

New Academic Program Workflow Form

General

Proposed Name: Indigenous Languages & Ling

Transaction Nbr: 00000000000202

Plan Type: Specialization

Academic Career: Undergraduate

Degree Offered: Undergraduate Certificate

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2024

Details

Department(s):

SBSC

DEPTMNT ID	DEPARTMENT NAME	HOST
0431	Linguistics	Y

Campus(es):

DIST

LOCATION	DESCRIPTION
CHANDLER	Chandler
DISTANCE	Distance
DOUGLAS	Douglas
NOGALES	Nogales
YUMA	Yuma

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: N Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): Y

Other (For Community Campus specifics): N

Plan Taxonomy: 16.1001, American Indian/Native American Languages, Literatures, and Linguistics.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: N

Transcript: Y Certificate in Indigenous Languages & Linguistics

Conditions for Admission/Declaration for this Major:

Application including a statement of purpose

Requirements for Accreditation:

N/A

Program Comparisons**University Appropriateness**

The Department of Linguistics proposes to establish and offer, in collaboration with other participating departments, programs, and Institutes, a Certificate in Indigenous Languages & Linguistics. The proposed certificate will be an interdisciplinary certification with courses from SBS and the College of Education. The goal of this Certificate is to provide best practices in work that benefit Indigenous language communities with their language revitalization and language documentation efforts. The foci of this Certificate are Indigenous languages and community collaboration. This directly aligns with the college's strategic plan within the Community Engagement Pillar to "Increase engagement with tribal nations through community-based programming, micro campuses, and collaboration that respects sovereignty of each Nation and Native knowledge."

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

Resources

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

N/A

Additional Facilities Required & Anticipated:

N/A

Other Support

Other Support Currently Available:

This program will have administrative support from the department's current Program Coordinator, Joshua Carlin (jcarlin117@arizona.edu)

Other Support Needed over the Next Three Years:

N/A

Comments During Approval Process

12/4/2023 5:04 PM

NWARNER

Comments
Approved.

3/18/2024 2:17 PM

MELANIECMADDEN

Comments
Per DFEEHS Added Transcript description "Certificate in Indigenous Languages & Linguistics"



NEW CERTIFICATE PROPOSAL

Note: New programs requiring a program fee must have the fee approved prior to implementation.

I. **CERTIFICATE DESCRIPTION**—provide a marketing description for the proposed certificate. Include the purpose (preparation for professional certification exams, degree program recruitment, or employability enhancement), nature, and program highlights. The description must match departmental and college websites, Degree Search & Academic Advisement Reports / Graduate Catalog and Program Descriptions page, handouts, promotional materials, etc.

The Department of Linguistics proposes to establish and offer, in collaboration with other participating departments, programs, and Institutes, a “Certificate in Indigenous Languages & Linguistics”. The proposed certificate will be an interdisciplinary certification with courses from SBS and the College of Education. The goal of this Certificate is to provide best practices in work that benefit Indigenous language communities with their language revitalization and language documentation efforts. The foci of this Certificate are Indigenous languages and community collaboration.

The Certificate is oriented toward community language activists who wish to train in the kinds of skills and experience needed to work on maintaining, revitalizing, and documenting their native languages. Students interested in the Certificate can either be speakers or second language learners of their language, or individuals who wish to work on Indigenous languages and their speakers. The specialized nature of this degree focuses on Indigenous languages and meeting the needs of these communities to revitalize and document their languages: due to the rapid decline in the use of heritage languages tribal communities have pressed for practical linguistic training to:

- revitalize, maintain, and document Indigenous languages.
- provide skills and expertise to Indigenous community linguists to develop teaching grammar and other educational materials.
- promote understanding of Indigenous peoples' educational issues at every level of policy-making.
- enhance and promote understanding of complex factors leading to language choice, language shift, and language loss, and.
- work with archival media (such as audio legacy audio recordings and historical documents) to enrich the language record and to produce viable teaching materials.

II. **NEED FOR THE CERTIFICATE/JUSTIFICATION** - describe how the certificate fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed certificate. This might include results from surveys of current students, alumni, and/or employers

or references to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program during the next three years. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes/CIP code of the proposed certificate. Please contact the Office of Curricular Affairs to request the report for your proposal.

Addressing the need to support the maintenance of Indigenous languages is widely acknowledged as an extremely important global issue. The United Nations declared 2019 The International Year of Indigenous Languages (IYIL 2019) to raise awareness about the fact that Indigenous languages around the world are disappearing at an alarming rate, and to encourage people to appreciate the important contribution Indigenous languages make to the world's cultural diversity. Following IYIL 2019, the United Nations declared 2022-2032 the International Decade of Indigenous Languages to build a global community for the preservation, revitalization, and support of Indigenous languages worldwide.

Most Native American communities and speakers of Indigenous languages around the world struggle with the loss of their languages and their traditional cultures. Languages are considered a repository for each person's unique identity, cultural history, traditions, and memory. The proposed Certificate focuses on Indigenous languages and takes into consideration the goals that many Native American communities, as well as Indigenous communities in other regions of the world, have for the revitalization, maintenance, and documentation of their languages and cultures.

The proposed Certificate addresses the need to provide training in the skills necessary for individuals interested in receiving training in language revitalization and documentation. Specifically, it will provide an opportunity to members of Indigenous communities who are interested in the training offered in the NAMA program but cannot pursue a full M.A. degree in person (due to Tribal/community and family responsibilities).

We envision this Certificate benefiting several types of students, including:

- a. Students residing on remote Tribal reservations or lands.
 - b. Students who want to complete the Certification as part of their professional training but are not interested in an M.A. or Ph.D. degree.
 - c. Students who are interested in doing NAMA but want to do the certification as a first step (before committing to doing NAMA in person). They can then apply their units towards the M.A. degree.
 - d. Students complete the certification and apply to our Ph.D. program in linguistics. They can apply their units toward the Ph.D. degree.
- I. PROGRAM AFFILIATION- specify whether the UA offers an affiliated program at the undergraduate or graduate level. The affiliated program may or may not have the same name as the proposed certificate. Will there be any collaboration with other departments or universities to maximize resources? If there is collaboration, please include a memo (email is acceptable) of support from the applicable parties.

This Certificate is affiliated with the Native American and Linguistics Masters of Arts in the Department of Linguistics. The Certificate also strengthens the collaboration between the Department of Linguistics and the American Indian Language Development Institute (College of Education), thus maximizing resources for the goal of developing capacity for Indigenous communities around the globe.

- II. CERTIFICATE REQUIREMENTS– complete the table below to list the certificate requirements, including the minimum number of credit hours, required core, electives, and any special requirements. Information in this section must be consistent throughout the proposal documents (comparison chart, department checklists, curricular/assessment map, etc.).

UNDERGRADUATE CERTIFICATE

Requirements should include sufficient units to provide a substantive program and an appropriate level of academic rigor and in no case be less than 12 units of credit.

Minimum total units required	13
Minimum upper division units	10
Total transfer units that may apply to the certificate. <i>Note: A minimum of six (6) units used to complete the certificate must be University credit.</i>	6
Pre-admissions expectations (i.e., academic training to be completed prior to admission)	Application (statement of purpose)
Certificate requirements. List all certificate requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>Complete 10 units of core coursework:</p> <ul style="list-style-type: none"> -LING 427 (3) Linguistics for Native American Communities -LING 421 (3) Language Maintenance, Preservation and Revitalization -LING 497A (4) Descriptive Linguistics for Native American Languages <p>Complete 3 units from the options below:</p> <ul style="list-style-type: none"> -LING 104A (3) Diné Bizaad (Navajo Language) -LING 104B (3) Beginning Diné Bizaad -LING 210 (3) American Indian Languages -LING 307A (3) Elementary O'odham Language <p>Any course offered during the summer session at the American Indian Language Development Institute (AILDI)</p>
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes. Students complete 1 unit of an internship or practicum working with the American Indian Language Development Institute (AILDI).
Any double-dipping restrictions (Yes/No)? If yes, provide description. *A maximum of 6 units may double-dip with a degree requirement (major, minor, General Education) or second certificate.	Yes, students may apply 6 units toward a major or minor.
Additional requirements (provide description)	NA

III. CURRENT COURSES—using the table below, list all existing courses included in the proposed certificate. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics \(Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen\)](#). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed certificate and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed. New course proposals must be submitted via [UAccess Course Add forms](#) following the procedures and deadlines detailed [here](#).

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of Delivery (online, in-person, hybrid)	Campus and Location Offered	Dept signed party to proposal? (Yes/No)
AIS/LING 104A	3	Diné Bizaad (Navajo Language)		hybrid	Main, Tucson	
AIS/LING 104B	3	Beginning Diné Bizaad		hybrid	Main, Tucson	
AIS/LING 210	3	American Indian Languages	Two courses from Tier One, Individuals and Societies (Catalog numbers 150A, 150B, 150C)	online	Main, Tucson	
AIS/LING 307A	3	Elementary O’odham Language		in person	Main, Tucson	
LING 421	3	Language Maintenance, Preservation & Revitalization	LING 201	online	Main, Tucson	
LING 427A	3	Linguistics for Native American Communities		in person	Main, Tucson	
AIS/LING 497	4	Descriptive Linguistics for American Indian Languages	LING 497A/597A	hybrid	Main, Tucson	

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

MS in Clinical Research

Learning Outcome #1: Access and understand research literature on their language of focus
Concepts: bibliographic research, literature review, survey of online language archives.
Competencies: Students will demonstrate knowledge of the literature review of the publication on their language focus. Students will demonstrate their ability to evaluate existing resources in their languages and classify materials that are community-oriented, and those that were produced for an academic audience.
Learning Outcome #2: Conduct research on their language focus.
Concepts: Selection of research topic, analysis of language structure, ethics in language work.
Competencies: Students will demonstrate their fundamental knowledge of linguistic analysis, language description, and development of language materials.
Learning Outcome #3: Gain the necessary skills to support community language activities, such as a language revitalization program, or a language teaching program
Concepts: material development, collaborative research, models of language work, participatory and community-based research, funding for language work
Competencies: Students will demonstrate knowledge and familiarity with frameworks and models of community-based research that support language revitalization and language teaching programs. Students will develop projects and ideas for implementation of these projects in communities, based on community goals. Students will be able to identify funding agencies and grants that support community-based projects.
Learning Outcome #4: Be able to disseminate information about language in a professional setting.
Concepts: oral and poster presentations, video tutorials, community reach-out activities
Competencies: Students will gain knowledge about developing oral and/or poster presentations to disseminate their work at conferences and other events. Students will gain experience in presenting their work at language conferences and/or other events.

VII. CONTACTS AND ADMINISTRATION

UNDERGRADUATE

- a. List the name and contact information for the primary point of contact for the certificate:

Wilson de Lima Silva, wdelimasilva@arizona.edu

- b. List the name and contact information for the person or persons who will serve in the role of Director of Undergraduate Studies (DUS) for the certificate (this is not always the same as the DUS for affiliated programs or head of the managing academic unit.):

Dr. Wilson de Lima Silva, wdelimasilva@arizona.edu

- c. If known, list the members of the certificate oversight committee for this certificate. Note: undergraduate certificate oversight committees shall consist of a minimum of 3 members, 2 of which are faculty and at least one of the 2 is participating faculty in the certificate program. The oversight committee is responsible for 1) qualifications of participating faculty, 2) coordination of admissions recommendations with the Office of Admissions, and 3) curricular changes:

Dr. Wilson de Lima Silva, Dr. Amy Fountain, Dr. Aresta Tsosie-Paddock, Dr. Ofelia Zepeda

VIII. REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title):
Wilson de Lima Silva, Associate Professor, Linguistics
Program Director/Main Proposer signature:

Date:

Wilson de Lima Silva

Department Head (print name and title):
Natasha Warner, Professor, Linguistics
Department Head's signature:

Date:

Natasha Warner

Associate/Assistant Dean (print name):

Amy C. Kimmea Hea

Associate/Assistant Dean's signature:

Date: November 21, 2023

Amy C. Kimmea Hea

Dean (print name):

Lori Poloni-Staudinger

Dean's signature:

Date: ٢٠٢٣ ١١ ٢١

Lori Poloni-Staudinger

For use by Curricular Affairs (Undergraduate):

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	



**New Academic Program
PEER COMPARISON**

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

Program name, degree, and institution	Certificate in Native American Languages & Linguistics, University of Arizona	Indigenous Language and Culture Revitalization Graduate Certificate, University of Hawaii - Hilo	LANGUAGE REJUVENATION AND MAINTENANCE CERTIFICATE, University of Montana
Current number of students enrolled		Emailed on 3/20	Emailed on 3/20
Program Description	The Department of Linguistics proposes to establish and offer, in collaboration with other participating departments, programs, and Institutes, a “Certificate in Native American Languages & Linguistics”. The proposed certificate will be an interdisciplinary certification with courses from SBS and the College of Education. The goal of this Certificate is to provide best practices in work that benefit Indigenous language communities with their language revitalization and language documentation	“The Graduate Certificate in Indigenous Language and Culture Revitalization was approved in 2004 by the Board of Regents on October 22, 2004 with the M.A. in Hawaiian and Indigenous Language and Culture Education and Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization programs. The Graduate Certificate in Indigenous Language and Culture Revitalization is a program of course work to prepare students for careers primarily as educators and administrators. In addition, the Certificate provides training for practitioners desiring further career development and those seeking preparatory work before entering an	The Certificate in Language Rejuvenation and Maintenance has been broadly designed to meet the needs of students interested in language revitalization, instructors of Native languages seeking to learn of, and acquire skills for, successful language instruction and acquisition, or administrators involved in language revitalization programs.

	efforts. The foci of this Certificate are Indigenous languages and community collaboration	Indigenous language focused graduate program of the College.”	
Target Careers	<ul style="list-style-type: none"> • Prep for Graduate Programs • Professional Development for language preservation 	<ul style="list-style-type: none"> • Educators • Administrators • Prep for Graduate Programs 	<ul style="list-style-type: none"> • Educators • Administrators
Emphases? (Yes/No) List, if applicable	NO	NO	NO
Minimum # of units required	13	15 units	21 units
Level of Math required (if applicable)	N/A	N/A	N/A
Level of Second Language required (if applicable)	N/A	“Appropriate level fluency and academic knowledge demonstrated in a program recognized indigenous language and culture chosen as a language of focus plus additional credits in other areas when appropriate to balance the status of different endangered languages relative to community use, revitalization stage, and level of academic study available”	N/A
Pre-Major? (Yes/No) If yes, provide requirements.	NO	NO	NO
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	N/A	“A bachelor's degree from an accredited college or university; A GPA of at least 3.0 out of 4.0 over the last 60 credits in an approved field of study”	N/A

Internship, practicum, or applied/experiential requirements? If yes, describe.	Yes. Students complete 1 unit of an internship or practicum working with the American Indian Language Development Institute (AILDI).	NO	Yes. 3 units of Field Experience/Practicum
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Additional questions:

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

These programs share a similar mission to revitalize a preserve indigenous language that are important to the environment of the university. Similarities include focus on indigenous languages with incorporation of cultural elements. The intended audience are those who are passionate about language preservation and future educators.

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

What makes our program unique is the partnership with American Indian Language Development Institute (which is moving to SBS); and it draws on 28 years of the NAMA program (the leading program of its kind in the US).

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

This program focuses specifically on the Navajo language which is prominent in the environmental culture of the University of Arizona community.

Sources for Peer Institutions

University of Hawaii: Hilo - <https://hilo.hawaii.edu/catalog/ILCR-certificate>

University of Montana: <https://catalog.umt.edu/colleges-schools-programs/humanities-sciences/native-american-studies/cert-language-rejuvenation-maintenance/#text>



**THE UNIVERSITY
OF ARIZONA**

BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Certificate in Native American Languages & Linguistics - Undergraduate

Budget Contact Person: Debbie Bamford	Projected		
	1st Year 20 24 - 2025	2nd Year 2025 - 2026	3rd Year 2026 - 2027
METRICS	5	10	15
Net increase in annual college enrollment UG	60	120	180
*Net increase in college SCH UG			
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE	4	4	4
<i>*Calculations based on each student taking 6 units a semester</i>	-		
FUNDING SOURCES			
<u>Continuing Sources</u>			
UG AIB Revenue	10,500	21,000	31,500
Grad AIB Revenue			
Program Fee Revenue (net of revenue sharing)			
F and A AIB Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 10,500	\$ 21,000	\$ 31,500
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 10,500	\$ 21,000	\$ 31,500
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty			
Other Personnel			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ -
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -
Net Projected Fiscal Effect	\$ 10,500	\$ 21,000	\$ 31,500



**DEPARTMENT
LINGUISTICS**

College of Social & Behavioral
Science
1103 E. University Blvd
PO Box 210025
Tucson AZ 85721-0025
Tel: 520-621-6897
Fax: 520-626-9017
<http://linguistics.arizona.edu>

3/21/2024

Dr. Wilson de Lima Silva
NAMA Program director

Re: Certificate on Indigenous Languages & Linguistics

I write in my capacity as the director of the American Indian Languages Development Institute (AILDI) in support of the Undergraduate and Graduate Certificate on Indigenous Languages & Linguistics.

AILDI offers a variety of summer courses that fit the certificate goals. I look forward to working with and supporting the students who might choose this new certificate program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ofelia Zepeda', written in a cursive style.

Ofelia Zepeda Ph.D.
Professor, Linguistics
Director, AILDI



College of Social
& Behavioral Sciences

College of Social and Behavioral Sciences
Douglass 200 West, PO Box 210028
Tucson, AZ 85721

November 29, 2023

Dear Curricular Affairs,

The Dean's Office in the College of Social and Behavioral Sciences enthusiastically supports the creation of the Certificate in Native American Languages & Linguistics for undergraduate, graduate, and non-credit program. This partnership aligns with the College's Community Engagement Pillar through increasing engagement with tribal nations. We encourage this venture into Distance campus and look forward to seeing the launch and growth of these certificates.

A handwritten signature in black ink, appearing to read 'Amy C. Kimme Hea', written in a cursive style.

Amy C. Kimme Hea, PhD
Associate Dean, Academic Affairs & Student Success
College of Social and Behavioral Sciences
Professor, English | Faculty, Social, Cultural, and Critical Theory GIDP