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PROGRAM/DEGREE REQUIREMENT CHANGE (MAJOR/MINOR)

SUBMITTED BY:

Department	Northern Studies	College/School	CLA
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See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

PROGRAM IDENTIFICATION:

DEGREE PROGRAM	Northern Studies
Degree Level: (i.e., Certificate, A.A., A.A.S., B.A., B.S., M.A., M.S., Ph.D.)	B.A.

A. CHANGE IN DEGREE REQUIREMENTS: (Brief statement of program/degree changes and objectives)

Our changes reflect our effort to grow the major. We are 1) requiring a newly designed introductory overview course that is taught through E-Learning & Distance Ed and hope that it will attract students from all over the world; 2) we are giving students more options; 3) we are increasing the circumpolar (rather than Alaskan) scope.

B. CURRENT REQUIREMENTS AS IT APPEARS IN THE CATALOG:

1. Complete the [general university requirements](#).
2. Complete the [B.A. degree requirements](#).
3. Complete the following:*
 - ANL F256--Alaska Native Languages: History, Status and Maintenance (3)
or ANL F315--Alaska Native Languages: Eskimo Aleut (3)
or ANL F315--Alaska Native Languages: Indian Languages (3)--3 credits
 - ANTH F242--Native Cultures of Alaska--3 credits
 - BIOL F104X--Natural History of Alaska**--4 credits
 - ART F425W--Visual Images of the North (3)
or ENGL F349--Narrative Art of Alaska Native Peoples (in English Translation) (3)
or ENGL F350--Literature of Alaska and the Yukon Territory (3)--3 credits
 - GEOG F427--Polar Geography--3 credits
 - HIST F483W--20th Century Circumpolar History--3 credits
 - NORS F484W--Seminar in Northern Studies--3 credits
 - PS F263--Alaska Native Politics (3)
or PS F462--Alaska Government and Politics (3)--3 credits
4. Complete 15 credits* from two of the following groups:***
 1. Anthropology
 - ANTH F302--Ethnography of Siberia (s)--3 credits
 - ANTH F309--Circumpolar Archaeology--3 credits
 - ANTH F313--Ethnography of Alaska (s)--3 credits

ANS/ANTH F320W--Language and Culture: Applications to Alaska--3 credits
ANTH F383--Athabaskan Peoples of Alaska and Adjacent Canada--3 credits
ANTH F472--Culture and History of the North Atlantic--3 credits

2. Geography

GEOG F302--Geography of Alaska--3 credits
GEOG F303--Geography of United States and Canada--3 credits
GEOG F306--Geography of Russia--3 credits

3. History

HIST F404--Modern Scandinavia--3 credits
HIST F461W--History of Alaska--3 credits
HIST F463--Foundations of Russian History--3 credits
HIST F464--History of Russia--3 credits
HIST F481--Polar Exploration and Its Literature--3 credits

4. Political Science

PS/ANS F325--Native Self-Government--3 credits
PS/ANS F450--Comparative Aboriginal Rights and Policies--3 credits
PS F452--International Relations of the North--3 credits
PS F454--International Law and the Environment--3 credits
PS F460W--Government and Politics of Canada--3 credits
PS F468W--Government and Politics of Russia--3 credits

5. Humanities

ART F365--Native Art of Alaska--3 credits
ART F367--Eskimo Art--3 credits
ENGL F349--Narrative Art of Alaska Native Peoples (in English Translation)-
-3 credits
ENGL F350--Literature of Alaska and the Yukon Territory--3 credits
Northern language****--10 credits

5. Minimum credits required--130 credits

* Students must earn a C grade (2.0) or better in each course.

** Students may take this course as one of the two required lab science courses within the university's general requirements.

*** Students are encouraged to use the major in conjunction with a discipline-based major. Double majors linking northern studies with, for example, Alaska Native studies, anthropology, geography, history or political science majors may double count a maximum of 9 credits from the above groupings toward the second major. Other majors may double count a maximum of 9 credits toward their university distribution requirements.

**** Two semesters of a northern language, such as Eskimo or Russian.

C. PROPOSED REQUIREMENTS AS IT WILL APPEAR IN THE CATALOG WITH THESE CHANGES:
(Underline new wording ~~strike through old wording~~ and use complete catalog format)

1. Complete the general university requirements.
2. Complete the B.A. degree requirements.
3. Complete the following:*
 - NORS F201--The Circumpolar North: An Introductory Overview--3 credits
 - ~~ANL F256--Alaska Native Languages: History, Status and Maintenance (3)~~
 - ~~—or ANL F315--Alaska Native Languages: Eskimo Aleut (3)~~
 - ~~—or ANL F315--Alaska Native Languages: Indian Languages (3) 3 credits~~
 - ANTH F242--Native Cultures of Alaska (3) --3 credits
 - or SOC 301-- Rural Sociology (3) --3 credits
 - BIOL F104X--Natural History of Alaska**--4 credits
 - ART F425W--Visual Images of the North (3)
 - or ENGL F349--Narrative Art of Alaska Native Peoples (in English Translation)
(3)
 - or ENGL F350--Literature of Alaska and the Yukon Territory (3)--3 credits
 - GEOG F427--Polar Geography (3)
 - or NORS F474--The Changing Arctic (3)--3 credits
 - HIST F483W--20th Century Circumpolar History--3 credits
 - NORS F484W--Seminar in Northern Studies--3 credits
 - PS F263--Alaska Native Politics (3)
 - or PS F462--Alaska Government and Politics (3) --3 credits
 - or PS F460--Government and Politics of Canada (3)
 - or PS F468--Government and Politics of Russia (3) --3 credits
4. Complete 15 credits* from two of the following groups:***
 1. Anthropology
 - ANTH F302--Ethnography of Siberia (s)--3 credits
 - ANTH F309--Circumpolar Archaeology--3 credits
 - ANTH F313--Ethnography of Alaska (s)--3 credits
 - ANS/ANTH F320W--Language and Culture: Applications to Alaska--3 credits
 - ANTH F383--Athabaskan Peoples of Alaska and Adjacent Canada--3 credits
 - ANTH F472--Culture and History of the North Atlantic--3 credits
 2. Geography
 - GEOG F302--Geography of Alaska--3 credits
 - GEOG F303--Geography of United States and Canada--3 credits
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 3. History
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 - HIST F464--History of Russia--3 credits
 - HIST F481--Polar Exploration and Its Literature--3 credits
 4. Political Science
 - PS/ANS F325--Native Self-Government--3 credits
 - PS/ANS F450--Comparative Aboriginal Rights and Policies--3 credits
 - PS F452--International Relations of the North--3 credits

PS F454--International Law and the Environment--3 credits

PS F460W--Government and Politics of Canada--3 credits

PS F468W--Government and Politics of Russia--3 credits

5. Humanities

ART F365--Native Art of Alaska--3 credits

ART F367--Eskimo Art--3 credits

ENGL F349--Narrative Art of Alaska Native Peoples (in English Translation)-
-3 credits

ENGL F350--Literature of Alaska and the Yukon Territory--3 credits

Northern language****--10 credits

5. Minimum credits required--130 credits

* Students must earn a C grade (2.0) or better in each course.

** Students may take this course as one of the two required lab science courses within the university's general requirements.

*** Students are encouraged to use the major in conjunction with a discipline-based major. Double majors linking northern studies with, for example, Alaska Native studies, anthropology, geography, history or political science majors may double count a maximum of 9 credits from the above groupings toward the second major. Other majors may double count a maximum of 9 credits toward their university distribution requirements.

**** Two semesters of a northern language, such as Eskimo or Russian.

D. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Virtually none, in the short run, because we have so few BA students.

The workload of the instructor for NORS 201 has already been adjusted to accommodate her teaching that class. History hires an adjunct to teach a class she formerly taught.

We hope to grow the major through requiring an appealing introductory course and through providing greater flexibility. Thus eventually there could be impacts on NORS faculty and faculty in other departments. Given the choices that students will have, we do not expect noticeable impacts on any one department.

NORS 201 is being taught for the first time this year and will become a permanent course (see attachment). It is designed for delivery through E-Learning and Distance Education to attract students from all over the world who are interested in learning about the circumpolar north. We are working toward making the whole degree program available online.

E. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

Virtually none; we have very few majors. This may add or subtract one or two students in any class affected.

F. IF MAJOR CHANGE - ASSESSMENT OF THE PROGRAM:

Description of the student learning outcomes assessment process.)

Our student learning outcomes assessment includes an evaluation of graduates' writing and analysis in a capstone course research paper, as well as the students' assessment of his/her growth in the program.

JUSTIFICATION FOR ACTION REQUESTED

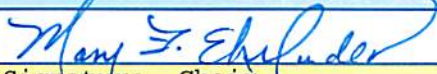
The purpose of the department and campus-wide curriculum committees is to scrutinize program/degree change applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you drop a course, is it because the material is covered elsewhere? Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the program is not compromised as a result.

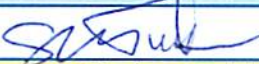
We have designed NORS 201 as an introductory overview to the major to strengthen the major (and the minor).


We are dropping the Alaska Native Language requirement because these classes are taught as linguistics classes and our students generally have no background in linguistics. The objective of gaining an understanding of Alaska Native peoples and cultures is met through ANTH 242.

We are offering the students a wider range of classes to meet the major requirements to accommodate student interests and educational goals.

APPROVALS:

	Date	12-10-12
Signature, Chair, Program/Department of:	Northern Studies	

	Date	12-7-2012
Signature, Chair, College/School Curriculum Council for:	College of Liberal Arts	

	Date	12/10/12
Signature, Dean, College/School of:	College of Liberal Arts	

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

**Outcomes Assessment
Northern Studies Program
College of Liberal Arts
University of Alaska Fairbanks**

BA in Northern Studies

Northern Studies has developed the following Outcomes Assessment Plan:

In the required Senior Seminar class (NORS 484), the instructor will evaluate the quality of the writing of the research paper, using a rubric that addresses 1) quality of writing, fluency and mechanics; 2) analytical skills, 3) research skills and 4) the nature of the contribution (see attached rubric #1).

Senior students will also complete a self evaluation that asks them to estimate their growth in the program, relate their perceptions of strengths and weaknesses in the program, and assess the program's value in terms of the preparation they received for graduate study and/or for making a contribution to the north (see attached rubric #2).

Please note that the BA in Northern Studies is an interdisciplinary BA, and there is no introductory course in which we could evaluate students' writing and analytical skills upon entering the program.

MA in Northern Studies

Northern Studies has developed the following three-part Outcomes Assessment Plan for the MA:

In the required Introductory Seminar class (NORS 600), the instructor will evaluate the quality of the writing of the research paper, using a rubric that addresses 1) quality of writing, fluency and mechanics; 2) analytical skills, 3) research skills and 4) the nature of the contribution (see attached rubric #3).

At the completion of the program, the student's committee chair will evaluate the student's writing and analytical skills, using a rubric (attachment #4) that addresses 1) quality of writing, fluency and mechanics; 2) analytical skills, including ability to formulate a problem, evaluate evidence and draw conclusions; 3) research skills, including use of primary sources, archival materials, interviews, journal articles, and other scholarly sources; 4) the nature of the contribution; 5) the value added from the beginning of the research project to its completion; and 6) value added since the student entered the program, using the evaluation of the student's research paper in the introductory seminar as a baseline.

The student/graduate will be given his or her committee chair's evaluation of his/her work and progress, and then the student will be asked to complete a self-evaluation, assessing his or her skills and the growth experienced in the program following a rubric similar to the one used by the professor (see attached rubric #5).

Northern Studies Program Outcomes Assessment

BA Program for Academic Years 2010-2011 and 2011-2012

Northern Studies graduated five BA students during this two year period – three in 2011 and two in 2012. Our Outcomes Assessment includes assessment of the students' abilities exhibited in the capstone course for the major, *Senior Seminar in Northern Studies*, done by Dr. Mary Ehrlander, who teaches the course, and self-evaluations by the graduates of their skills and growth in the program, as well as their assessment of strengths and weaknesses in the program.

The following summarizes the evaluations completed by Dr. Mary Ehrlander:

Quality of writing, fluency and mechanics:

Dr. Ehrlander found that students generally had strong writing abilities upon beginning the class (she also has exposure to the students in another required class, *20th Century Circumpolar History*), and she observed growth in all students, with substantial growth in some. The senior seminar is writing intensive, so notable improvement can be discerned between the first draft and the final paper.

Analytical skills, including ability to formulate a problem, evaluate evidence, draw conclusions:

Dr. Ehrlander saw marked growth in analytical skills of three of the graduates while in the program; they had superb analytical skills upon completion of the program. She noted growth between drafts of papers with all the students. One student grew strikingly in his ability to analyze his topic and present his arguments in a balanced, scholarly tone, rather than merely advocating for his position.

Research skills, including use of primary sources, archival materials, interviews, journal articles, other scholarly sources:

All students demonstrated an ability to locate, incorporate and integrate a wide variety of sources, including primary (archival and newspaper sources) and secondary. Their required power point presentations of their final papers demonstrated strong research and analytical skills.

What is the nature of the contribution?

Three of the students contributed to knowledge and understanding of northern historical topics. Three set a very high standard for other students in the presentation of their papers (power point presentations). Three (not the same three) made especially strong contributions to class discussions. One was notably strong in her incorporation of knowledge and insight gained from her second major (Justice).

The Senior Seminar is stacked with the introductory seminar to the MA in Northern Studies. Thus these seniors take the class with entering graduate students. All five of them performed very well under these circumstances. They made valuable contributions to class discussions, and their oral presentations (final research paper and others) were comparable to those of the graduate students. Two were among the strongest of all the power point presentations in their professionalism and analysis.

The following summarizes Student Self and Program Evaluations (4 graduates responded):

Have you seen growth in yourself as you have progressed through your program in Northern Studies? Please explain.

All students reported growth; the responses were so individualized that they cannot be aggregated well. Two noted growth in writing skills and two in critical thinking or analysis. Three specifically noted growth in public presentation skills. Two noted much growth in understanding of Alaska and northern issues of importance. One said she became a more knowledgeable, well-rounded person. One noted that she was encouraged to be a leader. One noted the benefits of interacting with graduate students. One noted growth from being encouraged to venture outside her academic comfort zone.

What are strengths of the BA in NORS, from your perspective?

Three students said that the faculty were the main strength of the program. Students identified Drs. Ehrlander, Cole and Koskey as especially supportive and knowledgeable. Students praised the mentorship they received in the program as well as the sense of community they felt. One student wrote that NORS creates an encouraging environment that fosters creative thought and academic strength. One noted especially the encouragement of experiential learning, especially study abroad. All four students praised the flexibility of the program. Three specifically mentioned the interdisciplinary nature of the program that allowed growth in multiple fields and strengthened their overall understanding of the north.

Weaknesses of the program: Critiques were completely individualized, though in general students had far fewer examples of weaknesses than strengths.

1. The program hasn't tried hard enough to attract students.
2. More emphasis should be placed on theoretical frameworks for understanding the north so that students are more prepared for graduate school.
3. The program seems not to be well enough funded (faculty are stretched too thin).
4. ANL 315 (Eskimo language) should not be required.
5. NORS should have an introductory seminar and more NORS centric courses (rather than students mostly taking courses in a variety of classes).
6. NORS should reach broader than CLA and include courses in, for instance, economics and the sciences.

Have you derived value from the program re: preparation for graduate student, for work and/or making a contribution in the north?

Overwhelmingly students reported that they had derived great value from the NORS program; they gained broad understanding about the north as well as acquiring career-specific knowledge and skills. Two are headed for careers (already in a job or internship) with the National Park Service, and they mentioned having benefited from the NORS program in career preparation. Other comments included the following:

- Yes, I use my education every day.
- NORS was an exact fit for me.
- While in the program I've had many opportunities to travel, learn, create and work.
- I learned how to think academically.
- I've learned to understand the north in a global context.
- Yes, especially in two graduate level courses that exposed me to useful theoretical frameworks.
- Understanding colonial and frontier narratives will help me in participating in public policy decisions.
- Yes, I have received good preparation for graduate study and/or for commercial/entrepreneurial or military work in the north.
- I don't think I would have ever graduated if it hadn't been for NORS.

Conclusions and Programmatic Revisions:

All students reported that they benefited from earning their degrees in Northern Studies; they stressed becoming more knowledgeable about the north in general as well as developing career-specific knowledge and skills. The majority noted growth in writing and/or analytical skills.

Strengths of the programs that the students identified focused on the program's flexibility and faculty strengths in subject matter and their caring attitudes and the mentoring they offered.

Weaknesses cannot be summarized easily. It is therefore more useful to identify changes that are in progress related to each of the criticisms students offered.

1. The program hasn't tried hard enough to attract students.
 - We are in fact "on probation" and working now to grow. We will be making more aggressive efforts to recruit.
 - We will be offering several courses on line next year, and we are working toward offering the whole degree online. This we expect will grow the program significantly.
2. More emphasis should be placed on theoretical frameworks for understanding the north so that students are more prepared for graduate school.
 - This is a valid critique, and I aim to emphasize theoretical frameworks for analysis more in Senior Seminar and will encourage other faculty to do so in their classes.
3. The program seems not to be well enough funded (faculty are stretched too thin).
 - Well, yes, we are stretched thin.

4. ANL 315 (Eskimo language) should not be required.
 - We plan to exchange this requirement, which hasn't worked well for our students, because of the emphasis on linguistics, for a course on northern communities taught by sociologist Sine Anahita, who is now NORS faculty.
5. NORS should have an introductory seminar and more NORS centric courses (rather than students mostly taking courses in a variety of classes).
 - Dr. Ehrlander is currently designing NORS 293, *The Circumpolar North: An Introductory Overview* for distance delivery and will pilot it in Fall 2012.
 - We plan to make it a required introductory course to the major the following year.
6. NORS should reach broader than CLA and include courses in, for instance, economics and the sciences.
 - In the 1990s NORS had an economics course, and we lost it when Economics professor Colin Reed left.
 - We aim to talk with faculty in Economics about whether they would be interested in developing a northern economics course to cross-list with NORS. We recognize that we need it.
 - Students are required to take BIOL 104 *Natural History of Alaska*. We also have a course newly developed by Dr. Maribeth Murray: *The Changing Arctic*, which addresses the physical environment in the arctic. We do not have plans to expand further into the hard sciences, as this is social sciences and humanities centered program. Students may take courses in the sciences as electives and in their minors, in accordance with their interests.

Thus the students' critiques of the program aligned remarkably well with weaknesses we have already identified and are addressing.

Attachments:

- List of NORS graduates 2010-2011 and 2011-2012
- Rubric for faculty evaluations of students' abilities, progress and contribution
- Rubric for student self-evaluations

Attachment A – list of Northern Studies BA Graduates 2010-2011 and 2011-2012

May 2011 Graduates:

Lisbet Norris
Macy Possenti
Cynthia Quinn

May 2012 Graduates:

Christopher Behnke
Harland Gustafson

Appendix B: Rubric for Evaluation of Student Performance and Growth in NORS Senior Seminar

Student Name _____ **Evaluation by:** _____ --

Rubric for Research Paper in Senior Seminar in Northern Studies

Quality of writing, fluency and mechanics

(provide narrative analysis including examples)

Analytical skills: this includes ability to formulate a problem, evaluate evidence, draw conclusions
(provide examples)

Research skills: this includes use of primary sources, archival materials, interviews, journal articles,
and other scholarly sources (provide examples)

What is the nature of the student's contribution?

Appendix C: Rubric for Student Self Evaluation and Program Evaluation – NORS BA

Student Name _____

Rubric for Student Self Evaluation and Program Evaluation – NORS BA

Have you seen growth in yourself as you have progressed through your program in Northern Studies?
Please explain.

What are the strengths of the BA in Northern Studies, from your perspective?

What weaknesses have you perceived in the program?

Have you derived value from the program in terms of preparation for graduate study, for work and/or for making a contribution as a resident in the north? If so, please explain in what ways. If not, please explain what would have prepared you better.