TO: Paul Reichardt
Provost

FROM: Patrick E. Marlow

CC: Bernice Joseph, Vice Chancellor CRCD
Mary Pete, Director, KuC
Phyllis Morrow, Dean CLA
Lawrence Kaplan, Director ANLC

RE: Proposed B.A. in Yup'ik Language and Culture

DATE: June 5, 2007

On June 4, 2007 Vice Chancellor Bernice Joseph requested that I respond to your concern regarding upper division credit within the proposed B.A. in *Yup'ik Language and Culture*.

To restate your concern:

A student could fulfill the major requirements with only 9 upper division credits within the major, leaving an additional 30 upper division credits to be filled through electives, potentially raising the total number of credits required to complete the degree.

Response:

1. It is possible to complete both existing Eskimo B.A. programs (Inupiaq and Yup'ik) offered by ANLP-CLA with a similar or lower number of upper division credits.
   a. The *minimum* upper division credit possible for Inupiaq is 6 credits:
      i. ANL 313--Alaska Native Languages: Eskimo-Aleut--5 credits
         ESK 111--Elementary Inupiaq Eskimo--5 credits
         ESK 112--Elementary Inupiaq Eskimo--5 credits
         ESK 211--Intermediate Inupiaq Eskimo--3 credits
         ESK 212--Intermediate Inupiaq Eskimo--3 credits
         ESK 417--Advanced Inupiaq Eskimo--3 credits
         LING 101--Nature of Language (3) or ANS 320W--Language and Culture:
            Applications to Alaska (3)--3 credits
b. The minimum upper division credit possible for Yup’ik is 9 credits:
   i. ESK 101--Elementary Central Yup’ik Eskimo--5 credits
      ESK 102--Elementary Central Yup’ik Eskimo--5 credits
      ESK 201--Intermediate Central Yup’ik--3 credits
      ESK 202--Intermediate Central Yup’ik--3 credits
      ESK 301--Advanced Central Yup’ik Eskimo--3 credits
      ESK 415--Additional Topics in Advanced Yup’ik Eskimo--3 credits
      LING 101--Nature of Language (3) or ANS 320 W--Language and Culture:
      Applications to Alaska (3)--3 credits

c. The maximum upper division credit possible in either of these majors is 18 credits.

2. It is not possible to complete the proposed B.A. in Yup’ik Language and Culture with fewer than 9 upper division credits in the major. The maximum number of upper division credit possible is 15 credits.

3. The proposed B.A. in Yup’ik Language and Culture is designed to provide a smooth transition from the existing certificate programs (Native Language Education and Yup’ik Language Proficiency). Given the nature of certificate programs, providing this transition requires that the program recognize a significant number of lower division credits as valid.

4. Given the nature of the degree and the workforce, students should be encouraged to include a minor (or even a second major) when planning their B.A. In particular, a student interested in a career in Education should be encouraged to complete an Education Minor (19 credits—12 upper division required); a student interested in rural and community development should be encouraged to complete a DANRD Minor (19 credits—19 upper division possible).

To this end, the following notation is included in the proposed catalog entry:

“Depending on interest, students in the program are encouraged to complete a minor in Education or Alaska Native and Rural Development.”
BRIEF STATEMENT OF THE PROPOSED PROGRAM
Yup’ik Language and Culture (Yupiit Nakmiin Qaneryaarat Piciryararat-Illu)

A four-year Baccalaureate program in Yupiit Nakmiin Qaneryaarat Piciryararat-Illu (Yup’ik language and culture) will be administered under the College of Liberal Arts and will be made available to students who complete 120 credits in Yup’ik Language and related course work through the Kuskokwim Campus of the College of Community and Rural Development (KUC). The program is designed to accommodate students from three different backgrounds: traditional on-campus students attending KUC, non-traditional students who have completed the 30-credit certificate or 60-credit A.A.S. in Yup’ik Language Proficiency, and non-traditional students who have completed the 30-credit certificate or 60-credit A.A.S. in Native Language Education: Yup’ik Option.

The proposed degree program will be offered through the Kuskokwim Campus only and will include traditional on campus classes as well as summer intensive and distance delivery options. Traditional on campus students (approximately 3-5 majors) will be offered the option of enrolling directly in the proposed B.A. program or one of two “feeder” programs: Certificate/AAS in Yup’ik Language Proficiency or Certificate/AAS in Native Language Education. Significant numbers (more than 50 since 2002) of non-traditional students are already pursuing coursework in these “feeder” programs. Total enrollment from these three populations is expected to be between nine (9) and (15) majors (see pages 14 & 17).

At the lower division level, the proposed B.A. program overlaps significantly with both “feeder” programs. This overlap is intentional and will encourage feeder program graduates (10 of whom are expected to graduate by December 2007) to pursue their baccalaureate degrees.

Most students pursuing the Certificate/AAS in either Yup’ik Language Proficiency or Native Language Education: Yup’ik Option are currently employed as teacher’s aides within local school districts within the Kuskokwim Campus service area. Most of these students will be non-traditional students in the sense that they are older and often with family and job responsibilities. As such, they are unable to attend courses full-time on campus. Both Certificate/AAS degrees are distance delivered. Upon completion of these programs, students will have sufficient Yup’ik language proficiency.

This academically sound program will increase both the quality and quantity of Yup’ik language programming available through the schools and villages from which the students are drawn by providing them with advanced knowledge of Yup’ik language, literature, linguistics, and cultural traditions. This knowledge will in-turn enhance the teaching and learning within their own classrooms.
Proposed General Catalog Layout

YUP’IK LANGUAGE AND CULTURE
(YUPITI NAKMIIN QANERYARAAT PICIRYARAAT-LLU)

College of Liberal Arts
Department of Alaska Native Languages
543-4500 or 474-7874
Degree: B.A.
Minimum Requirements for Degree: 120
Offered through the Kuskokwim Campus only.

The Yupit Nakmiin Qaneryaraat Piciryaraat-llu program strives to reinforce a Yup’ik identity that is centrally dependent on the language and culture, prepares the student for success in the world, and leads to acceptance at home. The program is based on the philosophy that a strong command of the Yup’ik language leads to a complete understanding of the Yup’ik way of life, the world around us, and our place in it.

Depending on interest, students in the program are encouraged to complete a minor in Education or Alaska Native and Rural Development.

UNDERGRADUATE PROGRAM

MAJOR
Yupit Nakmiin Qaneryaraat Piciryaraat-llu—B.A. Degree
1. Complete the general university requirements (page 26).
2. Complete the B.A. requirements (page 30).
3. Complete the following program (major) requirements.*
   a. Complete one of the following sequences (9 cr.):
      ESK 221 Intermediate CY Apprenticeship 1 (3 cr.)
      ESK 222 Intermediate CY Apprenticeship 2 (3 cr.)
      ESK 223 Intermediate CY Apprenticeship 3 (3 cr.)
      or
      ESK 204 Conversational Central Yup’ik IV
      ESK 205 Regaining Fluency in Yup’ik (3 cr.)
      ESK 206 Regaining Fluency in Yup’ik (3 cr.)
      or
      ESK 240 Introduction to Reading Yup’ik (3 cr.)
      ESK 250 Yup’ik Language for Children (3 cr.)
      ESK 251 Teaching Yup’ik Reading & Writing (3 cr.)
   b. Complete the following (15 cr.):
      ESK 130 Beginning Yup’ik Grammar (3 cr.)
      ESK 208 Yup’ik Composition (3 cr.)
      ESK 375 Yup’ik Philosophy/Umuyuarteqsaraq (O) (3 cr.)
      ESK 330 Yup’ik Literature/Yupit Quliraitnek Igaryaraq (W) (3 cr.)
      ESK 488 Documenting Yup’ik Traditions/Caliarkaq (W) (3 cr.)

*Student must earn a C or better in each course.

NOTE: Change in format indicates ESK 375, 330, and 488 are the only new courses proposed for this program.
University of Alaska New Program Approval

Board of Regents Summary Form

MAU: UAF

Title and brief description: Yup'ik Nakmiin Qaneryaraat Piciryaraat-Illu

The Yup'ik Nakmiin Qaneryaraat Piciryaraat-Illu program is a four year liberal arts program in Yup'ik language and culture. Offered by the Kuskokwim Campus, the program builds on existing Certificate and AAS programs in Yup'ik Language Proficiency and Native Language Education and provides graduates of those programs with a pathway to a four year degree.

Target Admission date: FALL 2007

How does the program relate to the Education Mission of the University of Alaska?

This program will promote the enhancement of educational opportunities for a portion of Alaska's Native population (i.e., Yup'ik), as specified in the UAF mission statement. The proposed program will allow KUC and place-bound students to pursue advanced study of Yup'ik through UAF. Many will be non-traditional students who might not otherwise seek post-secondary education.

Describe the State Needs being met by this program.

As awareness of language and culture issues continues to increase throughout Alaska, requests for training programs focusing on language proficiency have come from several regions of the state. While the proposed program is designed to meet the specific local needs expressed by schools, communities, and students served by the Kuskokwim Campus, the Alaska Native Language Center believes that the proposed program can and will serve as a model for further program development throughout the state.

The Yup'ik region is currently the best suited to serve as a model for language program development serving local populations and local needs. The Kuskokwim Campus has a strong language faculty and long history of offering Yup'ik language classes (entry-level to advanced) to its students. However, despite the strengths of the campus and its faculty, no coherent degree program has ever been offered or (to our knowledge) proposed.

Within the Yup'ik region, schools and school districts have developed a variety of programs designed to address local language needs (Yup'ik language development programs for Yup'ik speaking children, Yup'ik as a 2nd language programs for non-Yup'ik speaking children, and Yup'ik Immersion programs). Even as surveyed school districts have developed and implemented these programs, they report difficulty filling Yup'ik language teaching positions. Of approximately sixty-six (66) Yup'ik teacher's aides, approximately forty-five percent (45%) lack sufficient Yup'ik language proficiency to implement meaningful language programs within their schools. Of approximately ninety-two (92) Alaska Native teachers, twenty-five percent (25%) lack such proficiency.

The situation can only get worse. Ongoing language shift means fewer teachers and teacher's aides will have the proficiency necessary to implement meaningful programming. At the same time, the same shift has meant greater interest in developing such programming (especially Immersion programs).
What are the Student opportunities and outcomes? The enrollment projections?

Between nine (9) and fifteen (15) students are expected to enroll in the program. The program is designed to meet the needs of three populations of students. Between three (3) and five (5) students from each population are expected to enroll:

1. **Students completing the Certificate/AAS in Yup'ik Language Proficiency**: Students completing the Certificate or AAS program will be given the opportunity to transfer directly into the proposed four-year degree program. Traditionally there has been little or no relationship between two and four-year programs.

   Between three (3) and five (5) non-traditional students are expected to be enrolled per year.

2. **Students completing the Certificate/AAS in Native Language Education: Yup'ik Option**: Students completing the Certificate or AAS program will be given the opportunity to transfer directly into the proposed four-year degree program. Traditionally there has been little or no relationship between two and four-year programs.

   Between three (3) and five (5) non-traditional students are expected to be enrolled per year.

3. **Traditional students enrolled at the Kuskokwim Campus**: Many students are already enrolled in Yup’ik language classes through the Kuskokwim Campus, but due to the lack of a structured degree program are forced to take these classes as general electives and are structurally discouraged from pursuing a four-year degree. The proposed program will provide the continuous, structured language study necessary to become proficient in the language.

   Between three (3) and five (5) traditional students are expected to be enrolled per year.

Describe the Research opportunities, if applicable.

As a four-year program at a rural campus, there will be no direct involvement in research. However, as the Alaska Native Language Center works to recruit additional graduate students from throughout the Kuskokwim Campus service area, those students will be encouraged to develop research interests in a variety of subjects that will work to strengthen this program and other language programs throughout the region. It is hoped that over time these graduate students will return as potential faculty for the Kuskokwim Campus.

Identify any additional Faculty and Staff requirements as well as any existing expertise and resources that will be applied.

**Faculty and Staff:**

No additional Faculty or Staff are required since program implementation requires the addition of just three classes. The Kuskokwim Campus has two highly qualified permanent Yup’ik language faculty (Oscar Alexie, Assistant Professor of Yup’ik; Sophie Alexie, instructor of Yup’ik). Each has twenty years of experience teaching Yup’ik. Further, the Kuskokwim Campus has agreed to provide the necessary staff support to maintain the program.

**Relationship between KuC and ANLP**

In an effort to provide ongoing support to the program, both Oscar Alexie and Sophie Alexie will be made adjunct faculty with the Alaska Native Language Program. While their primary appointment and salary lines will be maintained by KuC, they will be invited to participate in the life of the department, including faculty meetings (by audio), mentoring relationships, etc. The Alaska Native Language Program believes that a formal relationship of this type will not only help to establish a strong program at KuC, but also to strengthen the existing programs on the Fairbanks campus.
All changes/future modifications to the program will be submitted simultaneously for review by the CLA and CRCD curriculum councils. This will guarantee a joint administration of the program as it evolves.

**Grant Funding**

Grant funds (U.S. Department of Education S35A050047) are available through Summer 2008, to support the delivery of the Certificate in Yup'ik Language Proficiency, one of two feeder programs. The graduates from this program will be eligible to enter the B.A. (via distance). Loss of these funds will make distance delivery of this feeder program difficult and will therefore negatively impact long-term recruitment of students for the B.A. However, initial recruitment is expected to be strong (9-15 students from three populations); and ongoing recruitment from the other feeder program (Native Language Education) and the on-campus population will not be affected.

Identify the impacts on existing Technology & Facilities as well as projected needs.

There are no anticipated impacts on technology. Language classes delivered on the Kuskokwim Campus will be delivered in traditional ways. Further, the program makes extensive use of existing distance delivery courses. Eight (8) ESK courses are currently distance delivered through KuC. An additional three (3) LING electives are distance delivered through the Fairbanks campus. Finally, all three (3) new upper division courses will be developed for distance delivery. All these courses will be delivered using existing UAF technology.

Current and proposed distance courses include:

- ESK 130 Beginning Yup'ik Grammar (3 cr.)
- ESK 204 Conversational Central Yup'ik (V(3 cr.)
- ESK 205 Regaining Fluency in Yup'ik (3 cr.)
- ESK 206 Regaining Fluency in Yup'ik (3 cr.)
- ESK 208 Yup’ik Composition (3 cr.)
- ESK 230 Introduction to Interpreting and Translating I (3 cr.)
- ESK 231 Introduction to Interpreting and Translating II (3 cr.)
- ESK 240 Introduction to Reading Yup’ik (3 cr.)
- LING 402 Second Language Acquisition (3 cr.)
- LING 410 Theory and Methods of Language Teaching (3 cr.)
- LING 450 Language Policy and Planning (O) (3 cr.)
- ESK 375 Yup’ik Philosophy/Umyuarteqsraq (O) (3 cr.)
- ESK 330 Yup’ik Literature/Yupiit Quilirañeek Igïryam (W) (3 cr.)
- ESK 488 Documenting Yup’ik Traditions/Calliarka (W) (3 cr.)

NOTE: Three lower-division distance courses (ESK 221, 222, and 223) overlap with the existing Certificate in Native Language Education. This program depends on grant funds to facilitate delivery of these courses (hiring local elders, funding travel for site visits and intensive workshops). Current grant funding will expire in Summer 2008. Faculty will seek additional grant funds. However, failure to secure funding will not impact the overall deliverability of the B.A. program. The sequence (ESK 221-222-223) is one of three options available to B.A. students. Delivery of the remaining two options (ESK 204-205-206 and 240-250-251) is not dependent on grant funds.
## XI. Resource Commitment to the Proposed Degree Program

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</table>

*Funds represent the commitment of the Kuskokwim Campus. All faculty and support staff functions will be undertaken by existing faculty and staff as part of their regular duties. All instructional/office equipment and supplies monies are derivative of existing budgets. **New or additional funds are needed to maintain the program.**

**Development and implementation of the program is supported by grant funds (U.S. Department of Education S35A050047 and S356A020049) through Summer 2008. Funds include two additional faculty members (Dr. Partick E. Marlow, Mr. John Toopetlook: $118,354), travel funds (program development meetings, student recruitment & support: $94,340), and supplies ($1,328). These funds are noted here, and not in the budget sheet above as these funds are not part of an ongoing UAF commitment, nor are they required for maintaining the program once established (see page 16 above).**

Dean College of Liberal Arts  
Date  
Dean College of Rural Alaska  
Date
NEW DEGREE PROGRAM REQUEST

B.A.
Yup’ik Language and Culture
Yupiit Nakmiin Qaneryaraat Piciryaraat-llu

October 2006

Prepared by:
Oscar Alexie, Assistant Professor
Kuskokwim Campus
College of Rural Alaska

Patrick E. Marlow, Assistant Professor
Alaska Native Language Center
College of Liberal Arts
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I. COVER MEMORANDUM

A. Name of person preparing request

Request prepared by Patrick E. Marlow, Assistant Professor of Linguistics, Alaska Native Language Center, UAF and Oscar Alexie, Assistant Professor of Yup’ik, Kuskokwim Campus, in collaboration with Lawrence Kaplan, Director, Alaska Native Language Center, UAF.

B. Brief statement of the proposed program, objectives and career opportunities.

A four-year Baccalaureate program in Yup’it Nunat Nalunaaq Nalunaq Kusit Nalunaq (Yup’ik language and culture) will be administered under the College of Liberal Arts and will be made available to students who complete 120 credits in Yup’ik Language and related course work through the Kuskokwim Campus of the College of Community and Rural Development (KUC). The program is designed to accommodate students from three different backgrounds: traditional on-campus students attending KUC, non-traditional students who have completed the 30-credit certificate or 60-credit A.A.S. in Yup’ik Language Proficiency, and non-traditional students who have completed the 30-credit certificate or 60-credit A.A.S. in Native Language Education: Yup’ik Option.

The proposed degree program will be offered through the Kuskokwim Campus only and will include traditional on campus classes as well as summer intensive and distance delivery options. Traditional on campus students (approximately 3-5 majors) will be offered the option of enrolling directly in the proposed B.A. program or one of two “feeder” programs: Certificate/AAS in Yup’ik Language Proficiency or Certificate/AAS in Native Language Education. Significant numbers (more than 50 since 2002) of non-traditional students are already pursuing coursework in these “feeder” programs. Total enrollment from these three populations is expected to be between nine (9) and (15) majors (see pages 14 & 17).

At the lower division level, the proposed B.A. program overlaps significantly with both “feeder” programs. This overlap is intentional and will encourage feeder program graduates (10 of whom are expected to graduate by December 2007) to pursue their baccalaureate degrees.

Most students pursuing the Certificate/AAS in either Yup’ik Language Proficiency or Native Language Education: Yup’ik Option are currently employed as teacher’s aides within local school districts within the Kuskokwim Campus service area. Most of these students will be non-traditional students in the sense that they are older and often with family and job responsibilities. As such, they are unable to attend courses full-time on campus. Both Certificate/AAS degrees are distance delivered. Upon completion of these programs, students will have sufficient Yup’ik language proficiency.

This academically sound program will increase both the quality and quantity of Yup’ik language programming available through the schools and villages from which the students are drawn by providing them with advanced knowledge of Yup’ik language, literature, linguistics, and cultural traditions. This knowledge will in-turn enhance the teaching and learning within their own classrooms.
C. Provision for approval signatures of:

Director, Alaska Native Language Center

Date

Director, Kuskokwim Campus

Date

Dean, College Liberal Arts

Date

Dean, College of Rural Alaska

Date

Chair, Curriculum Council for College of Liberal Arts

Date

President, UAF Faculty Senate

Date

Chancellor, UAF

Date

President, UA

Date

Board of Regents

Date
II. IDENTIFICATION OF THE PROGRAM

A. Description of the Program

1. Program title: Yupiit Nakmiin Qaneryaraat Piciryaraat-Ilu

2. Credential level: Baccalaureate (120 UAF credits)

3. Admissions requirements and prerequisites:

All applicants must undergo a Yup’ik language placement test to determine their level of Yup’ik proficiency (oral and written) and suitability for the program. Students with insufficient Yup’ik oral proficiency will be advised into the Certificate and AAS in Yup’ik Language Proficiency. Students with sufficiently strong Yup’ik oral proficiency will be advised into more advanced courses and/or other relevant degree programs.* Students must earn at least 120 credits, must maintain a grade point average of at least 2.0, and must complete an exit interview to determine they have in fact obtained the required oral proficiency before being granted the degree.

*Note: The B.A. in Yup’ik currently offered at UAF’s main campus is considered appropriate for both Yup’ik speakers and non-speakers alike, as its primary focus is on the linguistic structure of Yup’ik.

4. Course descriptions of required and recommended elective courses. (Proposed courses marked in italics)

ANL 287 3 Credits
Teaching Methods for Alaska Native Languages (h)
Methodological approaches and practice in teaching Native language and literacy to both speakers and non-speakers. (Prerequisite: Knowledge of a Native language.) (3 + 0) Offered As Demand Warrants

ANL 288 3 Credits
Curriculum and Materials Development for Alaska Native Languages (h)
Preparation and evaluation of curriculum and classroom materials for teaching Native languages. (Prerequisite: Knowledge of a Native language and ANL 287 or permission of instructor.) (3 + 0) Offered As Demand Warrants

ANS 111 3 Credits
History of Alaska Natives (s)
(Cross-listed with HIST 110)
The history of Alaska Natives from contact to the signing of the Land Claims Settlement Act. (3 + 0) Offered Fall

ANS 242 3 Credits
Native Cultures of Alaska (s)
(Cross-listed with ANTH 242)
The traditional Aleut, Eskimo and Indian (Athabaskan and Tlingit) cultures of Alaska. Eskimo and Indian cultures in Canada. Linguistic and cultural groupings, population changes, subsistence patterns, social organization and religion in terms of local ecology. Pre-contact interaction between groups. Also available via Independent Learning. (3 + 0) Offered Fall, Spring

ANS 320W 3 Credits
Language and Culture: Applications to Alaska (s)
(Cross-listed with ANTH 320W)
Language, ethnicity and their interrelationships. Communicating ethnic identity. Patterns of language use which affect communication between ethnic groups. Applicability of these concepts to Native/non-Native communication patterns. (Prerequisite: ENGL 111X, ENGL 211X or ENGL 213X or permission of instructor, and LING 101.) (3 + 0) Offered Spring
ESK 130 3 Credits
Beginning Yup'ik Grammar (h)
Literacy and grammatical analysis of the Central Yup'ik language. Students will learn basic grammatical concepts and literacy skills, with consideration given to dialect differences. (Prerequisite: ESK 103 or ESK 122 or basic conversational Yup'ik skills). (3+0) Offered As Demand Warrants

ESK 208 (3 Credits) As Demand Warrants
Yup'ik Composition (3+0) h
An examination of the development of written Yup'ik and exploration of writing for entertainment, information, transcription of oral narratives and note taking in meetings where Yup'ik is the dominant language. New writing styles are examined, rather than simply translating the standard categories of English composition. Students receive extensive practice in Yup'ik orthography and participate in the evaluation of each other's writings. (Prerequisite: ESK 109.)

ESK 221 3 Credits
Intermediate Central Yup'ik Apprenticeship I
Intermediate-level learning to speak and understand Yup'ik. Local speaker acts as mentor/primary resource. Focus on everyday situations. Yup'ik faculty member serves as instructor of record. Student and mentor required to participate in 10 hr. orientation, maintain weekly contact with instructor of record and participate in monthly assessments. Kuskokwim campus only. Dependent on ability to identify willing mentor who meets Yup'ik faculty approval. (Prerequisite: ESK 123 or formal assessment indicating equivalent speaking and listening skills.) (1+10) Offered As Demand Warrants

ESK 222 3 Credits
Intermediate Central Yup'ik Apprenticeship II
Continuation of ESK 221. Increasing emphasis on listening and speaking skills. Dependent on ability to identify willing mentor who meets Yup'ik faculty approval. (Prerequisite: ESK 221 or formal assessment indicating equivalent speaking and listening skills.) (1+10) Offered Kuskokwim: As Demand Warrants

ESK 223 3 Credits
Intermediate Central Yup'ik Apprenticeship III
Continuation of ESK 222. Increasing emphasis on listening and speaking skills. Dependent on ability to identify willing mentor who meets Yup'ik faculty approval. (Prerequisite: ESK 222 or formal assessment indicating equivalent speaking and listening skills.) (1+10) Offered Kuskokwim: As Demand Warrants

ESK 204 3 Credits
Conversational Central Yup'ik IV (h)
Continuation of ESK 203. Development of proficiency in the Central Yup'ik language, vocabulary for everyday situations, reading and writing. (3+0) Offered As Demand Warrants

ESK 205 3 Credits
Regaining Fluency in Yup'ik (h)
Yup'ik speaking skills and fluency for those with some background in the language. (Prerequisite: Permission of instructor. Each potential student must be evaluated for language capabilities.) (3+0) Offered As Demand Warrants

ESK 206 3 Credits
Regaining Fluency in Yup'ik II (h)
Continuation of ESK 205. Speaking skills and fluency for those with some background in the language. (Prerequisite: ESK 205 or permission of instructor. Each potential student must be evaluated for language capabilities.) (3+0) Offered As Demand Warrants

ESK 208 3 Credits
Yup'ik Composition (h)
An examination of the development of written Yup'ik and exploration of writing for entertainment, information, transcription of oral narratives and note taking in meetings where Yup'ik is the dominant language. New writing styles are examined, rather than simply translating the standard categories of English composition. Students receive extensive practice in Yup'ik orthography and participate in the evaluation of each other's writings. (Prerequisite: ESK 109.) (3+0) Offered As Demand Warrants

ESK 230 3 Credits
Introduction to Interpreting and Translating I (h)
Introduction to interpreting and translating, designed for both those wishing to enter the field and those who wish to
upgrade their skills. Discussion of problems which arise during interpreting and translating along with suggestions on how to handle them. (Prerequisites: Must be fluent in English and Yup’ik. Permission of instructor.) (3+0)
Offered As Demand Warrants

ESK 231 3 Credits
Introduction to Interpreting and Translating II (h)
Continuation of ESK 230. (Prerequisites: ESK 230.) (3+0) Offered As Demand Warrants

ESK 240 3 Credits
Introduction to Reading Yup’ik
Emphasis on understanding written Yup’ik for practical purposes (posters, brochures, pamphlets, newsletters, signs) and continued language learning (short stories, descriptions). Students will learn to write simple short phrases and lists using the standard writing system. (Prerequisite: ESK 130 and ESK 204 or ESK 222.) (3+0) Offered As Demand Warrants

ESK 250 3 Credits
Yup’ik Literature for Children
Students explore and practice reading children’s literature in Yup’ik. Students are exposed to a variety of genres (fiction, nonfiction, traditional stories, poetry, songs, etc.). Reader leveling will be discussed. Students are required to write targeted readers for specific reading levels in Yup’ik. Offered at Kuskokwim campus only. (Prerequisites: ESK 208 or equivalent reading and writing skills.) (3+0) Offered As Demand Warrants

ESK 251 3 Credits
Teaching Beginning Yup’ik Reading and Writing
Teaching strategies in Yup’ik literacy. Focus on reading and writing at the primary-early entry through intermediate levels. Students develop lessons for reading, writing and word study, manage instructional time, and use assessment for placement and instructional purposes. Materials, reading resources, and instructional guides will be reviewed and used for the development of lessons, reading and writing skills. Offered at Kuskokwim campus only. (Prerequisite ESK 208 or equivalent reading and writing skills) (3+0) Offered As Demand Warrants

ESK 375 3 Credits (O)
Yup’ik Philosophy/Umnyariqtsaraq
Exploration of Yup’ik philosophy and spirituality; including exploration of the relationship between modern and traditional belief systems and the influence of western religion and philosophy. Taught entirely in Yup’ik.

ESK 330 3 Credits
Yup’ik Literature/Yup’lit Gullitineq Igaryaraq (W)
Central Yup’ik Literature with exposure to a variety of literary styles, including qulirat, qaneryaraqtaaraat, ak’allaat qulirat, qanruyuqtaalrrarat. Students will gain an understanding of the broad range of regional, stylistic, and orthographic traditions, while working on their own writing through a variety of shorter papers and a final paper/project. Specific content to be announced at time of registration. Taught entirely in Yup’ik. Prerequisites: ESK 208, ESK 240, ENGL 111 and ENGL 211 or 213.

ESK 488 3 Credits
Documenting Yup’ik Traditions/Cullarqtaa (W)
Documentation of local cultural and oral traditions. Under faculty supervision, the student completes a major project in Yup’ik language and culture documentation. Possible project types include (but are not limited to) collection and transcription of: traditional narratives, personal or local histories, local customs and beliefs. (Prerequisite: Senior standing or permission of instructor.) Taught entirely in Yup’ik.

LING 402 3 Credits
Second Language Acquisition
Central issues in second language acquisition research. Includes a critical review of SLA theories and research. (Prerequisites: LING 101 or permission of instructor. Next offered: 2006-07.) (3+0) Offered Alternate Fall

LING 4100 3 Credits
Theory and Methods of Second Language Teaching
Theory and practice of teaching a second language, including methodological approaches, second language acquisition theory, materials and testing. (Prerequisites: COMM 131X or 141X. Next offered: 2006-07.) (3+0) Offered Alternate Spring
LING 4500 3 Credits
Language Policy and Planning (s)
(Stucked with LING 650)
Consideration of minority languages, including Alaskan Native Languages, in light of their histories, current status
and factors affecting future maintenance. (Prerequisites: COMM 131X or 141X. Next offered: 2006–07.) (3:0)
Offered Alternate Fall

5. Requirements for the degree.

Students must complete a minimum of 30 credits in Eskimo and Linguistics from the above list. Courses
must cover the following areas of study: Reading, Writing, and Grammar (such as ESK 208, 130, and
240); Conversational Yup’ik (such as ESK 205, 206, 223 OR ESK 221, 222, 223); and Yup’ik Cultural
practices (such as ESK 375, 330, 488). Depending on student interest, approved electives include
Linguistics and Language Teaching (LING 402, 410, 450) and Interpreting/Translating (ESK 230, 231).
Students must have at least a 2.0 grade average for all work and must successfully complete an exit
interview to determine that they have reached the defined proficiency levels required for the degree. The
interview will be conducted as part of ESK 488, which is required of all students.

a. Sample Course of Study and 4-Year Cycle of course offerings

ai. Sample Course of Study (on-campus)

2007
Spring  ESK 204 Conversational Central Yup’ik IV
        ESK 130 Beginning Yup’ik Grammar
Fall    ESK 205 Regaining Fluency in Yup’ik I
        ESK 208 Yup’ik Composition

2008
Spring  ESK 206 Regaining Fluency in Yup’ik II
        ESK 240 Introduction to Reading Yup’ik
Fall    ESK 375 Yup’ik Philosophy/Umyuarteqsaraq
        ESK or LING Elective

2009
Spring  ESK 330 Yup’ik Literature/Yupiit Quliraitnek Igaryaraq
Fall    ESK 488 Caliarkaq

aii. Sample Course of Study (off-campus)

2006
Summer  ESK 221 Intermediate Central Yup’ik Apprenticeship I
Fall    ESK 222 Intermediate Central Yup’ik Apprenticeship II

2007
Spring  ESK 223 Intermediate Central Yup’ik Apprenticeship III
        ESK 130 Beginning Yup’ik Grammar
Fall    ESK 208 Yup’ik Composition

2008
Spring  ESK 240 Introduction to Reading Yup’ik
        ESK or LING Elective
Fall    ESK 375 Umyuarteqsaraq

2009
Spring  ESK 330 Yup’ik Literature/Yupiit Quliraitnek Igaryaraq
Fall    ESK 488 Caliarkaq
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X = On campus only. Will be developed for distance delivery.
X = Distance only.
X = On/off campus.

*Offered by Lower Kuskokwim School District (LKSD) personnel since 2004 via LKSD Summer Institute.
b. Proposed General Catalog Layout

**YUP’IK LANGUAGE AND CULTURE**  
**YUPIT NAKMIIN QANERYARAAT PICIRYARAAT-LLU**

**College of Liberal Arts**  
**Department of Alaska Native Languages**  
543-4500 or 474-7874  
Degree: B.A.  
Minimum Requirements for Degree: 120  
Offered through the Kuskokwim Campus only.

The *Yupit Nakmin Qaneryaraat Piciryaraat-llu* program strives to reinforce a Yup’ik identity that is centrally dependent on the language and culture, prepares the student for success in the world, and leads to acceptance at home. The program is based on the philosophy that a strong command of the Yup’ik language leads to a complete understanding of the Yup’ik way of life, the world around us, and our place in it.

Depending on interest, students in the program are encouraged to complete a minor in Education or Alaska Native and Rural Development.

**UNDERGRADUATE PROGRAM**

**MAJOR**  
**Yupit Nakmiin Qaneryaraat Piciryaraat-llu—B.A. Degree**

1. Complete the general university requirements (page 26).
2. Complete the B.A. requirements (page 30).
3. Complete the following program (major) requirements.*
   a. Complete one of the following sequences (9 cr.):
      - ESK 221 Intermediate CY Apprenticeship 1 (3 cr.)  
      - ESK 222 Intermediate CY Apprenticeship 2 (3 cr.)  
      - ESK 223 Intermediate CY Apprenticeship 3 (3 cr.)  
      
      or  
      - ESK 204 Conversational Central Yup’ik IV  
      - ESK 205 Regaining Fluency in Yup’ik (3 cr.)  
      - ESK 206 Regaining Fluency in Yup’ik (3 cr.)  
      
      or  
      - ESK 240 Introduction to Reading Yup’ik (3 cr.)  
      - ESK 250 Yup’ik Literature for Children (3 cr.)  
      - ESK 251 Teaching Yup’ik Reading & Writing (3 cr.)

b. Complete the following (15 cr.):
   - ESK 130 Beginning Yup’ik Grammar (3 cr.)  
   - ESK 208 Yup’ik Composition (3 cr.)  
   - ESK 375 Yup’ik Philosophy/Umyuartaqsaraq (O) (3 cr.)  
   - ESK 330 Yup’ik Literature/Yupit Quiraitnek Igaryaraq (W) (3 cr.)
   - ESK 488 Documenting Yup’ik Traditions/Caliarkaq (W) (3 cr.)

*NOTE: Change in font indicates ESK 375, 330, and 488 are the only new courses proposed for this program.
c. Complete two of the following (6 cr.):
   ANL 287 Teaching Methods for Alaska Native Languages (3 cr.)
   ANL 288 Curriculum and Materials Development for Alaska Native Languages (3 cr.)
   ANS 111 History of Alaska Natives (3 cr.)
   ANS/ANTH 242 Native Cultures of Alaska (3 cr.)
   ANS/ANTH 320 Language & Culture (3 cr.)
   LING 402 Second Language Acquisition (3 cr.)
   LING 410 Theory and Methods of Language Teaching (3 cr.)
   LING 450 Language Policy and Planning (0) (3 cr.)
   ESK 230 Introduction to Interpreting and Translating I (3 cr.)
   ESK 231 Introduction to Interpreting and Translating II (3 cr.)
   ESK 240 Introduction to Reading Yup'ik (3 cr.)
   ESK 250 Yup'ik Literature for Children (3 cr.)
   ESK 251 Teaching Yup'ik Reading & Writing (3 cr.)

*Student must earn a C or better in each course.*
B. Program Goals

1. Brief identification of objectives and subsequent means for their evaluation

**Objective 1:** Provide students from the Bethel region with a structured program for study of Yup’ik language and culture, including:

- a. speaking, understanding,

**Evaluation:** In addition to grades earned in each course focused on oral/aural abilities (ESK 221, 222, 223 or ESK 205, 206, 223), each student’s oral proficiency will be evaluated by means of an oral exam. The oral exam will be given during the student’s participation in ESK 488 as this class is required for all students and comes at the end of the program.

- b. reading, and writing

**Evaluation:** In addition to grades earned in each course focused on reading/writing abilities (ESK 208, 240, 250, 251), each student’s literacy skills will be evaluated through the completion of an upper-division writing intensive literature course (ESK 330). To guarantee consistent evaluation of writing skills, final papers for this course will be evaluated by at least two program faculty.

- c. literature (both oral and written), history, and culture

**Evaluation:** All students will be required to complete a senior project (ESK 488). The project will allow the student to demonstrate their own understanding of Yup’ik language and ways of life and build on that knowledge to explore a topic of interest to them. The final product will be evaluated by at least two program faculty. A copy of all projects will be kept on file, both at Kuskokwim Campus and in the Alaska Native Language Center Archive.

**Objective 2:** Provide students with an opportunity to link Yup’ik language study to one of three areas of interest:

- a. linguistics and language teaching
- b. interpreting and translating
- c. in-depth study of language and culture

Course work is designed to include elective options which include linguistics and language teaching (ANL 287, 288, ESK 130, LING 402, 410, 450), interpreting and translating for professional contexts (ESK 230, 231), as well as broader social and cultural studies (ANS 111, 242, and 320).

**Evaluation:** Program faculty will develop two student surveys. The first of these will be administered as part of ESK 208, a required course for all program students. This survey will function as an entry survey of student interests and goals. If students consistently express a range of interests and goals not currently considered in the degree program, the program may be adjusted to take this into account.

The second survey will be administered as part of ESK 488, a required course for all program students. This survey will function as an exit survey of student goals and career plans. A key element in the survey will be whether or not students feel the program has adequately met their goals and whether or not they feel prepared to use their language skills beyond college.

**Objective 3:** Provide students who complete a Certificate and/or AAS in Yup’ik (either Yup’ik Language Proficiency or Native Language Education) with a structured opportunity to earn a baccalaureate degree in their area of interest.

The program is specifically designed to include key coursework from both the Certificate/AAS in Yup’ik Language Proficiency (ESK 130, 208, 240 and either ESK 221, 222, 223 or ESK 205, 206, 223) and the Certificate/AAS in Native Language Education (ESK 130, 208, 250, 251 and ANL 287, 288).
**Evaluation:** Faculty will develop two student surveys. The first of these will be administered as part of ESK 208, a required course for all program students. This survey will function as an entry survey and include questions regarding student background, including whether or not students have completed either a Certificate and/or AAS in Yup’ik prior to admission to the B.A. program. If it is found that students are not moving into the B.A. from the Certificate/AAS programs, faculty will be able to look at recruitment and advising in an attempt to increase student enrollments.

2. Relationship of program objectives to "Purposes of the University"

This program will promote the enhancement of educational opportunities for a portion of Alaska’s Native population (i.e., Yup’ik), as specified in the UAF mission statement. The proposed program will allow KUC and place-bound students to pursue advanced study of Yup’ik through UAF. Many will be non-traditional students who might not otherwise seek post-secondary education. As a collaborative program between ANLC-CLA and KuC-CRCD, it directly addresses the Interim Accreditation Report Recommendation 5, that UAF “systematically plan for the integration of its activities...with the role of [CRCD].”

3. Occupational/other competencies to be achieved

   a. Competency in speaking/understanding (ESK 221, 222, 223 or ESK 205, 206, 223), reading and writing (ESK 130, 208, 240, 250, 251) Yup’ik.

   b. Appreciation for and exposure to Yup’ik oral and cultural traditions (ESK 375, 330, 488).

   c. Background in linguistics/language teaching (ESK 130, LING 402, 410, 450).

   d. Background in interpreting/translating for professional contexts (ESK 230, 231).

4. Relationship of courses to the program objectives

Courses directly serve program objectives by providing students with a structured program for language study that includes extensive work in oral/aural proficiency (ESK 221, 222, 223 or ESK 205, 206, 223), literacy (ESK 208, 240, 250, 251), cultural traditions (ESK 375, 330, 488), linguistics (ESK 130, LING 402, 410, 450), and interpreting/translating for professional contexts (ESK 230, 231).

III. PERSONNEL DIRECTLY INVOLVED WITH PROGRAM

A. List of faculty involved in the program including brief statement of duties and qualifications

1. Oscar Alexie, Assistant Professor of Yup’ik, Kuskokwim Campus.

   **Duties:** Serve as program coordinator. Teach two courses per semester/four per year.*

   **Qualifications:** Mr. Alexie is currently an Assistant Professor of Yup’ik for the Kuskokwim Campus teaching Yup’ik at all levels. Mr. Alexie has been involved in Yup’ik language instruction (all levels), program development, curriculum and materials design and development, text editing and production, and technical translation since 1978. Mr. Alexie has extensive experience with materials development for distance education dating back to 1983. He is currently responsible for development of distance delivery methodology for Yup’ik language instruction through the Kuskokwim Campus.

2. Sophie Alexie, Yup’ik Instructor, Kuskokwim Campus

   **Duties:** Teach five courses per year.*

   **Qualifications:** Ms. Alexie is a certified teacher holding a Bachelor of Education (University of Alaska Fairbanks 1983). She has been involved in Yup’ik language instruction (all levels), program development, curriculum and materials design and development, text editing and production, and technical translation since 1974.

3. John Toopetluk, Yup’ik Instructor, Kuskokwim Campus

   **Duties:** Teach five courses per year.

   **Qualifications:** Mr. Toopetluk holds a B.A. in Linguistics with a Minor in Yup’ik.

* Mr. Alexie and Ms. Alexie currently teach three to four courses per semester (up to twelve credits) each. As this proposal makes extensive use of existing courses, minimal change in workload distributions is required.

B. Administrative and coordinating personnel

Administrative personnel of the Kuskokwim Campus will serve this function.
C. Classified personnel
Secretaries and other staff at the Kuskokwim Campus will provide support to the program as needed.

IV. ENROLLMENT INFORMATION
A. Projected enrollment/present enrollment
Between nine (9) and fifteen (15) students are expected to be enrolled as majors at any one time.
Between twenty (20) and thirty (30) students are expected to take courses annually (as majors and as casual students.)

B. How determined/who surveyed/how surveyed
The projected enrollment figures above are based on

1) enrollment figures for the existing Certificate in Yup'ik Language Proficiency (a program that is expected to feed students into the proposed B.A.)

In 2004, when the Certificate was initiated, eight students enrolled in program coursework. As of 2006, 15 students were enrolled in the program. As of December 2006, five students are expected to graduate from the program. Three to five (3-5) of these graduates are expected to continue on to pursue their B.A. through the proposed program.

2) enrollment figures for the existing Certificate in Native Language Education: Yup'ik Option (a program that is expected to feed students into the proposed B.A.)

In 2004, when the Certificate was initiated, thirty students enrolled in program coursework. As of 2006, fifty students had taken courses toward the Certificate. Of these, eighteen completed more than half of the degree and five are expected to graduate from the program in December. Three to five (3-5) graduates are expected to pursue their B.A. through the proposed program.

and

3) total enrollment figures for Yup'ik courses offered by Kuskokwim Campus since 2003.

Three to five (3-5) traditional students are expected to pursue this program.

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C. Minimum enrollments to maintain program for years 1, 2, 3, 4, and 5

Five (5) continuing majors.

D. Maximum enrollment which program can accommodate

It is doubtful that the number of interested students could exceed the program’s ability to accommodate them. However, twenty-five (25) continuing majors would be an approximate maximum with no more than thirty-five (35) casual students enrolled in courses required for the program.

E. Special restrictions on enrollments

The program will be available through the Kuskokwim Campus only. Fairbanks students will still be able to pursue the existing B.A. program in Yup’ik Eskimo (which is solely offered in Fairbanks).

V. NEED FOR PROGRAM

A. Required for other programs. In what way? How has this requirement been met to date?

This program is not directly required for any other program.

B. Employment market needs:

The Yup’ik language situation is a complicated one. While more than 60% of schoolchildren in this region are classified as limited English proficient, only about one-quarter (1/4) of all Yup’ik villages (16 out of 64) have a majority of children growing up with Yup’ik as their first language.

In many villages, community members have turned to the local school for help in addressing this ongoing language shift. As a result, a broad range of K-12 Yup’ik language program types have developed, including: cultural enrichment programs, Yup’ik language development programs for Yup’ik speaking children, Yup’ik as a 2nd language programs for non-Yup’ik speaking children, and Yup’ik Immersion programs.

1. Who surveyed? How?

Beginning in 2002, school districts within the Kuskokwim Campus service area were directly surveyed as part of a second grant application for language program development within the region. Three districts responded to this survey: Lower Kuskokwim, Lower Yukon, and Kuskuk. These districts account for forty-one (41) out of forty-six (46) villages within the service region. These districts stated that they would work to support teacher’s aides entering entry-level programs (certificate and AAS) in Native Language Education and Yup’ik Language Proficiency. These programs were formalized in October 2003 and approved in 2004.

In 2005, school districts within the Kuskokwim Campus and Bristol Bay Campus service areas were directly surveyed as part of a second grant application. Six districts responded to this survey: Lower Kuskokwim, Lower Yukon, Kuskuk, St. Mary’s, Southwest Regions, Kashunamiat. These districts stated that they would work to support teacher’s aides to pursue entry-level (certificate and AAS) as well as baccalaureate-level language and culture study. All six expressed their firm opinion that language and culture retention issues were a major priority for their communities. All six considered a locally-delivered baccalaureate program as central to developing the local expertise and leadership essential to addressing this priority. In brief, although teacher’s aides could be trained through Certificate/AAS programs, the surveyed districts concluded that the development of strong local programs would require more advanced study and training.

Since their approval in 2004, more than fifty students have completed course work in Native Language Education and twelve have completed course work in Yup’ik Language Proficiency. Of the more than sixty students pursuing these programs, twenty-three (30%) have completed more than half of the required coursework, and ten (16%) are expected to graduate in December 2006. All will be encouraged to continue their studies through the proposed B.A. in Yup’it Nekmiun Qaneryaraat Piciryaraat-Illu if it
was offered.

2. Job opportunities now, and two, five, and ten years from now. How were these predictions determined? (Local, regional, State surveys?)

Surveyed school districts report difficulty filling Yup'ik language teaching positions (regardless of program type). Of approximately sixty-six (66) Yup'ik teacher's aides, approximately forty-five percent (45%) lack sufficient Yup'ik language proficiency to implement meaningful language programs within their schools. Of approximately ninety-two (92) Alaska Native teachers, twenty-five percent (25%) lack such proficiency.

The situation can only get worse. Ongoing language shift means fewer teachers and teacher's aides will have the proficiency necessary to implement meaningful programming. At the same time, the same shift has meant greater interest in developing such programming (especially Immersion programs).

The existing Certificate/AAS programs in Yup'ik Language Proficiency and Native Language Education: Yup'ik Option were developed as a first step in addressing these current and future shortages. The proposed B.A. program is the logical continuation of these efforts. It is directly linked to these existing programs; provides continued language development for program graduates; and provides a direct route to the baccalaureate degree.

Finally, in a further effort to support students who wish to become certified classroom teachers, the faculty are committed to working with the UAF School of Education to prepare students who complete the B.A. program to enter a 5th year teacher certification program.

3. How have positions been filled to date?

Historically, teachers and teacher's aides have been recruited to teach in school language programs (including cultural enrichment programs, Yup'ik language development programs for Yup'ik speaking children, Yup'ik as a 2nd language programs for non-Yup'ik speaking children, and Yup'ik Immersion programs) with little or no language teaching experience—it was considered sufficient if the candidate was well versed in the traditional culture and spoke the language fluently. In recent years, however, meeting even these minimal requirements has proven more difficult. As a result, schools and school districts have turned to the University for help in identifying qualified candidates for these positions.

Students wishing to become certified elementary classroom teachers have two primary options. The most direct route is to complete the baccalaureate program in Elementary Education and year long internship. Although more direct, this route to certification does not provide the expertise in Yup'ik language and culture necessary to address language and culture retention issues.

Alternatively, candidates who have already completed a baccalaureate program may enter a one year licensure program consisting of a year of university coursework and an internship in an Alaska school. Faculty are committed to working with the UAF School of Education to facilitate entry into the one year licensure program by qualified graduates of the Yup'iiq Nakmiin Qoneryaraat Piiciryaraat-Illu program. Faculty believe this alternate route to certification will provide candidates with the background necessary to take leadership roles in addressing local language and culture retention issues.

VI. OTHER
This permits consideration of additional justifying information which might not fit under III and IV above. Caution should be exercised to assure that the need for program is clearly established and that enrollment requirements are proposed and agreed upon at the time of the program's approval. Examples might be low enrollment programs in Alaska Native Languages, Alaska Native Arts, etc.

As awareness of language and culture issues continues to increase throughout Alaska, requests for training programs focusing on language proficiency have come from several regions of the state. While the proposed program is designed to meet the specific local needs expressed by schools, communities, and students served by the Kuskokwim Campus, the Alaska Native Language Center believes that the proposed program can and will serve as a strong model for further program development throughout the state.

The Yup'ik region is currently the best suited to serve as a model for language program development serving local populations and local needs. The Kuskokwim Campus has a strong language faculty and long
history of offering Yup’ik language classes (entry-level to advanced) to its students. However, despite the strengths of the campus and its faculty, no coherent degree program has ever been offered or (to our knowledge) proposed.

VII. RESOURCE IMPACT

A. Budget
No new budget resources are required to maintain the proposed B.A. program.

KuC currently has two full-time faculty members (Oscar Alexie, Assistant Professor of Yup’ik; Sophie Alexie, Instructor of Yup’ik). Together they traditionally teach fourteen to sixteen ESK/ANL courses per year (12 credits per semester each), most of which have been integrated into the proposed B.A. Delivery of the proposed B.A. will require delivery of eleven courses per year. This will leave KuC with the flexibility to teach three to five additional ESK/ANL courses each year.

Development and implementation of the program has been supported by grant funds (U.S. Department of Education S35A050047 and S35A020049) through Summer 2008. At present, these funds provide for one additional faculty member (John Toopetlook) as well as travel funds to support distance students pursuing the Certificate in Yup’ik Language Proficiency (a “feeder program”). While grant funds are necessary to maintain the Certificate in Yup’ik Language Proficiency, grant funds are not necessary to maintain the other “feeder program”, the Certificate in Native Language Education, nor are grant funds necessary to maintain the proposed B.A. program.

B. Facilities/space needs
The total number of courses offered per semester by the Kuskokwim Campus will not change. No additional space needs are anticipated.

C. Credit hour production
The program is built on existing coursework currently offered by the Kuskokwim Campus (only three new courses are proposed). Faculty believe the program will represent an increase in credit hours for the University and bring in students interested in and currently enrolled in Yup’ik language and culture courses who might not otherwise pursue a post-secondary degree.

D. Faculty
Faculty have agreed that their schedules permit them to take direct leadership in the program. Two of the three listed faculty will be available on an ongoing basis to offer the required courses (see discussion of Budget above).

E. Library/Media materials, equipment and services:
Library impact will primarily involve the archive of the Alaska Native Language Center, which is willing to place its Yup’ik collection at the disposal of program faculty and students.

VIII. RELATION OF PROGRAM TO OTHER PROGRAMS WITHIN THE SYSTEM

A. Effects on enrollments elsewhere in the system
No significant effect is expected on enrollment elsewhere in the system.

Three populations of students (9-15) are expected to take advantage of this program.

1. Students (3-5) completing the Certificate/AAS in Yup’ik Language Proficiency: These students have not traditionally enrolled in a four-year degree program. By providing them with a direct route to a baccalaureate degree we expect to increase enrollments without impacting other programs.

2. Students (3-5) completing the Certificate/AAS in Native Language Education: Yup’ik Option: These students have not traditionally enrolled in a four-year degree program. By providing them with a direct route to a baccalaureate degree we expect to increase enrollments without impacting other programs.
programs.

3. Students (3-5) enrolled at the Kuskokwim Campus often do not pursue a four year degree. By providing these students with a structured, targeted degree program we believe a significant number will choose to pursue a baccalaureate degree.

B. Does it duplicate/approximate programs anywhere in the system? If so, what is the justification?

There is no duplication of other programs. At present the Alaska Native Language Program offers a B.A. in Yup'i k Eskimo, however that program is available on the Fairbanks campus only and focuses largely on grammatical study. The proposed program would be available on the Kuskokwim Campus only and will focus on language and cultural study from a broader liberal arts perspective. There is no overlap in core requirements for the two degrees. Overlap among electives is unavoidable.

C. How does the program relate to research or service activities?

1. Contributions to research or service

The program will provide service to a segment of Alaska’s Yup’ik community which has been underserved by the University. Awareness of language and culture issues is increasing throughout Alaska, and requests for programs focusing on language and culture have come from several regions of the state. The Yup’ik region is currently the best suited to serve as a model for program development. The Kuskokwim Campus has a strong language faculty and long history of offering Yup’ik language classes to its students.

2. Benefits from research or service activities

As stated above, the Yup’ik region is best suited to serve as a model for program development of this sort. Once in place the proposed program will serve as a model for the development of language and culture programs for other regions of the state.

IX. IMPLEMENTATION/TERRMINATION

A. Date of implementation

The program is expected to be implemented in Fall 2007.

B. Plans for recruiting students

The Kuskokwim Campus advising office has already sought information regarding this proposal and is ready to begin advising interested students about the program once it has been approved. Students currently enrolled in courses toward either feeder program (Yup’ik Language Proficiency and Native Language Education) have also been made aware of this program.

Organizers anticipate 9-15 students (3-5 from each of the identified populations) to pursue this program.

In addition, if the program is approved, school districts within the Kuskokwim Campus service area are committed to distributing information to bilingual coordinators and student advisors so that they may make teacher’s aides and graduating students aware of the availability of the courses and degree program.

C. Termination date (if any)

There is no termination date.

D. Plans for phasing out program if it proves unsuccessful
If the program proves unsuccessful, faculty would attempt to redesign it to better suit the needs of the target audience, and this would be done in consultation with students and program faculty. If it is ever necessary to terminate the program, students who are already enrolled will be allowed to complete the program before it is terminated.

E. Plans for shared governance

The proposed program is a collaboration between CRCD’s Kuskokwim Campus and CLA’s Alaska Native Language Program. Following the model already established for two earlier collaborative degree programs (Certificate/AAS in Native Language Education and Certificate/AAS in Yup’ik Language Proficiency), KuC and ANLP have agreed to a shared governance process whereby program changes/modifications will be jointly reviewed by KuC and ANLP faculty and submitted simultaneously to both CRCD and CLA curriculum councils. Further, all program review will be undertaken jointly by KuC and ANLP faculty. To further formalize this model of joint governance, both Oscar Alexie and Sophie Alexie will be made adjunct faculty with the Alaska Native Language Program. While their primary appointment (incl. salary lines and workloads) will be maintained by KuC, they will be invited to participate in the life of the department, including faculty meetings (by audio), mentoring relationships, etc. The Alaska Native Language Program believes that a formal relationship of this type will not only help to establish a strong program at KuC, but also to strengthen the existing programs on the Fairbanks campus.
X. REGENTS GUIDELINES

The Board of Regents' requires the completion of the following Summary Form.
University of Alaska New Program Approval

Board of Regents Summary Form

MAU: UAF

**Title and brief description:** Yupiit Nakmiin Qaneryaraat Piciryaraat-Illu

The *Yupiit Nakmiin Qaneryaraat Piciryaraat-Illu* program is a four year liberal arts program in Yup’ik language and culture. Offered by the Kuskokwim Campus, the program builds on existing Certificate and AAS programs in *Yup’ik Language Proficiency* and *Native Language Education* and provides graduates of those programs with a pathway to a four year degree.

**Target Admission date:** FALL 2007

How does the program relate to the Education Mission of the University of Alaska?

This program will promote the enhancement of educational opportunities for a portion of Alaska’s Native population (i.e., Yup’ik), as specified in the UAF mission statement. The proposed program will allow KUC and place-bound students to pursue advanced study of Yup’ik through UAF. Many will be non-traditional students who might not otherwise seek post-secondary education.

Describe the State Needs being met by this program.

As awareness of language and culture issues continues to increase throughout Alaska, requests for training programs focusing on language proficiency have come from several regions of the state. While the proposed program is designed to meet the specific local needs expressed by schools, communities, and students served by the Kuskokwim Campus, the Alaska Native Language Center believes that the proposed program can and will serve as a strong model for further program development throughout the state.

The Yup’ik region is currently the best suited to serve as a model for language program development serving local populations and local needs. The Kuskokwim Campus has a strong language faculty and long history of offering Yup’ik language classes (entry-level to advanced) to its students. However, despite the strengths of the campus and its faculty, no coherent degree program has ever been offered or (to our knowledge) proposed.

Within the Yup’ik region, schools and school districts have developed a variety of programs designed to address local language needs (Yup’ik language development programs for Yup’ik speaking children, Yup’ik as a 2nd language programs for non-Yup’ik speaking children, and Yup’ik Immersion programs). Even as surveyed school districts have developed and implemented these programs, they report difficulty filling Yup’ik language teaching positions. Of approximately sixty-six (66) Yup’ik teacher’s aides, approximately forty-five percent (45%) lack sufficient Yup’ik language proficiency to implement meaningful language programs within their schools. Of approximately ninety-two (92) Alaska Native teachers, twenty-five percent (25%) lack such proficiency.

The situation can only get worse. Ongoing language shift means fewer teachers and teacher’s aides will have the proficiency necessary to implement meaningful programming. At the same time, the same shift has meant greater interest in developing such programming (especially Immersion programs).
What are the Student opportunities and outcomes? The enrollment projections?

Between nine (9) and fifteen (15) students are expected to enroll in the program. The program is designed to meet the needs of three populations of students. Between three (3) and five (5) students from each population are expected to enroll:

1. *Students completing the Certificate/AAS in Yup’ik Language Proficiency:* Students completing the Certificate or AAS program will be given the opportunity to transfer directly into the proposed four-year degree program. Traditionally there has been little or no relationship between two and four-year programs.

   Between three (3) and five (5) non-traditional students are expected to be enrolled per year.

2. *Students completing the Certificate/AAS in Native Language Education: Yup’ik Option:* Students completing the Certificate or AAS program will be given the opportunity to transfer directly into the proposed four-year degree program. Traditionally there has been little or no relationship between two and four-year programs.

   Between three (3) and five (5) non-traditional students are expected to be enrolled per year.

3. *Traditional students enrolled at the Kuskokwim Campus:* Many students are already enrolled in Yup’ik language classes through the Kuskokwim Campus, but due to the lack of a structured degree program are forced to take these classes as general electives and are structurally discouraged from pursuing a four-year degree. The proposed program will provide the continuous, structured language study necessary to become proficient in the language.

   Between three (3) and five (5) traditional students are expected to be enrolled per year.

Describe the Research opportunities, if applicable.

As a four-year program at a rural campus, there will be no direct involvement in research. However, as the Alaska Native Language Center works to recruit additional graduate students from throughout the Kuskokwim Campus service area, those students will be encouraged to develop research interests in a variety of subjects that will work to strengthen this program and other language programs throughout the region. It is hoped that over time these graduate students will return as potential faculty for the Kuskokwim Campus.

Identify any additional Faculty and Staff requirements as well as any existing expertise and resources that will be applied.

Faculty and Staff:
No additional Faculty or Staff are required since program implementation requires the addition of just three classes. The Kuskokwim Campus has two highly qualified permanent Yup’ik language faculty (Oscar Alexie, Assistant Professor of Yup’ik; Sophie Alexie, Instructor of Yup’ik). Each has twenty years of experience teaching Yup’ik. Further, the Kuskokwim Campus has agreed to provide the necessary staff support to maintain the program.

Relationship between KuC and ANLP
In an effort to provide ongoing support to the program, both Oscar Alexie and Sophie Alexie will be made adjunct faculty with the Alaska Native Language Program. While their primary appointment and salary lines will be maintained by KuC, they will be invited to participate in the life of the department, including faculty meetings (by audio), mentoring relationships, etc. The Alaska Native Language Program believes that a formal relationship of this type will not only help to establish a strong program at KuC, but also to strengthen the existing programs on the Fairbanks campus.
All changes/future modifications to the program will be submitted simultaneously for review by the CLA and CRCD curriculum councils. This will guarantee a joint administration of the program as it evolves.

**Grant Funding**

Grant funds (U.S. Department of Education S35A050047) are available through Summer 2008, to support the delivery of the Certificate in Yup’ik Language Proficiency, one of two feeder programs. The graduates from this program will be eligible to enter the B.A. (via distance). Loss of these funds will make distance delivery of this feeder program difficult and will therefore negatively impact long-term recruitment of students for the B.A. However, initial recruitment is expected to be strong (9-15 students from three populations); and ongoing recruitment from the other feeder program (Native Language Education) and the on-campus population will not be affected.

**Identify the impacts on existing Technology & Facilities as well as projected needs.**

There are no anticipated impacts on technology. Language classes delivered on the Kuskokwim Campus will be delivered in traditional ways. Further, the program makes extensive use of existing distance delivery courses. Eight (8) ESK courses are currently distance delivered through KuC. An additional three (3) LING electives are distance delivered through the Fairbanks campus. Finally, all three (3) new upper division courses will be developed for distance delivery. All these courses will be delivered using existing UAF technology.

**Current and proposed distance courses include:**

- ESK 130 Beginning Yup’ik Grammar (3 cr.)
- ESK 204 Conversational Central Yup’ik IV (3 cr.)
- ESK 205 Regaining Fluency in Yup’ik (3 cr.)
- ESK 206 Regaining Fluency in Yup’ik (3 cr.)
- ESK 208 Yup’ik Composition (3 cr.)
- ESK 230 Introduction to Interpreting and Translating I (3 cr.)
- ESK 231 Introduction to Interpreting and Translating II (3 cr.)
- ESK 240 Introduction to Reading Yup’ik (3 cr.)
- LING 402 Second Language Acquisition (3 cr.)
- LING 410 Theory and Methods of Language Teaching (3 cr.)
- LING 450 Language Policy and Planning (O) (3 cr.)
- ESK 375 Yup’ik Philosophy/Umuyuarteqsaq (O) (3 cr.)
- ESK 330 Yup’ik Literature/Yupiiq Qilirainiak Igaryaq (W) (3 cr.)
- ESK 488 Documenting Yup’ik Traditions/Caliar’qaq (W) (3 cr.)

**NOTE:** Three lower-division distance courses (ESK 221, 222, and 223) overlap with the existing Certificate in Native Language Education. This program depends on grant funds to facilitate delivery of these courses (hiring local elders, funding travel for site visits and intensive workshops). Current grant funding will expire in Summer 2008. Faculty will seek additional grant funds. However, failure to secure funding will *not* impact the overall deliverability of the B.A. program. The sequence (ESK 221-222-223) is one of three options available to B.A. students. Delivery of the remaining two options (ESK 204-205-206 and 240-250-251) is not dependent on grant funds.
XI. Resource Commitment to the Proposed Degree Program

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<tr>
<td>Support Staff</td>
<td>$18,000 (.5 FTE)</td>
<td></td>
<td>$18,000 (.5 FTE)</td>
</tr>
<tr>
<td>(FTE's &amp; dollars)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>$500</td>
<td></td>
<td>$500</td>
</tr>
<tr>
<td>(in dollars)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(in dollars)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Funds represent the commitment of the Kuskokwim Campus. All faculty and support staff functions will be undertaken by existing faculty and staff as part of their regular duties. All instructional/office equipment and supplies monies are derivative of existing budgets. **No new or additional funds are needed to maintain the program.**

**Development and implementation of the program is supported by grant funds (U.S. Department of Education S35A050047 and S356A020049) through Summer 2008. Funds include two additional faculty members, (Dr. Partick E. Marlow, Mr. John Toopetlook: $118,354), travel funds (program development meetings, student recruitment & support: $94,340), and supplies ($1,328). These funds are noted here, and not in the budget sheet above as these funds are not part of an ongoing UAF commitment, nor are they required for maintaining the program once established (see page 16 above).**

Dean College of Liberal Arts Date
Dean College of Rural Alaska Date