

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"

4/1/2024 11:57 AM

MELANIECMADDEN

Comments

added letter of support from American Indian Languages
Development Institute (AILDI)

4/3/2024 2:37 PM

MELANIECMADDEN

Comments

Uploading documents (Addl info, budget, peer comp) revised with feedback from
Academic Programs Subcommittee



NEW CERTIFICATE PROPOSAL

I. CERTIFICATE DESCRIPTION–

The Certificate in Indigenous Languages & Linguistics is an interdisciplinary certification with courses from SBS and the American Indian Language Development Institute (AILDI). The goal of this Certificate is to provide best practices in work that benefits Indigenous language communities with their language revitalization and language documentation efforts. The foci of this Certificate are Indigenous languages and community collaboration.

The Certificate in Indigenous Languages & Linguistics 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 certificate 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 -

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 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 Certificate addresses the need to provide training in the skills necessary for individuals interested in receiving training in language revitalization and documentation.

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 AILDI during the summer only and could complete the certification after two summers.

III. PROGRAM AFFILIATION-

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, thus maximizing resources for the goal of developing capacity for Indigenous communities around the globe.

IV. CERTIFICATE REQUIREMENTS-

UNDERGRADUATE CERTIFICATE

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
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No.

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

V. CURRENT COURSES-

Course prefix and number	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 -

Learning Outcome #1: Students will demonstrate knowledge of the literature review of the publication on their language focus. Students will access and evaluate existing resources in their languages and classify materials that are community-oriented, and those that were produced for an academic audience.
Concepts: bibliographic research, literature review, survey of online language archives.
Competencies: Demonstrate knowledge of the literature review of the publication on their language focus. Demonstrate the 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: Students will demonstrate their fundamental knowledge of linguistic analysis, language description, and development of language materials by conducting research on their language focus.
Concepts: Selection of research topic, analysis of language structure, ethics in language work.

Competencies: Demonstrate fundamental knowledge of linguistic analysis, language description, and development of language materials.

Curriculum Map

	LING 427	LING 421	LING 497A
LO #1: Access and understand research literature on their language of focus.	I	R	M
LO #2: Conduct research on their language focus.	I	R	M

Explanation: The curriculum map lists the required courses for the program and indicates where each LO will be introduced (I), reinforced (R), and mastered (M). This is important to show that you are including adequate teaching of the skills and concepts to support the LOs. Each row (LO) should have at least one I, R, and M in it. Usually (but not always) there is more than one R. Usually (but not always) there is only one I and one M. Generally, Is come first, followed by Rs, and Ms are last. Each column (class) should have at least one letter in it, but not every box needs to be filled in.

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

Dean (print name):
Lori Poloni-Staudinger
Dean's signature:

Lori Poloni-Staudinger

Date: ٢٠٢٣ ١١ ٢١

For use by Curricular Affairs (Undergraduate):

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	



**New Academic Program
PEER COMPARISON**

Program name, degree, and institution	Certificate in Indigenous 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	<p>The Certificate in Indigenous Languages & Linguistics is an interdisciplinary certification with courses from SBS and the American Indian Language Development Institute (AILDI). The goal of this Certificate is to provide best practices in work that benefits Indigenous language communities with their language revitalization and language documentation efforts. The foci of this Certificate are Indigenous languages and community collaboration.</p> <p>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,</p>	<p>“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 Indigenous language focused graduate program of the College.”</p>	<p>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.</p>

	<p>or individuals who wish to work on Indigenous languages and their speakers. The specialized nature of this certificate 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:</p> <ul style="list-style-type: none"> • 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. 		
Target Careers	<ul style="list-style-type: none"> • Prep for Graduate Programs 	<ul style="list-style-type: none"> • Educators • Administrators 	<ul style="list-style-type: none"> • Educators • Administrators

	<ul style="list-style-type: none"> Professional Development for language preservation 	<ul style="list-style-type: none"> Prep for Graduate Programs 	
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

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 Indigenous Languages & Linguistics - Undergraduate

Budget Contact Person: Debbie Bamford	Projected		
	1st Year 20 24 - 2025	2nd Year 2025 - 2026	3rd Year 2026 - 2027
METRICS			
Net increase in annual college enrollment UG	5	10	15
*Net increase in college SCH UG	65	130	195
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>*Calucalations based on each student taking 13 units per acadmic year</i>	-		
FUNDING SOURCES			
<u>Continuing Sources</u>			
UG AIB Revenue	11,375	1,750	2,625
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	\$ 11,375	\$ 1,750	\$ 2,625
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 11,375	\$ 1,750	\$ 2,625
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	\$ 11,375	\$ 1,750	\$ 2,625



**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