Meet Our Faculty:

- Dr. Shawn Secatero, (Canoncito Band of Navajo), Associate Professor, and NALE Coordinator (505) 277-6018 (ssecater@unm.edu)
- Dr. Allison Borden, Professor, (aborden@unm.edu)
- Dr. Arlie Woodrum, Associate Professor (awoodrum@unm.edu)
- Dr. Patrick Lopez, Educational Leadership Program Coordinator (plopez5@unm.edu)
- Dr. William “Toby” Holmes, (Choctaw) Assistant Professor (wtholmes@unm.edu)
- Dr. Alicia Chavez, Associate Professor (afchavez@unm.edu)

Application

Students admitted into the NALE program must meet all requirements for admission into the University and the College of Education Educational Leadership program. UNM College of Education faculty will provide hands-on guidance and support for candidates that meet the required qualifications.

Requirements:

- Submit a UNM Graduate School Admissions Packet Website: www.unm.edu/apply

Contact: Mary Hooper, UNM TEELP Program Manager Educational Support; 505-277-0513 or TEELP@unm.edu

IMPORTANT DATES:

Call for Applications: May 1, 2021
Application Packet Deadline: November 1, 2021
ZOOM Interviews for finalists: February 16, 2022—March 1, 2022
Acceptance Notifications: March 2, 2022
ZOOM Orientation: To be announced in May 2022.
Coursework begins: June 2022.

I enjoyed the readings, course discussions, and through the guidance of wonderful faculty, I began developing my dissertation. Through the help of my amazing dissertation co-chairs, Dr. Alicia F. Chávez and Dr. Robin Minthorn and special thanks to the rest of my committee, Dr. Shawn Secatero and Dr. Tiffany Lee, I completed my dissertation this May and now will graduate as Dr. Catherine N. Montoya. Through NALE and the small class sizes, I had the chance to develop lasting friendships with the cohorts, where we supported one another throughout the doctoral process. I am so grateful for a program entirely based upon a Native perspective and focus.” --Dr. Catherine Montoya, NALE Class of 2021

NALE Coordinator: Shawn Secatero, Ph.D. (Canoncito Band of Navajo)  Associate Professor
UNM Teacher Education, Educational Leadership Program
Hokona Zuni Hall Room 388  MSC05 3040
1 University of New Mexico  Albuquerque, N.M. 87131
Phone: (505) 277-6018  FAX: (505) 277-0455
ssecater@unm.edu
Program Information

The purpose of the NALE cohort is to enable UNM College of Education and Human Sciences and the Educational Leadership Program to address specific needs within tribal and broader Native American educational leadership in New Mexico. NALE demonstrates UNM’s commitment to Indian education in tribal, rural and urban communities. Our holistic based education curriculum and program development addresses the unique needs of communities in the P-20 pathway while increasing the number of Native American leaders across the education spectrum in New Mexico, nationally, and internationally.

Program of Study

Selected cohort members will complete 30 hours of required course work, 18 hours of electives, apply 24 credit hours previous graduate work to the program of studies, and complete a minimum of 18 dissertation credit hours. Please visit the Educational Leadership Program website for more detailed information about the required coursework at: https://coehs.unm.edu/departments-programs/teelp/education-leadership-program/nale/index.html

The NALE program framework is based on a holistic Indigenous Leadership Corn Pollen model which encompasses spiritual, mental, physical, and social well-being attributes with an additional 12 sub-pillars. Courses are specifically designed with both western and indigenous based leadership concepts that promote overall balance in purpose, mind, body, and relationships.

Eligibility Requirements

You are eligible to apply to this program if you meet the following criteria:

1) Masters degree from a regionally accredited college/university in education or related field of study.
2) Commit to serving and contributing to the education and well-being of a Native American school, college, program, or entity.
3) Three Letters of recommendation: preferably a Tribal leader, professor, and supervisor
4) An original 5-7 page writing sample highlighting transformational leadership in Native education.
5) Biographical form and updated resume or curriculum vitae.

Benefits and NALE Success

• Cohort members will receive a doctoral orientation and family induction process.
• Each course is Indigenous research focused.
• Faculty advisor that will provide support during the doctoral process.
• Opportunities to present and share educational experiences and research at local, state, tribal, national, and international conferences.
• Courses are offered through blended online and face to face instruction.

NALE ED.D. Coursework:

SPIRITUAL WELL BEING QUADRANT — PURPOSE, IDENTITY, VOICE, AND PEDAGOGY
LEAD 505—Visionary Leadership for Learning
LEAD 601—Perspectives on Native Leadership
LEAD 650—Native Leadership as Researcher
LEAD 692 (3 hours)- Workshop in College Leadership Course Teaching

MENTAL WELL BEING QUADRANT — MIND, HEART, WISDOM, AND FUTURE
LEAD 603-Introduction to Data Analysis for Native Organizational Leaders
LEAD 605-Qualitative Research in Education
LEAD 607-Analyzing Qualitative Data
LEAD 609-Quantitative Methods for Analyzing and Transforming Native Organizations

PHYSICAL WELL BEING QUADRANT — BODY, PLACE, TIME, AND HEALING
LEAD 593-Rural Native Leadership
LEAD 610-Organizational Change: Theory and Process in Native Communities
LEAD 692 (3 hours)- Workshop in Dissertation Preparation for Native American scholars
LEAD 693 - Indigenous Methodologies in Educational Leadership

SOCIAL WELL BEING QUADRANT — RELATIONS, GOALS, SUSTAINABILITY, AND LEADERSHIP
LEAD 602—Indigenous Leadership in Education and Community Contexts
LEAD 611-Community Learning as Leadership
LEAD 634-Native Education, Politics, and Policy
LEAD 635-Legal and Fiscal Underpinnings of Educational Equity for Native Americans

COMING FULL CIRCLE—BALANCE & SUCCESS
LEAD 699-Dissertation (18 hours)

"Being part of NALE has been an incredible experience that deepened my appreciation for the roles that we have had, are currently in, and get to be part of in the future. I appreciate how NALE has allowed me to envision myself as an Indigenous scholar. The classes and instruction have paved the way for this new reality of academia that needs Indigenous scholarship."

—Jodi Burshia, NALE 1 Cohort member and doctoral candidate.