



Board of Regents Program Action Request
Proposal to Add or Change a Program of Study
 University of Alaska

1a. UA University UAS	1b. School or College Arts & Sciences	1c. Department or Program Humanities
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2. Complete Program Title: Indigenous Studies Bachelor of Arts

3. Type of Program:

Undergraduate Certificate	<input type="checkbox"/>	Associate	<input type="checkbox"/>	Baccalaureate	<input checked="" type="checkbox"/>
Master's	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>	Post-Baccalaureate Certificate	<input type="checkbox"/>

4. Type of Action: Add Change

Implementation Semester: Fall Year: 2022

6. Projected Revenue and Expenditure Summary:
 Provide information for the 5th year after program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; or for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify () and explain in the program summary attached. Note that revenues and expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues in FY 27		Projected Annual Expenditures in FY 27	
Unrestricted		Salaries & benefits (faculty and staff)	\$ 306,611
General Fund		Other (commodities, services, etc.)	\$ 30,000
Student Tuition & Fees	\$ 1,158,150.00	TOTAL EXPENDITURES:	\$ 336,611
Indirect Cost Recovery		One-time Expenditures to Initiate Program (if >\$250,000)	
TVEP or Other (specify):		(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	
Federal Receipts		Year 2	
TVEP or Other (specify):		Year 3	
TOTAL REVENUES	\$ 1,158,150.00	Year 4	

Page # of attached summary where the budget is discussed, including initial phase-in: 10

7. Budget Status. Items a., b., and c. indicate the source(s) of the general fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-Time
a. In current legislative budget request	\$ -	
b. Additional appropriation required	\$ -	
c. Funded through new internal UA university redistribution	\$ -	
d. Funds currently committed to the program[1]	\$ 912,692.00	
e. Funded all or in part by external funds, expiration date		\$ 1,200,000.00
f. Other funding source (specify type):	\$ -	

8. Facilities. New or substantially (>\$25,000 cost) renovated facilities will be required. Yes No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.
 None

9. Projected Enrollments (headcount of majors). If this is a program discontinuation request, project the teach-out enrollments.

Year 1: Year 2: Year 3: Year 4:

Page number of attached summary where demand for this program is discussed: 5

10. Number² of new TA or faculty hires anticipated (or number of positions eliminated if a program discontinuation):		11. Number² of TAs or faculty to be reassigned:	
Graduate TA	0	Graduate TA	0
Adjunct	0	Adjunct	0
Term	0	Term	0
Tenure track	0	Tenure track	0
		Former assignment of any reassigned faculty: _____	
		For more information see attached summary page:	

12. Other programs affected by the proposed action, including those at other campuses (please list):	
Program Affected	Anticipated Effect
None	

Page number of attached summary where effects on other programs are discussed: 5

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':	14. Aligns with University or campus mission, goals, core themes, and objectives (list):
none	
	Page in attached summary where alignment is discussed: 6

15. State needs met by this program (list):	16. Program is initially planned to be: (check all that apply)
Increases in equity and diversity	Available to students attending classes at campuses <input checked="" type="checkbox"/>
Increases in Alaska Native language speakers and teachers	Available to students via e-Learning <input checked="" type="checkbox"/>
Acknowledgement of Alaska Native knowledges and languages	Partially available to students via e-Learning <input type="checkbox"/>
	Page # in attached summary where e-Learning is discussed: 6

17. If this program is an addition, would program be eligible for State's Eligible Training Provider List program?

Yes No [\(Click here for more information\)](#)

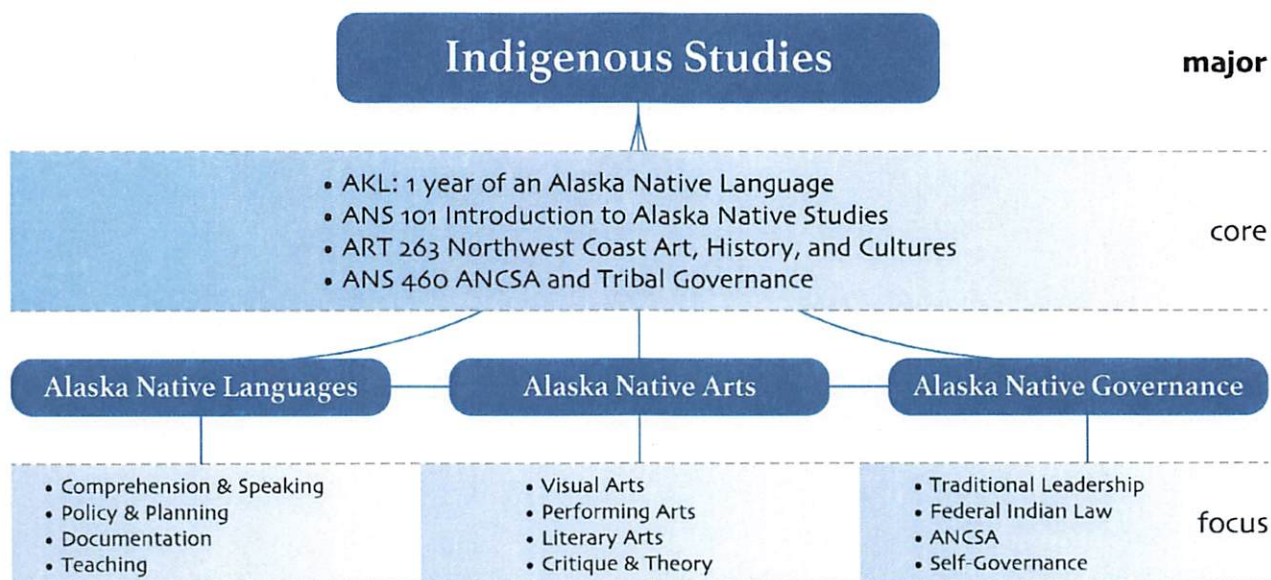
Submitted by:	<i>Maren Haavig</i>	18-Apr-22
	Provost	Date:
Consensus support of AC	<input checked="" type="checkbox"/>	Not supported by AC <input type="checkbox"/>
Recommend approval by VPASR	<i>Paul W. Lays</i>	Date: 4/18/22
Recommend disapproval by VPASR		Date:

²Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:	<input type="checkbox"/> Summary of Degree or Certificate Program Proposal	<input type="checkbox"/> Other (optional)
Updated January 2020		

[1] Sometimes the courses required by a new degree or certificate program are already being taught by a UA university, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

Bachelor of Arts in Indigenous Studies



UNIVERSITY of ALASKA SOUTHEAST

Mission

The Bachelor of Arts in Indigenous Studies provides a series of courses in the fields of Alaska Native Arts, Alaska Native Languages, and Alaska Native Governance, and commits to decolonizing institutions through Indigenization and inclusion, and ensuring that Alaska Native languages, peoples, histories, and organizations are seen, known, valued, and included.

Vision

The Bachelor of Arts in Indigenous Studies is committed to the needs and well-being of Alaska Native communities, and strives to ensure that equity and cultural safety are present and protected in organizations. Students of Indigenous Studies are beneficiaries of Indigenous languages and knowledge, and also stewards for the benefit of future generations. They are encouraged to commit to the growth and beauty of their home communities, and to reject negative stereotypes of Alaska Native peoples and communities.

Values

There is a Spirit in Everything, So We Give Respect to All Things. The approaches to academic interactions, whether they are with texts, ancestors, future generations, one another, the natural world, or the supernatural world, require an understanding of what it means to respect all things at all times. We strive to do so, and to acknowledge and remedy the moments where respect has been lost by utilizing the cultural practices that were handed down to us.

Indigenous Intellectual Authority. We are committed to ensuring the Indigenous languages,

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minds, and voices are the primary sources when it comes to intellectual interactions about or with Indigenous peoples. The mantra heard in Māori Studies programs, “nothing about us without us,” means that Indigenous peoples should be included and given agency in programs and projects that focus on their languages, peoples, histories, communities, and organizations.

Decolonization through Indigenization and Inclusion. A core tenet of decolonization is de-centering Eurocentric values, standards, behaviors, and foundations of institutions by ensuring that Indigenous languages and ways of knowing are also core origin points for academics and administrative functions. Education has long been a tool of cultural assimilation and genocide for Indigenous peoples, and therefore requires foundational and structural reformations to become a place of inclusion and success for Indigenous peoples.

Equity and Cultural Safety. Equity is the absence of disparity, and we are committed to work towards a more equitable future where institutional racism and marginalization are eliminated. Cultural safety is the ability of an individual or group to define themselves without having to conform to the stereotypes of others while maintaining their own right to determine what is and what is not safe.

Indigenous Excellence and Sovereignty. We actively reject all notions that suggest Alaska Native peoples or communities are in any way inferior to other peoples or communities. Our program operates from a place of trauma-informed action that seeks to acknowledge, rely upon, and share the genius of Indigenous peoples and the eternal belonging of our home communities.

Program Objectives

Commitment to Sovereignty. Colonization of Indigenous lands and peoples resulted in immeasurable displacements and marginalization to Indigenous peoples and communities. The myriad of connections between colonial institutions and Indigenous peoples and communities requires an examination of fiscal, governing, linguistic, and social sovereignty and untangling the many ways that colonization has attempted to dismantle and displace Indigenous self-determination and control. Our program seeks to recognize the sovereignty of Indigenous entities and to engage with them as partners who have shared authority and control of the program.

Indigenous Excellence. Students will be challenged to dismiss the many ways that Indigenous languages, peoples, histories, organizations, and communities are discriminated against and portrayed as places to leave in order to succeed. The overt and covert ways that Indigenous peoples are expected to abandon their identities and communities are analyzed and rejected, as are the notions that Eurocentric lenses are needed to interact with Indigenous peoples. Indigenous excellence is an understanding that terms like primitive and savage are deeply rooted in white supremacy, and often translate into a reliance of binary opposites such as modern and civilized, and that conscious effort is required to see, hear, believe in, and be informed by Indigenous languages and ways of knowing.

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Transdisciplinary and Antidisciplinary. One of the long-standing habits of higher education is to divide knowledge into categories and operate in relative isolation to one another. Indigenous Studies seeks to explore the margins, the spaces between, and to move beyond the division of knowledges to operate in a field of interconnected intellectual ecosystems.

Decolonization. Students are operating in an institution that itself requires transformations at all levels to be inclusive of Indigenous peoples and content. Eurocentrism has long been a pillar of education, and our goal is to include Indigenous intellectual ecosystems, as well as female intellectual ecosystems, trans intellectual ecosystems, and those of peoples of color. Through actions that de-center white male supremacy, the institution can become a place where multiple intellectual ecosystems inform and shape the foundations and daily activities of academia.

Community Building and Transformations. A commitment to decolonization and inclusion does not require ostracizing others or making others suffer through their own form of assimilation. Students will be given social technologies that can be employed to engage in conversations of equity and cultural safety, which includes leading community meetings and assisting with training peoples and organizations.

Program Learning Outcomes

Students who complete the Indigenous Studies Bachelor of Arts degree fulfill program objectives by demonstrating the ability to:

1. Navigate the interconnected social and economic structures of Alaska Native languages, organizations, histories, and peoples with a strong grounding in the complexities of colonization and assimilation efforts.
2. Advocate for reduction of institutional racism and Indigenous inclusion with foundational knowledge in the topics of Alaska Native histories, oral literatures, self-governance, subsistence, ANCSA, systemic exclusion, genocide, language revitalization, education, and the Alaska Native fight for civil rights.
3. Integrate knowledge of the fundamental interrelationships of Indigenous arts, languages, philosophies, and cultural traditions in workplaces, education, and areas of local, regional, and state governance.
4. Demonstrate basic comprehension and speaking skills in an Alaska Native Language.

Students who complete the Alaska Native Arts Emphasis degree fulfill program objectives by demonstrating the ability to:

1. Identify and explain regional differences and similarities within the Northwest coastal peoples and place them in proper historical context when examining historical and current Northwest Coast visual, performing, and literary arts.
2. Demonstrate competencies in a form of Alaska Native visual, performing, or literary arts and identify the qualities that show mastery in the art forms based on intensive study of masterpieces of Northwest Coast Indigenous arts.
3. Develop comprehensive artist portfolios and statements that allow for professional

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interaction with galleries, museums, funding agencies, and other artists.

4. Describe historical periods of Alaska Native arts and the effects that colonialism and decolonial activities have had on the development of visual, literary, and performative Northwest Coast arts.

Students who complete the Alaska Native Languages Emphasis degree fulfill program objectives by demonstrating the ability to:

1. Identify and explain the historical differences and interconnectedness of the Indigenous languages of Alaska, which lends to a stronger understanding of how ANCSA regions were developed and how language revitalization strategies can be implemented at the micro, meso, and macro levels.
2. Engage in language revitalization policy and planning activities that contribute to the development and maintenance of Indigenous language schools and programs, including teaching in English-medium environments, speaking and teaching in Indigenous language immersion environments, and operating Indigenous language medium schools.
3. Understand and integrate a wide variety of language teaching methodologies that are designed to promote language use and task-based learning, and to articulate how those methodologies and classroom management philosophies construct individual and programmatic pedagogy.
4. Implement social changes at the micro, meso, and macro level that contribute to ensuring that speakers of Indigenous languages are protected, new speakers are created, and the language is a language of power and use.

Students who complete the Alaska Native Governance Emphasis degree fulfill program objectives by demonstrating the ability to:

1. Apply theories of decolonization and equity to systems of governance and education in efforts to fortify the sovereignty of Alaska Native Tribes and the fiscal sovereignty of Alaska Native Corporations.
2. Articulate the cultural, social, linguistic, and economic impacts of Federal Indian Law in regards to Native American populations, with specific focuses on the unique situations of Alaska Native Tribes, ANCSA Corporations, Heritage Nonprofits, and Consortia.
3. Clearly define the status of Federally Recognized Tribes in regards to federal compacting and contracting, and how that affects the ability to self-govern.
4. Contribute to the capacity of Alaska Native organizations through Indigenous-centered governance, economic development, land stewardship, and responsibilities to culture and language.

Program Assessment

Ongoing assessment of the Bachelor of Arts in Indigenous Studies will be conducted upon:

1. Student self-report of academic, personal, and professional goals at mid-program after completion of ANS S101, ART S263, ANS S 460, one year of AKL.
2. Student self-evaluation of academic, personal, and professional accomplishments completed at program's end.

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3. Faculty evaluation of each student's culminating project in relation to program learning outcomes (scoring rubric and narrative evaluation).
4. Written and oral exit interviews with graduates to gather information about each student's academic course of study, future career and study plans, demographic data, and program satisfaction.
5. Annual discussion of assessment materials by the Chancellor's Advisory Committee on Alaska Native Education.
6. Annual program assessment and comprehensive five-year program review of assessment materials by the Institutional Review Committee, Dean, and Provost.

Description

The Bachelor of Arts in Indigenous Studies is geared towards meeting critical needs in Alaska in the fields of Alaska Native Languages, Alaska Native Arts, and Alaska Native Governance. A student of languages is preparing themselves for work as a language teacher, program administrator, or archivist; a student of arts is preparing themselves for work as a professional artist, scholar or the arts, or a curator; and a student of governance is preparing themselves for work as a board member, employee, or administrator of Alaska Native and affiliate organizations.

Transdisciplinary Benefits:

Indigenous Knowledge Systems are by nature transdisciplinary, and ways of seeing and knowing are interconnected through languages, arts, and governance. Students in each of these concentration areas will intersect through common courses, and the methods of research and content creation will allow one to learn from systems while challenging their structures and foundations. The driving force behind these areas of study are equity and community health, and students in these fields create positive social change while pursuing their degree and preparing them for careers in organizations throughout Alaska.

Program Demand:

An Indigenous Studies program at UAS has been discussed for decades now. Alaska Native Students make up over 20% of the current student body and the State of Alaska; Alaska Native Tribes, ANCSA Corporations, and Alaska Native Heritage Nonprofit entities make up an enormous part of the economy and society of Alaska. The lack of offering Indigenous Studies as a major is a symptom of inequity and shows a lack of commitment to Alaska Native arts, languages, self-governance, and economies. Developing this program will open the door for increased enrollment, increased numbers of Alaska Native language speakers and teachers, and increased direct connections with ANCSA Corporations, and Alaska Native Heritage Nonprofit entities.

Other Programs Impacted:

The development of this program should have no significant impacts to other programs other than an increase in diversity, equity, and inclusion of Alaska Native arts, languages, peoples, histories, and organizations.

Alignment with UAS Mission:

This program aligns with the Mission, Vision, and Values of the UAS, especially as the only program dedicated to Alaska Native arts, languages, peoples, histories, and organizations. Indigenous Studies would also likely be the most culturally diverse program at UAS and would

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increase collaboration with Alaska Native entities throughout UAS.

E-learning:

Our courses have e-learning sections, and as the program develops we will commit to continuing to offer e-learning sections for all courses.

Indigenous Studies BA Major Requirements

Minimum Credit Hours	120
General Education Requirements	34
Alaska Native Knowledge Graduation Requirement	3
Alaska Native Language	8
Major Requirements	20
Emphasis Requirement	32 – 38
Electives	17 – 22

1. Indigenous Studies Core (11 credits GER; 20 credits total; 6 upper-division)

Code	Title	Credits
General Requirements		
<i>Cultural and Language Proficiency (3 credits)</i>		
ANS S101	Intro to Alaska Native Studies	3
<i>Language Core: Select 2 of the following (8 credits)</i>		
AKL S105	Beginning Tlingit I	4
AKL S106	Beginning Tlingit II	4
AKL S107	Beginning Haida I	4
AKL S108	Beginning Haida II	4
AKL S110	Beginning Tsimshian II	4
AKL S209	Intermediate Tsimshian I	4
Program Requirements		
<i>Language Core: Select 2 of the following (8 credits)</i>		
ART S263	Northwest Coast Native Art History and Culture	3
Code	Title	Credits
ANS S460	ANCSA and Tribal Governance	3
ANS S499	Capstone	3
Total		20

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2. Emphasis areas

Students of the Indigenous Studies Bachelor of Arts will select one of the following emphasis areas for their degree.

A. Alaska Native Arts Track

Code	Title	Credits
General Requirements		
<i>Northwest Coast Arts Core: Select 2 of the following (9 credits)</i>		
ART S181	Beginning Northwest Coast Indigenous Design	3
ART S295	Career Development for the Artist	3
ART S350	Northwest Coast Art Theory and Practice	3
Program Requirements		
<i>Northwest Coast Arts Pathway: Select 24 credits from the following</i>		
ART S116	Fiber Arts-Spinning	1
ART S138	Natural Dye	1
ART S180	Northwest Coast Art: Selected Topics	1-3
ART S183	Harvest and Preparation of Basket Materials	1
ART S189	Northwest Coast Tool Making	3
ART S280	Northwest Coast Art: Selected Topics	1-3
ART S281	Intermediate Northwest Coast Design	3
ART S282	Beginning Northwest Coast Basketry	3
ART S284	Northwest Coast Basket Design	2
ART S285	Beginning Northwest Coast Carving	3
ART S286	Beginning Northwest Coast Woolen Weaving	3
ART S381	Advanced Northwest Coast Design	3
ART S382	Intermediate Northwest Coast Basketry	3
ART S385	Intermediate Northwest Coast Carving	3
ART S386	Intermediate Northwest Coast Woolen Weaving	3

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Code	Title	Credits
ART S482	Advanced Northwest Coast Basketry	3
ART S485	Advanced Northwest Coast Carving	3
ART S486	Advanced Northwest Coast Woolen Weaving	3
Program Electives		
<i>Advisor Approved Elective</i>		3
Total		33

B. Alaska Native Languages Track

Code	Title	Credits
General Requirements		
Language Master: one of the following language tracks (17 credits)		
AKL S205	Intermediate Tlingit I	4
AKL S206	Intermediate Tlingit II	4
AKL S305	Advanced Tlingit I	3
AKL S306	Advanced Tlingit II	3
AKL S207	Intermediate Haida I	4
AKL S208	Intermediate Haida II	4
AKL S307	Advanced Haida I	3
AKL S308	Advanced Haida II	3
AKL S209	Intermediate Tsimshian I	4
AKL S210	Intermediate Tsimshian II	4
AKL S309	Advanced Tsimshian I	3
AKL S310	Advanced Tsimshian II	3
Program Requirements		
AKL S290	Indigenous Language Revitalization	3
AKL S370	Foundations of Indigenous Language Education	3
AKL S410	Indigenous Language Curriculum Design and Instruction	3
AKL S415	Indigenous Language Instructional Strategies	3
AKL S460	Indigenous Language Field Methods	3
AKL S471	Indigenous Language Teacher Apprenticeship	3

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Code	Title	Credits
AKL S490	Practicum in Indigenous Language Education	3
Advisor Approved Elective		
Total		38

Alaska Native Governance Track

Code	Title	Credits
General Requirements		
Program Requirements		
ANS S240	Indigenous Oral Literature	3
ANS S260	Alaska Native Organizations and Economies	3
ANS S320	AK Native Ecological Knowledge	3
ANS S360	Introduction to Federal Indian Law	3
ANS S365	Indigenous Social Movements	3
ANS S492A	Alaska Native Studies Internship Seminar	3
Advisor Approved Elective		3
Total		32

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Budget

As noted above, the development of this program will open the door for increased enrollment, increased numbers of Alaska Native language speakers and teachers, and increased direct connections with ANCSA Corporations, and Alaska Native Heritage Nonprofit entities.

There are no immediate budget increases as a result of offering this program.

Of the eight faculty members required to execute the program, four positions are currently funded and filled, three are filled by adjuncts and will be converted to term language teaching positions – one each in Tlingit, Haida, and Tsimshian – and one tenure-track faculty recruitment is underway.

Three term positions and the tenure-track faculty position will be fully funded for 36 months through a partnership with the Sealaska Heritage Institute. The funding stems from two Department of Education grants that partially fund our programs in Northwest Coast Arts and Alaska Native Languages. In September 2021, we renewed a multi-year agreement in Northwest Coast Arts that brings \$912,692 to UAS over three years, and in March 2022 a renewal application for UAS's Haa Yoo X'atangi Deiyi Alaska Native Language program was submitted to the U.S. Department of Education. If awarded, this grant will bring \$1.2 Million to UAS over a three-year period, further offsetting expenses in years one-three of the degree program.

In addition to our long-standing partnerships with Sealaska Heritage Corporation, UAS is in talks with Goldbelt Heritage Foundation to identify further pathways of financial support for UAS's indigenous languages and arts offerings.

Based on the enrollment projections in the attached PAR form, we expect to see a steady increase in the degree program enrollments, with a five-year projection of 35 students generating revenue of \$1,158,150. Expenses during the four-year lead-in period are expected to remain consistent, though may see modest changes due to salary increases and inflation.