planning program and the Law School, but they are not replications of the Ph.D. degree proposal NAS is submitting. The NAS Ph.D. program will support leadership development and community education that fosters critical investigation, interpretation, and analysis, social justice, and social transformation of knowledge.

The Ph.D. 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 skills to

address complex issues associated with Native communities such as social and economic inequities, human rights, self-determination, and social transformation. The NAS Ph.D. degree 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 prepares 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 Ph.D. program is our focus on the importance of being effective and relevant researchers, critical thinkers, effective communicators, and nation builders. Their program in Indigenous planning is also not a Ph.D. degree program. Their graduate program emphasizes the skills specific to planning. NAS's emphasis has a broader view across skill areas that can be applied to various disciplines and career choices.

The Law school is designed to educate and train students to be excellent lawyers who will serve local, state, tribal, national, and international communities. While Native nations and communities need lawyers to help sustain a distinct way of life, the NAS Ph.D. program will educate students on how to be community engaged leaders in multiple areas including law and policy. The Ph.D. 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.

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

The anticipated implementation timeline is the following:

- Fall 2019 - Begin the process of preliminary approval and submit full proposal
- Spring 2020 to Fall 2020 - Obtain all UNM-related approvals including the Board of Regents; Obtain all state-related approvals; Develop marketing and recruitment plan
- Fall 2020 - Begin implementation of the marketing and recruitment plan
- Spring 2021 - Accept applications by February 1
- Fall 2021 - First group of students begin the NAS Ph.D. program

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

Study Requirements: 66 credit hours for Ph.D.

A Doctor of Philosophy (Ph.D.) in Native American Studies will require successful completion of sixty-six (66) credit hours. Students must take eighteen (18) credit hours of the required core courses, thirty (30) credit hours NAS or interdisciplinary focus, and eighteen (18) credit hours towards dissertation. All courses will be approved through advisement based on how well they may complement the students' program of study.

All doctoral candidates must successfully complete their courses, comprehensive exam, field specialization/concentration, methodology, and dissertation to successfully graduate from this graduate program.

Ph.D. CORE COURSE REQUIREMENTS (18 CREDIT HOURS)

In consultation with advisor, students will select a combination of eighteen (18) credit hours of the following courses:

NATV 550	Indigenous Nations and Sustainable Communities seminar	3 Hours
NATV 560	Research Method and Practice in Indigenous Scholarship	3 Hours
NATV 570	Indigenous Thought and Ethics	3 Hours
NATV 665	Applied Indigenous Critical Theory	3 Hours
NATV 670	Comparative Indigenous Studies across Disciplines	3 Hours
Additional Graduate Level Methods Course (see below)		3 Hours
TOTAL:		18 Hours

GRADUATE SECOND METHODOLOGY COURSE (3 CREDIT HOURS)

Native American Studies

667. Action Research in Indigenous Communities (3)

American Studies

501. Theories and Methods in American Studies (3)

502. Research Methods Practicum (3, may be repeated once)

Anthropology

523. Quantitative Analysis in Archaeology (3)

541. Problems and Practice in Ethnography (3)

Chicano/a Studies

540. Literary Analysis of the Mexican Revolution (3)

Community and Regional Planning

583. Introduction to Geographic Information Systems (GIS) (3)

Economics

508. Statistics and Introduction to Econometrics (3)

Education

500. Research Applications to Education (3)

Educational Leadership

603. Introduction to Data Analysis, Organizational Leaders

605. Qualitative Research in Education

607. Analyzing Qualitative Data

609. Quantitative Methods for Analyzing and Transforming Organizations

History

665. Seminar in Historical Research Methods (3, no limit Δ)

Linguistics

510. Statistical Methods in Linguistics (3)

513. Linguistic Field Methods (3)

522. Grammatical Analysis (3)

Language, Literacy and Sociocultural Studies

501. Practitioner Research (3)

502. Introduction to Qualitative Research (3)

503. Research in Bilingual Classrooms and Communities (3)

Sociology

481. Data Analysis (3)

580. Methods of Social Research I (3)

581. Advanced Social Statistics I (3)

582. Advanced Social Statistics II (3)

Political Science

581. Statistics for Social Research

681. Advanced Quantitative Analysis

NAS or INTERDISCIPLINARY FIELD COURSES (30 CREDIT HOURS)

NAS Field Focus

NATV 502 Education, Power, and Indigenous Communities

NATV 523 Self-Determination and Indigenous Human rights*

NATV 524 Principles of Leadership in Indigenous Contexts

NATV 545 Politics of Identity*

NATV 522 Indigenous Community Approaches in Restorative Justice

NATV 530 Gender and Indigenous Leadership

NATV 535 Issues in Contemporary Native Leadership

NATV 540 Indigenous Economies, Sustainability, and Environmental Protection

*Form A has been submitted to create graduate level equivalents

Interdisciplinary Focus

The following courses, based on our preliminary engagement with College of Arts and Sciences chairs, are courses currently available to NAS Ph.D. students. These related disciplines are: American Studies, Anthropology, History, Community & Regional Planning, Language Literacy Sociocultural Studies, Public Administration, Sociology, and other interdisciplinary-related program. The Law school will require a partnership with the Indigenous Peoples Law Program.

AMST 552: Colonialism and Decolonization

ANTH 532: Indigenous Peoples of South America

ANTH 578: Indigenous Mexico

ENG: Native American Literature and Culture

ENG 574: Southwest Women Writers

CRP 503: Community-Based Practice

CRP 534: Foundations of Indigenous Planning

CRP 539: Indigenous Space Place Mapping

CRP 540: Pueblo Design and Planning

CRP 541: Navajo Design and Planning

HIST 546: Native America to 1850

LLSS 551: History of American Indian Education

LLSS 554: Teaching the Native American Child

LLSS 560: Language and Education in Southwest Native American Communities

LLSS 564: Issues in American Indian Education

LLSS 570: Science and Native American Education

PADM 590: Topical Seminars

PSY 450/508: Research with Diverse Populations

SOC 595: Special Topics in Sociology

Will require special permissions from the Law School

LAW 552 Federal Jurisdiction (must obtain approval from chair)

LAW 582: Economic Development in Indian Country (must obtain approval from chair)

LAW 584: Indian Law (must obtain approval from chair)

LAW 628: Law of Indigenous Peoples (must obtain approval from chair)

All courses will be offered through the following approaches: online, Zoom, & face-to-face during the graduate program. We will make our current M.A. course offerings available to our Ph.D. students.

DISSERTATION (18 CREDIT HOURS)

Once students have successfully completed their dissertation proposal defense, they may enroll in the dissertation hours. A minimum of 18 credit hours will be required for their successful completion of their Ph.D.

NATV 699*	Dissertation	18 Hours
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*Form B submitted

DRAFT CATALOG COPY

Doctor of Philosophy in Native American Studies

The Doctor of Philosophy in the Native American Studies program is targeted to students holding a B.A. and M.A. degree in Native American Studies, History, Anthropology, American Studies, Education, Sociology, or any interdisciplinary-related program. The program prepares students for positions in teaching, research, 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 analysts, and sustainable community building.

Admission Requirements

- 3.0 GPA at the Master's degree level;
- Test of English as a Foreign Language (TOEFL), if applicable;
- Graduate application and fee;
- Completed Bachelor's and Master's degree by start of Ph.D. program, or Juris Doctorate;
- One writing sample (between 10-15 pages double spaced) of original work;
- Three recommendation letters;
- Personal statement that addresses candidate's educational goals, professional plans, interest in the Ph.D. program and background in Native American Studies or Indigenous communities.

Advisement and Plan of Study

NAS Ph.D. 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 Ph.D. Core classes as well as pick 30 credit hours of coursework from the required NAS or interdisciplinary 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 Ph.D. degree program.

Program Requirements

Students must complete a minimum of 66 credit hours within the following:

- Core Courses—18 credit hours—In the following courses: NATV 550: Indigenous Nations and Sustainable Communities seminar; NATV 560: Research Method and Practice in Indigenous Scholarship; NATV 570: Indigenous Thought and Ethics; NATV 665: Applied Indigenous Critical Theory; NATV 670 - Comparative Indigenous Studies Across Disciplines; Additional Graduate Level Methods Course (3 credit) in another discipline.
- NAS or Interdisciplinary Focus—30 credit hours chosen from—NATV 502 (Education, Power, and Indigenous Communities), NATV 523 (Self-Determination and Indigenous Human Rights), NATV 524 (Principles of Leadership in Indigenous Contexts), NATV 545 (Politics of Identity), NATV 522 (Indigenous Community Approaches in Restorative Justice), NATV 530 (Gender & Indigenous Leadership), NATV 535 (Issues in Contemporary Native Leadership), 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.
- Dissertation – 18 credit hours

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

We obtained approval to submit a full proposal from the Provost's office on October 2, 2019. The letter from Associate Provost Pamela Cheek on behalf of the Provost is included in this proposal. Our program has also been identified as a priority for UNM's Research and Public Service Projects for the 2020 New Mexico Legislative session. Our RPSP will support our undergraduate and graduate students with assistantships, research funding, undergraduate stipends, and support for community collaborations. See the press release located at <https://news.unm.edu/news/unm-releases-2020-legislative-priorities>

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 many associated issues, which directly affect Native communities environmentally, socially, economically and culturally.

Implementing self-determination and control over Native Nations' own affairs, however, has posed major leadership, management, and community challenges for Native Nations. Confronted with many of the same institutional, strategic, and administrative problems faced by most contemporary societies, many of these Nations also are trying to preserve distinctive cultural legacies, control and re-channel often destructive forces of change, and maintain a maximum 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 doctoral level program of study designed specifically to meet the educational, research, and policy development needs of Native Nations in New Mexico and beyond. The doctoral program will also serve the interests of policy-makers, organizations, and government offices who work closely with Native American people by training and educating students in advanced research and community-collaboration. 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 is intended to be a vehicle for supporting the work of New Mexico and Native American educational institutions, in particular tribal colleges, through cooperative relationships, curriculum development, and the transfer

of skills. The NAS graduate 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

NAS faculty administered a survey in February 2019 at the American Indian Studies Association conference at the University of New Mexico. We received 114 responses and in general, a majority of attendees did agree that a doctoral program was necessary. We organized respondents according to the undergraduate and graduate students, faculty in NAS and other programs, and community members. Across all the differing groups, we found that a majority of individuals thought a doctoral degree in Native American Studies was important and necessary. In addition to the surveys, we collected names on a petition of support and received 438 signatures. Many of our supporters were surprised that a doctoral program was not already offered at the University of New Mexico. We also spoke with eight chairs from the College of Arts and Sciences and the Law School and have collected 14 letters of support from UNM departments and entities. Many articulated their support for a program, particularly as it would complement their existing Indigenous focused courses. They also expressed support in terms of cross-listed courses, dissertation committee advisory support, and graduate mentorship.

With support letters from New Mexico State University, Western New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, Diné College, and many out-of-state colleges and universities, NAS will collaborate with these institutions to recruit students for the doctoral program.

Currently, NAS is one of a handful of departments in the College of Arts and Science whose student credit hour production is growing and has been growing for the last five years.

In our survey with 223 individuals conducted in the spring and summer of 2015, over 200 (98%) wanted NAS to develop a graduate degree program. 220 individuals (99%) felt producing students with a graduate 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 graduate degree program and 63 individuals (90%) felt producing students with a graduate 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 graduate program and several schools, tribal leaders, and organizations submitted letters of support. Student and public demand is high for the M.A. and now a Ph.D. degree in NAS at the University of New Mexico.

Provide evidence of demand for program graduates

We anticipate that a Ph.D. program will absorb several students in the NAS M.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 3-5 students entering the Ph.D. program for the first two years. We anticipate admitting more than 5 students per year based on our faculty capacity and funding for those students.

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

a. 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 a Ph.D. our graduates will find academic and research positions at Universities, Tribal Colleges, tribal governance, organizations, and entities serving Native peoples and communities similar to the listing and in areas such as community building.

U.S. Bureau of Labor Statistics – Occupational Outlook Handbook			
Occupation	Annual Median Pay	2018-28 Growth (Next 10 th Years)	Degree
Area, ethnic, and cultural studies teachers and law post secondary (Assistant Professors)	\$78,470	11%	Doctoral, or professional degree
Social and Community Service Managers	\$65,320	13%	Bachelor's degree

Survey Researchers	\$57,700	1%	Master's degree
Advertising, Promotions, and Marketing Managers	\$132,620	8%	Bachelor's degree
Operations Research Analysts	\$83,390	26%	Bachelor's degree
Public Relations Specialists	\$60,000	6%	Bachelor's degree
Technical Writer	\$71,850	8%	Bachelor's degree
Arbitrators, Mediators and Conciliators	\$62,270	8%	Bachelor's degree
Education: Training and Development Managers	\$65,320	13%	Bachelor's degree
Management Analysts	\$83,610	14%	Bachelor's degree
Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, on the Internet at https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm (visited May 04, 2019).			

Post Secondary Teachers

Postsecondary teachers instruct students in a wide variety of academic and technical subjects beyond the high school level. Most postsecondary teachers work in public and private colleges and universities, tribal colleges, tribal universities, professional schools, and junior or community colleges.

Social and Community Service Managers

Social and community service managers coordinate and supervise social service programs and community organizations. Social and community service managers work for nonprofit organizations, private for-profit social service companies, and government agencies. The majority work full time.

Survey Researchers

Survey researchers design and conduct surveys and analyze data. Most survey researchers work in research firms, polling organizations, nonprofits, corporations, colleges and universities, and government agencies. The majority work full time during regular business hours.

Advertising, Promotions, and Marketing Managers

Advertising, promotions, and marketing managers plan programs to generate interest in products or services. Many of these workers are employed in advertising agencies or in corporate or regional managing offices.

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 American Indian Education, Economic development, Environment, Health, and numerous important issues. Some tribal nations also have their own newspapers.

Technical Writer

Technical writers communicate for 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.

Arbitrators, Mediators and Conciliators

NAS alumni have found themselves in careers such as arbitrators, mediators and conciliators, and these type of position often address multiple issues to educate Federal or State agencies who have less awareness of policies related to Native communities. This work also includes educating the public about state, tribal, and federal laws, policies, acts, and statutes impacting Native communities.

Education: Training and Development Managers

A high percentage of NAS alumni are in the education field working or serving in charter, public, tribally controlled, and Bureau of Indian Education schools. They work at various levels of education from educational administrators, 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.

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.

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, tribal governments and organizations, and non-governmental organizations are seeking individuals with graduate degrees to help with Indigenous community building. Our Ph.D. program will educate individuals who will help and lead Indigenous community building.

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.

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 many of their students have 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.

We have secured many signatures on petitions in support of a Ph.D. program at UNM. They are attached at end of this document.

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.

There are no other Ph.D. programs offered at any public or private institution 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 the College of Arts and Science to submit a nomination to add UNM-NAS Ph.D. degree program to the WICHE list to encourage students in the Western Regional Graduate Program (WRGP) to apply to the UNM NAS Ph.D. degree program once the graduate program is available.

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.)

N/A

Only one Native American Studies Ph.D. program is listed on WICHE, American Indian Studies at the University of Arizona. No other peer institution or similar graduate program is listed. The American Indian Studies Ph.D. program is a traditional graduate program. The Ph.D. program we are proposing is distinct from the University of Arizona 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 Ph.D. degree program but the opportunity for those institutions to collaborate and work with our department is strong. With support letters from New Mexico State University, Western New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, Diné College, and many out-of-state universities, our department will collaborate and recruit students for the Ph.D. 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 Native 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 research and career development to build the next generation of scholars on Indigenous thought, healthy sustainable Indigenous communities, and comparative Indigenous studies. We will nurture research agendas of UNM doctoral students 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 Ph.D. degree includes recent college graduates (specifically our recent M.A. graduates), mid-career professionals, and individuals pursuing academic careers. Students 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 Doctoral degree program will come from UNM and students from within New Mexico. Secondly, it will serve students out of the state of New Mexico who seek a Doctoral degree in Native American Studies.

Describe the admission requirements for the program.

The NAS Doctoral degree will require the following admission standards: (1) graduate application and fee, (2) applicants must have a minimum cumulative grade point average of 3.0 at the master's degree level and must hold a Bachelor's degree and Master's degree or Juris doctorate (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) three recommendation letters, and (5) a personal statement (3 to 5 pages) which addresses student's educational goals, professional plans, interest in the Ph.D. program and background in Native American Studies or Indigenous communities. A committee of six 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.

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, conferences, community outreach, undergraduate and M.A. programs, etc. Our department has been recruiting students for our B.A. and M.A. programs so we extend these efforts to also include the Ph.D. program. These efforts target Native American communities and entities that involve diverse, underrepresented student populations. We anticipate meeting the goal of admitting 3-5 students for each year in the first six years of the doctoral program.

Projected Enrollment

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

Alumni in the NAS Bachelor of Arts, minor degree, and M.A. 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 online 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 3 to 5 graduate students per year utilizing face-to-face, Zoom and on-line course capacities.

YR	Headcount New FT	New PT	Return FT	Return PT	FTE	Credit Hrs New FT	New PT	Return FT	Return PT	Total
1	5	0	5	0	5	90	0	0	0	90
2	5	0	10	0	10	90	0	90	0	180
3	5	0	15	0	15	90	0	180	0	270
4	5	0	20	0	20	90	0	270	0	360
5	5	0	25	0	25	90	0	360	0	450
6	5	0	25	0	25	90	0	360	0	450

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. & M.A.	A – Full line (Chair)	2 courses per year

B.A. & M.A	B – Full line	4 courses per year
B.A. & M.A	C – Full line	4 courses per year
B.A. & M.A	D – Full line	4 courses per year
B.A. & M.A	E – .75 line	3 courses per year (4 th course cross-listed with NAS)
B.A. & M.A	F – .25 line	1 course per year
B.A. & M.A.	G – Instructional Post-Doctoral Fellow (through 06/2021)	6 courses per year
B.A. & M.A.	3 Part-time Instructors	As needed

There are currently 4 full-time faculty, 1 three-quarter-time appointment, and one-quarter-time appointment. We have one Instructional post-doctoral fellow (whose term will end in June 2021) and three adjunct faculty. This number of faculty is able to cover the undergraduate and M.A. course load, which ranges between 10-12 sections of courses per semester.

To fully accommodate all three programs: the B.A., M.A., and Ph.D. program, we will need to add three-five additional faculty (2-4 full-time tenure/tenure-track faculty & 1 lecturer). We will request and pursue additional funds to ensure the additional faculty lines are met. The Ph.D. program will admit 3-5 students each year. Two full-time faculty will teach 2 sections of required Ph.D. courses to 10-15 admitted Ph.D. students and additional students from other departments who enroll, when applicable each semester. The lecturer will largely teach the B.A. courses as current faculty will primarily teach sections of graduate level courses for the M.A. and Ph.D. degree.

The cost for each full-time faculty positions will range from \$65,000 to \$80,000 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 one GA position currently, and we would like to increase to 2-3 GA/TA positions to support teaching faculty and research programs in the Ph.D. program.

What faculty and staff development services will be needed?

Faculty and Staff development needs include administration of the Ph.D. level program, student support, and academic planning.

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 upgrades to current technological, media, equipment, and instructional support for delivering the online courses and through other distance learning modalities. We estimate the cost for purchasing such technology (computers) and equipment to come to \$20,000. The College of Arts and Sciences provides some support for upgrades.

Are there any needs for additional or renovated space?

Presently, eight faculty and staff offices are located on the third floor of Mesa Vista Hall, each of which are occupied with current faculty and staff. Additional space could include offices and classrooms located down the hallway 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. Otherwise, we may need renovations in our library space to accommodate additional faculty offices.

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 has reached the maximum carrying capacity of the faculty and program. Further growth and capacity will need to be facilitated through an increase in

faculty and staff lines and program development monies. We do project the need for recurring appropriation for the augmentation of faculty, staff, and program development. We cannot afford future budget cuts.

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

Sources of new revenue for the NAS Doctoral 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 currently 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. Differential tuition was approved in the College of Arts and Sciences; so graduate students will have this additional fee. Students may also pay a class fee of \$200 per course for field trips. The Doctoral program focuses on *critical Indigenous thought, sustainable community building, and comparative studies in government, policy, identity and sustainability*. 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

ESTIMATED REVENUES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	459,814	0	459,814	0	459,814	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	0	2000	2000	2000	2000	2000
TOTAL REVENUE	486,777		488,777		638,777	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	459,814	0	493,240	0	493,240	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	0	327,500	327,500	200,000	527,500	0
TOTAL EXPENSES	787,314		987,314		1,137,314	
DIFFERENCE (Rev.-Exp.)	-300,537		-498,537		-498,537	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3	

FTE Enrollment	5		10		15	
Projected Annual Credits Generated	90		180		270	
Tuition Generated	36,779.40		73,558.80		110,338.20	
ESTIMATED REVENUES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	638,777	0	638,777	58,000	696,777	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	6000	2000	8000	2000	10,000	2000
TOTAL REVENUE	671,740		731,740		883,740	
ESTIMATED EXPENSES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	638,777	0	638,777	58,000	696,777	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	527,500	155,000	682,500	0	682,500	0
TOTAL EXPENSES	1,321,277		1,379,277		1,529,277	
DIFFERENCE (Rev.-Exp.)	-649,537		-647,537		-645,537	

ESTIMATED IMPACT OF NEW PROGRAM	Year 4	Year 5	Year 6
FTE Enrollment	20	25	25
Projected Annual Credits Generated	360	450	450
Tuition Generated	146,959.20	183,897.00	183,897.00

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.

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 4 courses per year (2/2 load).
- NAS started its online B.A. degree in Fall 2017. We receive 65% of tuition revenue generated from students who enroll in the Managed Online Program. The amount varies each semester.
- NAS is in its second year of the M.A. program with 5 students in its second year and 9 in its first year.
- All salary cost projections do not include indirect costs (benefits).
- No inflation assumptions are incorporated into costs or funds
- External sources of funding from the New Mexico State Legislature, grants, and other entities is included in the budget forecast. We anticipate the department will apply and pursue other funding initiatives in the future.

7. Quality of the Program

- a. Describe the qualifications of the tenured/tenure track faculty and how the expertise and experience will contribute to the quality of the program.

Faculty	Tribal Affiliation	Areas of Expertise	FT/PT status with NAS - % with NAS
Full/Associate Professor			
Tiffany S. Lee	Diné and Lakota	Indigenous education, educational self-determination, language socialization experiences	FT 100%
Gregory A. Cajete	Santa Clara Pueblo	Indigenous education, science, Indigenous epistemology, creating sustainable Indigenous communities	PT appointment with Language, Literacy and Sociocultural Studies; FT 25%
Lloyd L. Lee	Diné	American Indian identity, masculinities, philosophies, leadership, nation building	FT 100%
Assistant Professor			
Leola Tsinnajinnie	Diné and Filipino	Indigenous education, decolonization, and nation building	FT 100%
Wendy S. Greyeyes	Diné	Political sociology, organizational analysis, American Indian education, nation building	FT 100%
Melanie K. Yazzie	Diné	Navajo/Diné studies, water, political ecology, Indigenous queer and feminist studies, American Indian history, social and political theory, urban Indigenous studies, policing and incarceration	PT (.25) appointment with American Studies; FT 75% NAS

As the above table demonstrates, our faculty have several overlapping areas of expertise that include the following:

1. Indigenous education
2. Nation building
3. Indigenous epistemologies/philosophies
4. Science/political ecology
5. Political theory/sociology

These areas are pillars of the three learning outcomes that graduate students will be expected to achieve by end of degree: a practical and theoretical grounding in Indigenous community building, the development of skills necessary to contribute to the sustainability of healthy Native communities, and a mastery of frameworks that capture the complexity of differing Indigenous systems. And given the representation of these areas across several of our existing faculty profiles, students will obtain consistency and cohesion in these areas across the graduate curriculum.

- b. **Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.**

As outlined in Section 1, The NAS doctoral degree will require the following admission standards: 1) graduate application and fee, 2) applicants must have a minimum cumulative grade point average of 3.0 at the Master's degree level and must hold a Bachelor's degree and Master's degree or Juris Doctorate (requests for conditional admission are 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) three recommendation letters, and (5) a personal statement (3 to 5 pages) that addresses students' educational goals, professional plans, interest in the Ph.D. program and background in NAS or Indigenous communities.

Our admission standards are almost identical to the admissions standards for the two other stand-alone NAS PhD programs in the U.S. For example, the admissions standards for the PhD in NAS at the University of California Davis are the following: 1) a Bachelor's degree, 2) three letters of recommendation, 3) official transcripts, 4) official GRE scores, 5) writing sample (10 pages minimum, not to exceed 20 pages), 6) curriculum vitae (CV), and 7) Office of Graduate Studies online admissions and fellowship applications, 8) admissions fee, and 9) a minimum GPA of 3.0.

The admissions standards for the PhD in American Indian Studies at the University of Arizona are the following: 1) online application and fee, 2) 3.2 GPA from previous MA program, 3) A personal statement (3 to 5 pages) that includes students' educational goals, professional plans, interest in the PhD program, and background in American Indian Studies or with American Indian communities, 4) a current resume or curriculum vitae, 5) one writing sample (between 15 and 20 pages double spaced) of original work that is academic, technical, professional or artistic in nature, 6) one critical essay (no more than 5 pages) which analyzes three American Indian Studies books or monographs of your choice, 7) electronic copies of official transcripts from all institutions attended, undergraduate and graduate, and 8) three letters of

recommendation from faculty or supervisors who can attest to your achievements and academic potential.

While our PhD application will require fewer criteria than the program at the University of Arizona, the general criteria (minimum GPA of at least 3.0, personal statement, three letters of recommendation, 20-page writing sample) for all three programs are almost identical. We will not, however, require a GRE score.

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

We plan to follow the cohort model for our PhD program, which stresses relationship-building between PhD students who are admitted into the program each year. We will also emphasize the importance of developing strong advising relationships between faculty and graduate students. For these reasons, most of our courses will be delivered in-person using a graduate seminar format. However, given the success we have had with hybrid instructional techniques for our MA program, some of our curriculum will be delivered online and via Zoom to supplement face-to-face instruction using a modified schedule.

Technology requirements include computers and video broadcast capabilities (through Zoom).

- d. 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 already offers service-learning courses in our undergraduate curriculum that will be modified to teach at the graduate level. Additionally, our MA degree requires a Project of Excellence that demonstrates extensive research collaboration with community-based organizations. While the PhD will culminate in a standard dissertation, we intend to carry the emphasis on community-based research into the PhD with a series of elective courses. These practicum courses will be among the required credits for PhD 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.

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

Because our Native student population is so high, NAS and UNM more broadly have excellent support services for Native students. For example, the Indigenous Nations Library Program at the university's main library offers expert advising for research, writing workshops, study groups, and assists with recommending and purchasing NAS-related material for UNM libraries. Additionally, American Indian Student Services offers a full spectrum of student support services, with an emphasis on comprehensive advising related to funding and academics. For these reasons, no additional student support services are anticipated beyond those already provided for NAS students.

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

We anticipate offering GA and TA positions to support research initiatives, student funding, and teaching in both the BA and MA programs. We plan to have one position by year two of the program, two positions by year four, and three positions by year six.

PhD students will also be encouraged to apply for several scholarships, including a department scholarship through NAS. We will encourage students to submit the appropriate Free Application for Federal Student Aid (FAFSA) and apply for funding from American Indian Student Services, tribal scholarship funds, and other outside scholarship entities that fund both part-time and full-time degree seeking students. Students will also be encouraged to seek 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 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.

g. 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:

- a. Students will be able to demonstrate a practical and theoretical grounding in Indigenous community building.
- b. Students will be able to develop the skills necessary to contribute to the sustainability of healthy Native communities.
- c. Students will be able to critically analyze and develop frameworks to capture the complexity of differing Indigenous systems.

We intend to ensure that all graduates of the PhD in NAS at UNM will have the expertise required to contribute to community and nation building in Indigenous contexts. They will be prepared to do so in three different but interrelated ways: to conduct research for non-profit organizations, tribal governments, think tanks, etc; to pursue a professional teaching and research career in the academy; or to enter into a leadership position to effect change in Indigenous communities. Tribal communities and organizations will be solicited to offer feedback in diverse ways on PhD students' dissertation proposals, research work, and final dissertation. They may be invited to serve on PhD candidates' dissertation committees.

h. 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 PhD degree. However, assessment activities (data collection and reflection) will begin throughout year one and be conducted by NAS faculty. Measurements of the outcomes will be based upon student performances in the core courses. For detailed information, please see the Assessment Plan in Additional Information.

In respect to measuring the outcomes at the exit level, all students will be required to take a comprehensive exam prior to their advancement to candidacy that demonstrates proficiency in major practical and theoretical approaches to Indigenous critical thought, sustainable community building, and comparative frameworks (the three student learning outcomes outlined above). Students will also be required in their final oral presentation to demonstrate how their dissertation research addresses these three interrelated outcomes.

The core courses for the degree will also focus on these student learning outcomes and ensure that graduate students have a strong foundation in leadership, sustainability, and community building by the time they begin to study for their comprehensive exams. As outlined in Section 1, our core courses include the following:

NATV 550: Indigenous Nations and Sustainable Communities Seminar

NATV 560: Research Method and Practice in Indigenous Scholarship

NATV 570: Indigenous Thought and Ethics

NATV 665: Applied Indigenous Critical Theory

NATV 670: Comparative Indigenous Studies Across Disciplines

- I. 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.

Noted.

- i. If applicable, describe any accreditation issues, including the following:

None.

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

No. UNM already holds all pertinent accreditations.

- k. 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 the College of Arts & Sciences and reports directly to Mark Peceny, 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. Practical and theoretical Indigenous Community Building	Final assignments in 570, 665 & 699 by NAS Faculty	Student self-evaluations in 699 Community evaluations at 699 Symposium	Year 1, 4, 7
2. Sustainability & Healthy Communities	Final assignments in 550, 560, & 699 by NAS Faculty	Student self-evaluations in 699 Community evaluations at 699 Symposium	Year 2, 5, 8
3. Comparative Indigenous Systems	Final assignments in 670 and 699 by NAS Faculty	Student self-evaluations in 699	Year 3, 6, 9

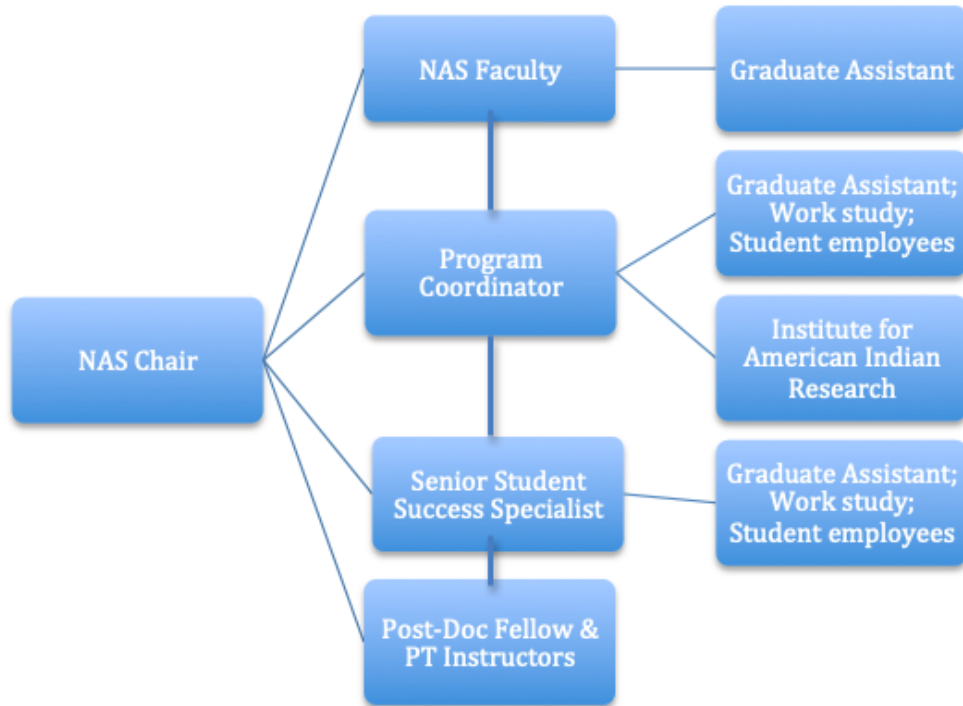
Community
evaluations at 699
Symposium

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 College of Arts and Sciences under the leadership of Dean Mark Peceny. 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:

NATIVE AMERICAN STUDIES Organizational Chart



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.

Our Alumni and their careers and accomplishments now make a strong case for the establishment of a Ph.D. program in NAS. Our alumni serve New Mexico and Native American communities in many capacities. Some of those alumni are highlighted below.

Native American Studies—Alumni Spotlight:

Stephanie Salazar – Senior Policy Analyst, New Mexico Indian Affairs Department

Ken Lucero – Field Representative, U.S. Senator Martin Heinrich’s office

Bennie Francisco - Director of Tribal Court Assessment, Bureau of Indian Affairs; Part-time Instructor NAS UNM

Darryl Candelaria – Tribal Administrator/Planner, Pueblo of San Felipe

Dawn Begay – Native American Affairs Liaison, City of Albuquerque

Alannah Hurley – Executive Director, United Tribes of Bristol Bay

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

Poqueen Rivera – Legislative Liaison, Governor Michelle Lujan Grisham

Andy Nez – Senior Education Specialist, Navajo Nation Department of Diné Education

Eldon Brown – Ph.D. student, LLSS College of Education UNM; Chief of Permits, Division of Migratory Bird, U.S. Forest Service

Curtis E. Chavez – Ph.D. (Pueblo cohort), Indian Education, Bernalillo Public Schools

Elroy Keetso – Tribal Planner, Laguna Pueblo

Kieoshiah Peter – Ph.D. student, American Studies UNM

Lani Tsinnajinnie – Asst. Professor, Community & Regional Planning Department, UNM

Lyle C. Begay – Associate Civil Engineer, Navajo Nation Division of Transportation

Makhpiya J. Black Elk – MBKA Community Director, NACA Inspired Schools Network

Mario P. Atencio – Legislative District Assistant Navajo Nation Council; Part-time Instructor NAS UNM

Natahnee Winder – Asst. Professor, Sociology, Simon Frazier University, Canada

Winoka Begay – Ph.D. candidate, LLSS College of Education UNM

Micha Bitsinnie – Social Studies teacher, NACA; current NAS MA student

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: *College of Arts and Sciences*
2. Department: *Native American Studies*
3. Date: *December 2, 2019*

B. Academic Program of Study*

Ph.D. in Native American Studies

C. Contact Person(s) for the Assessment Plan

Tiffany Lee, Professor, tslee@unm.edu

Lloyd Lee, Associate Professor, triplel@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

- a. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.
- b. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.
- c. 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.

* 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.).

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				
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 will be measured by the successful completion of NATV 570 *Indigenous Thought and Ethics*, NATV 665 *Applied Indigenous Critical Theory* and NATV 699: *Dissertation*

- a. Evaluating written work and oral presentations in NATV 570 and NATV 665.
- b. Evaluating completed Dissertation by each student's NAS faculty committee.

SLO #2 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 699: *Dissertation*.

- a. Evaluating written work and oral presentations in NATV 550 and 560
- b. Evaluating completed Dissertation by each student's NAS faculty committee.

SLO #3 will be measured by the successful completion of NATV 670: *Comparative Indigenous Studies Across Disciplines* and NATV 699: *Dissertation*.

- a. Evaluating written work and oral presentations in NATV 670.
- b. Evaluating completed Dissertation by each student's NAS faculty committee.

- 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 dissertation are direct measures of the SLOs listed.

- 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. At least 80% of the students who complete each NATV core course (550, 560, 570, 665, 670, additional methods course) will score a B or higher 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. At least 80% of the students who complete Dissertation hours will receive "pass." A scoring sheet for the course research project and presentation will be created.

- c. The student self-evaluations within their dissertation 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 core courses. 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.)]

One SLO will be assessed each year, starting with SLO 1.

SLO 1 will be measured once the 1st cohort of Ph.D. students have completed NATV 550 and NATV 665. SLO 2 and 3 will follow each year thereafter respectively once the 1st cohort of students have completed the courses associated with those SLOs.

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 ensuring all data needed is collected and saved immediately upon completion of courses and the dissertation.
2. NAS faculty who teach the Ph.D. core courses and 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 College Assessment office by the deadline determined by the College 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	459,814	0	459,814	0	459,814	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	0	2000	2000	2000	2000	2000
TOTAL REVENUE	486,777		488,777		638,777	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	459,814	0	493,240	0	493,240	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	0	327,500	327,500	200,000	527,500	0
TOTAL EXPENSES	787,314		987,314		1,137,314	
DIFFERENCE (Rev.-Exp.)	-300,537		-498,537		-498,537	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3	
	FTE Enrollment		FTE Enrollment		FTE Enrollment	
	5		10		15	

Projected Annual Credits Generated	90		180		270	
Tuition Generated	36,779.40		73,558.80		110,338.20	
ESTIMATED REVENUES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	638,777	0	638,777	58,000	696,777	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	6000	2000	8000	2000	10,000	2000
TOTAL REVENUE	671,740		731,740		883,740	
ESTIMATED EXPENSES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	638,777	0	638,777	58,000	696,777	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	527,500	155,000	682,500	0	682,500	0
TOTAL EXPENSES	1,321,277		1,379,277		1,529,277	
DIFFERENCE (Rev.-Exp.)	-649,537		-647,537		-645,537	
ESTIMATED IMPACT OF NEW PROGRAM	Year 4		Year 5		Year 6	

FTE Enrollment	20	25	25
Projected Annual Credits Generated	360	450	450
Tuition Generated	146,959.20	183,897.00	183,897.00

List of similar programs (state and regional)

None

List of potential employers

Fields	Potential Employers	Occupation
Education	<p>New Mexico Districts and Charter schools</p> <p>Bureau Indian Education Schools</p> <p>UNM Educational Leadership</p> <p>Tribal Colleges</p> <p>Tribal language and culture programs</p>	<p>Certified teachers, administrative, staff, educational assistant, professional training, office and administrative support, language & culture teacher</p>
Native Nations	<p>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.</p> <p>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,</p>	<p>Business, management, public relations, financial operations, community support, professional training, legal & political occupations, office and administrative support</p>

	Laguna, Isleta, Santa Ana, Sandia, Cochiti, and Pojoaque.	
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 gaming agencies, tribal & national forestry, private-own farming, agricultural and constructions	Community & urban & regional planner, manager, compliance officers, surveyors, all engineers, geological technicians
Law	Albuquerque Environmental Engineering firm Government federal and state agencies – Indian Affairs Department Native Nations government Indian Pueblo Council Center	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 at the end of this document

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

Attached at the 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

Course syllabus & Form A/B

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

Appendices: Letters of support from UNM entities and External entities