ACADEMIC REQUEST FORM (LEVEL I AND II) (7/17)

Please attach/submit additional documents as needed to fully complete each section of the form. Deadlines and instructions can be found on the Office of the Provost's curriculum website.

Proposals for a NEW degree or center require notification in advance of this proposal. See the Office of the Provost's curriculum website for information.

I. DEPARTMENT / PROGRAM

Native American Studies Department

II. SUMMARY OF CHANGE REQUESTED (360 WORDS MAXIMUM)

What
Add departmental certificate

Why
To appeal to a broader audience of students and potential students.

Resources

Relationship to similar MUS programs

III. ENDORSEMENTS AND APPROVALS

Requestor: Michelle Guzman
Phone/ Email: 406 243 5834
Program Chair: Theodore Van Alst
Other Affected Programs:

Signature ____________________________ Date __________________

Dean:

Signature ____________________________ Date __________________

Signature ____________________________ Date __________________

Signature ____________________________ Date __________________
IV. TYPE OF PROPOSAL

Any additional required forms are listed after each type of proposal and must accompany this form. Proposals for a new degree or center require notification in advance of this proposal. See the Office of the Provost's curriculum website for information and instructions.

Level I Proposals:

☐ 1a. Placing a program into moratorium (Program Termination Form)
☐ 1b. Withdrawing a program from moratorium
☐ 2. Adding, titling, terminating or revising a campus certificate of 29 credits or fewer
☐ 3. Adding a BAS/AA/AS Area of Study
☐ 4. Offering an existing program via distance or online delivery
☐ 5. Retitling an existing postsecondary educational program
☐ 6. Terminating an existing postsecondary educational program (Program Termination Form)
☐ 7. Consolidating existing postsecondary educational programs (BOR Curriculum Proposal Form)
☐ 8. Adding a new minor where there is a major or concentration (option) in a major (BOR Curriculum Proposal Form)
☐ 9. Revising a program substantially (e.g. changing program focus) (BOR Curriculum Proposal Form)
☐ 10. Adding a temporary Certificate or AAS Degree Program Approval limited to 2 years

Level II Proposals:

☐ 11. Establishing a new postsecondary educational program (Curriculum Proposal and Reviewed Intent to Plan Form)
☐ 12. Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
☐ 13. Forming a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal or Center/Institute Proposal and Approved Intent to Plan Form)
☐ 14. Eliminating or consolidating an academic, administrative, or research unit.
☐ 15. Retitling an academic, administrative, or research unit.

V. CIP CODE (CLASSIFICATION OF INSTRUCTIONAL PROGRAMS)

The BOR requires a CIP Code (Classification of Instructional Programs) for tracking and reporting of degrees. Use the CIP Code website to identify the most applicable code.

CIP Code: _______332660_______

VI. METHOD OF DELIVERY

Will more than 50% of the proposed program be delivered via online or distance methods?
☐ Yes  X No
Provide a brief description of the method of instructional delivery (i.e. percentage of face-to-face, hybrid, distance/online education). The method of instruction or the NAS certificate will be 100% face to face.

VII. CATALOG LANGUAGE

Attach the current or proposed catalog language with any changes clearly identified.

The NAS Department is proposing a certification in Native American Studies. This is designed to complement any major or non-degree seeking student in acquiring broader knowledge, appreciation, academic skills, and applications of Native American history, policy and culture. The overarching purpose of the certification is to offer Native and non-Native American students who may be working within Native communities an opportunity to gain a basic understanding of the dynamics of working with and in Native American communities.

VIII. JUSTIFICATION

Provide enough information that someone without specialized knowledge can make an informed decision.

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A certification in Native American Studies in the state of Montana represents an essential sphere of study. Many tribes in the state of Montana employ non-Native people who have very little knowledge or exposure to working with Native Americans or in Native communities. Montana is unique in that it has 13 different tribes and seven reservations throughout the state. Having the ability to understand the political, cultural and governmental policies pertaining to Native Americans, and how these policies directly affect their communities and resources, is a valuable asset in understanding the sovereignty of Native Americans in the United States and assisting in improved personal and professional relationships for certificate holders.

Misunderstanding and ignorance exist in interactions with Native Americans at all levels, from grocery store clerks to governmental agencies, and this is an opportunity for the university to aid in providing a resolution for the ignorance that exists. Through education, much of the misunderstanding and mishandling of issues concerning Native Americans can be rectified. By utilizing the particular strengths of the faculty in various departments, and working with community members and resources, the University of Montana has an opportunity to take a leading role in furthering education around the vital need to improve relationships with Native American communities both locally and nationally. A University of Montana Certificate in Native American Studies will represent a commitment on the part of both the individual and the institution in advancing this important work.

Within the Native American Studies Department there are phone calls from currently employed and job seeking people questioning what our department has to offer in Native American Studies that can educationally aid employment. For example, one of our faculty members who specializes in history regularly offers a late afternoon course on Montana Tribal Nations that is taken by many Education
majors who will become k-12 teachers. The awareness for the need to understand tribal laws, policies and rights is on the rise as populations grow and the need for land and resources increase, so does the awareness of tribal governance.

**IX. SUBMISSION**

1. Submit a hard copy of this form with all required signatures to the Office of the Provost.

2. Submit an electronic copy of this Word document, along with all other required BOR forms (in Word) to jasminezink.laine@mso.umt.edu

- After approval by the Provost, the proposal will be submitted to the Faculty Senate Office.
- After approval by the appropriate Curriculum Committee ([ASCRC](mailto:ascrc@mso.umt.edu) or [Graduate Council](mailto:graduatecouncil@mso.umt.edu)), the full Faculty Senate must approve the proposal.
- Upon Faculty Senate approval, the Office of the Provost will submit the proposal to OCHE for the next possible OCHE/BOR meeting.
  - Note that BOR and internal UM deadlines require submission quite in advance of the BOR meeting.
- The Office of the Provost will notify the proposer once the change has been approved by OCHE/BOR.

### Certificate in Native American Studies Requirements

**Required Courses (6 Credits)**

- NASX 235
- NASX 475 Tribal Sovereignty

**Elective Course (6 Credits)**

- NASX 210 Native American Sports & Games
- NASX 235 Oral and Written Traditions of Native Americans
- NASX 260 Sustainability Indigenous Community Development
- NASX 304 Native American Beliefs and Philosophy
- NASX 306 Contemporary Global Issues Indigenous People
- PHAR 320 American Indian Health Issues
- NASX 340 Native American Literature
- NASX 430 American Indian Education
- NASX 464 History of Indian Affairs to 1779
- NASX 465 History of Indian Affairs in the 19th Century
- ANTY 150 Archaeology of Yellowstone
- HSTA 255 Montana History
- SW 491 Social Justice in Indian Country
- ENST 489 Environmental Justice Issues and Solutions