**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Tribal Management</th>
<th>College/School</th>
<th>CRCD / Interior-Alutians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Steve Becker, CEP</td>
<td>Phone</td>
<td>Steve Becker, CEP</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:srbecker@alaska.edu">srbecker@alaska.edu</a></td>
<td>Faculty Contact</td>
<td></td>
</tr>
</tbody>
</table>

**TRIAL COURSE OR NEW COURSE PROPOSAL**

1. **ACTION DESIRED**
   (CHECK ONE):
   - Trial Course
   - New Course
   - X

2. **COURSE IDENTIFICATION**:
   - Dept: TM
   - Course #: 271
   - No. of Credits: 1
   - Justify upper/lower division status & number of credits:

   **Course presents the transportation planning process at both the strategic and project level. Designed for individuals with a basic familiarity with rural transportation issues. 18 contact hours over 3 days.**

3. **PROPOSED COURSE TITLE:**

   **Rural Transportation Planning**

4. **CROSS LISTED?**
   - YES/NO: N
   - If yes, Dept: 
   - Course #:
   - (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. **STACKED?**
   - YES/NO: N
   - If yes, Dept: 
   - Course #:

6. **FREQUENCY OF OFFERING:**
   - As Demand Warrants
   - (Every or Alternate) Fall, Spring, Summer = or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING** (if approved):
   - Fall 2010

8. **COURSE FORMAT:**

   **NOTE:** Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

   **COURSE FORMAT:**
   - (check one)
   - X 1
   - 2
   - 3
   - 4
   - 5
   - 6 weeks to full semester

   **OTHER FORMAT**
   - (specify)
   - Intensive
   - Lecture

9. **CONTACT HOURS PER WEEK:**
   - 18 LECTURE hours/weeks
   - LAB hours /week
   - PRACTICUM hours /week
   - Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 1600 minutes of lab in a science course=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty/cd/credits.html for more information on number of credits.

   **OTHER HOURS (specify type)**
   - 18 hours over three days.

10. **COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):**

    **TM 271 Rural Transportation Planning (1)** Provides an introduction to the planning requirements of rural transportation programs, with emphasis on the Indian Reservation Roads (IRR) program. This course gives an overview of a transportation planning cycle, from grounding and visioning through plan development, implementation, evaluation and re-visioning. The planning elements that can be included under the IRR program regulations will be reviewed and discussed.
11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities  N = Natural Science  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? [ ] YES [ ] NO

If YES, check which core requirements it could be used to fulfill:

U = Oral Intensive, Format 6  W = Writing Intensive, Format 7  Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? [ ] YES [ ] NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM:

LETTER:  PASS/FAIL: X

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

TM 171 or permission of instructor

RECOMMENDED
Classes, etc. that student is strongly encouraged to complete prior to this course.

None

15. SPECIAL RESTRICTIONS, CONDITIONS

None

16. PROPOSED COURSE FEES

$0

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? [ ] Yes [ ] No

N/A

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? [ ] Yes [ ] No

If yes, give semester, year, course #, etc.: Fall 2009, TM 293

18. ESTIMATED IMPACT

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

None.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffklj@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

[ ] No [ ] Yes [ ] Email dated 9/23/2008 – No Impact.

20. 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)

CRCD Tribal Management Program.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Increase in student numbers and credit hours. Should not adversely impact other courses or programs. May provide additional students transitioning into the CRCD Rural Development program.
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course 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. Use as much space as needed to fully justify the proposed course.

This course has been requested by multiple Tribal governments throughout Alaska. The course is part of the Alaska Roads Scholar program, as well as the Occupational Endorsement in Tribal Transportation (currently under development).

APPROVALS:

Signature, Chair, Program/Department of:  
Date

Signature, Chair, College/School Curriculum Council for:  
Date

Signature, Dean, College/School of:  
Date

Signature of Provost (if applicable)  
Offerings above the level of approved programs must be approved in advance by the Provost.

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

Signature, Chair, UAF Faculty Senate Curriculum Review Committee  
Date

ADDITIONAL SIGNATURES: (If required)

Signature, Chair, Program/Department of:  
Date

Signature, Chair, College/School Curriculum Council for:  
Date

Signature, Dean, College/School of:  
Date
ATTACH COMPLETE SYLLABUS (as part of this application).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide [http://www.uaf.edu/uafgov/faculty/cd/syllabus.html](http://www.uaf.edu/uafgov/faculty/cd/syllabus.html).
The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. **Course information**:
   - Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. **Instructor (and if applicable, Teaching Assistant) information**:
   - Name, office location, office hours, telephone, email address.

3. **Course readings/materials**:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and any supplies required.

4. **Course description**:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and description in syllabus must be consistent with catalog course description.

5. **Course Goals (general) and Student Learning Outcomes (more specific)**

6. **Instructional methods**:
   - Describe the teaching techniques (e.g. lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. **Course calendar**:
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

8. **Course policies**:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

9. **Evaluation**:
   - Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.).

10. **Support Services**:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

11. **Disabilities Services**:
    - The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.”
Tribal Management – TM 271
Rural Transportation Planning
1 cr.

SEMESTER 20XX Course Syllabus

Course Meeting Times and Location:

DATES, 20XX
Wednesday, 1:00 PM – 5:00 PM
Thursday and Friday, 9:00 AM – 5:00 PM
VENUE, VILLAGE, Alaska

Prerequisites: TM 171 – Introduction to the IRR Program or permission of instructor.

Instructor: Steven R. Becker, CEP, Assistant Professor of Tribal Management
Alaska Tribal Technical Assistance Center, University of Alaska Fairbanks
111 Harper Building, Fairbanks, AK 99775-6720
907.474.5096 (office) * 888.846.2422 (toll free) * 907.474.5208 (fax)
Steve.Becker@alaska.edu

Office Hours: The instructor will also be available for ½ hour before and after each session in order to
answer questions and review work on an individual basis.

Text: Course pack (latest edition, to be provided by the instructor)

Course Description: This course provides an introduction to the planning requirements of rural
transportation programs, with emphasis on the Indian Reservation Roads (IRR) program. The course
presents a model for conducting long range transportation planning based on the principle of the Great Law
of the Iroquois Confederacy that Tribal leaders consider the impacts of their decisions for the next seven
generations. This course will provide an overview of a seven generations planning cycle, from grounding
and visioning through plan development, implementation, evaluation and re-visioning. The planning
elements that can be included under the IRR program regulations will be reviewed and discussed. This
course is designed for community leaders and staff involved in long range transportation planning for rural
communities.

Course Goals: Students will develop a basic understanding of the role of planning in the management of
rural transportation programs and the steps required to develop a long range transportation plan in rural
communities.

Student Learning Outcomes: On completion of the course the student should be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Evaluated by:</th>
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</thead>
<tbody>
<tr>
<td>1. Discuss the history, purpose of, and need for transportation planning in rural Alaska</td>
<td>Course Discussion, Course Notebook</td>
</tr>
<tr>
<td>2. Understand the sovereign and other legal foundations for transportation planning programs in rural Alaska</td>
<td>Course Discussion, Course Notebook</td>
</tr>
</tbody>
</table>
Students will be able to: | Evaluated by:
--- | ---
3. Describe the information needed for effective transportation planning, and the sources from which that data may be available. | Course Discussion, Homework, Course Notebook
4. Identify the general steps in a seven generations planning cycle. | Course Discussion, Homework
5. Discuss aspects of the planning cycle that are characteristic of Indigenous planning programs | Course Discussion, Course Notebook
6. Compare and contrast the processes for Long Range Transportation Planning and transportation project planning. | Course Discussion, Homework
7. Actively participate in long-range and project transportation planning processes. | Planning Exercises

**Instructional Methods:** Instructional methods will consist of lecture and group activities.

**Course Policies:** Students are expected to actively participate in class discussions and group activities.

**Evaluation and Grading:** This is a pass/fail course. Grades will be assigned based on the percentage of the total points possible that a student earned for the course in accordance with the following:

<table>
<thead>
<tr>
<th>% of Total</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 70</td>
<td>Pass</td>
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<tr>
<td>&lt; 70</td>
<td>Fail</td>
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</tbody>
</table>

Total points possible for the course will be weighted based on the following:

*Participation (10%):* Group discussions, in-class exercises, and overall group dynamics are an essential part of the learning experience for this course. Students are expected to actively participate in group discussions and exercises in a variety of roles. Participation points for a missed class session cannot be made up.

*Homework (20%):* Students will be assigned homework at the end of each day. These will be short exercises designed to reinforce the concepts presented in that day’s class. Homework will be due at the beginning of the next day.

*Course Notebook (30%):* Students will be required to keep a course notebook for the session. The course notebook should include notes on the presentations and reflections on how the information presented could affect the students’ village. The notebook will be presented to the instructor at the end of the workshop, and then returned to the student.

*Planning Exercises (40%):* Students will take part in three planning exercises designed to simulate each phase of the planning process.

**Support Services:** The instructor is available upon appointment for additional assistance outside session hours and standard office hours.

**Disability Services:** The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the Office of Disability Services (203 WHIT, 907-474-7043) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students
a) UAF has a Disability Services office that operates in conjunction with the College of Rural Alaska (CRA) campuses and UAF Center for Distance Education (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

b) If you believe you are eligible, please visit http://www.uaf.edu/chc/disability.html on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu
## Course Schedule:

<table>
<thead>
<tr>
<th>Day/Time</th>
<th>Topic</th>
<th>Reference from Coursepack</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00 – 13:30</td>
<td>Introductions &amp; Syllabus Review</td>
<td></td>
<td>• Course Notebook Assigned</td>
</tr>
<tr>
<td>13:30 – 15:00</td>
<td>The Purpose and Need for Planning</td>
<td>• USDA Community Strategic Plan Guide: Pages 1-8</td>
<td>• Homework #1 Assigned: Planning Roles in Rural Communities</td>
</tr>
<tr>
<td>15:00 – 17:00</td>
<td>Foundations for Planning</td>
<td>• USDA Community Strategic Plan Guide: Pages 1-8</td>
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<td>Sovereignty and Planning</td>
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<td>Sovereignty and Plan Implementation</td>
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<td></td>
<td>Planning in Multiple Jurisdictions</td>
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<tr>
<td>Day 2 09:00 – 09:30</td>
<td>Review</td>
<td></td>
<td>• Homework #1 Due</td>
</tr>
<tr>
<td>09:30 – 10:30</td>
<td>Setting the Context for Planning</td>
<td>• USDA Community Strategic Plan Guide: Pages 9-28</td>
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<td></td>
<td>Physical Context</td>
<td>• Denali Commission Community Plan Checklist</td>
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<td></td>
<td>Social and Cultural Context</td>
<td>• Visionary Planning for the Seventh Generation</td>
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<td>• TCD Handbook: Pages 21-30</td>
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<tr>
<td>10:30 – 12:00</td>
<td>Identifying Issues, Needs, and Opportunities</td>
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<tr>
<td>12:00 – 13:00</td>
<td>Lunch</td>
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<td>13:00 – 14:00</td>
<td>Determining the Objective of the Plan</td>
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<td>14:00 – 15:00</td>
<td>Resource Inventory</td>
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<td>Western Sources</td>
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<td></td>
<td>Indigenous Sources</td>
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<tr>
<td>15:00 – 17:00</td>
<td>Planning Exercise #1 – Setting the Context</td>
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<td>• Planning Exercise #1</td>
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<tr>
<td>Day 3 09:00 – 09:30</td>
<td>Review</td>
<td></td>
<td>• Homework #2 Due</td>
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<tr>
<td>09:30 – 11:00</td>
<td>Phase II – Alternative Development</td>
<td>• USDA Community Strategic Plan Guide: Pages 29-36</td>
<td>• Planning Exercise #2</td>
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<td>Analyze the Resource Inventory</td>
<td>• Denali Commission Community Plan Checklist</td>
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<td></td>
<td>Identifying Alternatives</td>
<td>• Visionary Planning for the Seventh Generation</td>
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<td></td>
<td>Formulating Alternatives</td>
<td>• TCD Handbook: Pages 30-43</td>
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<td>Evaluating Alternatives</td>
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<tr>
<td>11:00 – 12:00</td>
<td>Planning Exercise #2: Developing Alternatives</td>
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<tr>
<td>12:00 – 13:00</td>
<td>Lunch</td>
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<tr>
<td>Day/Time</td>
<td>Topic</td>
<td>Reference from Coursepack</td>
<td>Assignment</td>
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<tr>
<td>13:00 – 15:00</td>
<td>Phase III – Decision and Implementation</td>
<td>• USDA Community Strategic Plan Guide: Pages 37-40</td>
<td>• Planning Exercise #2</td>
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<td></td>
<td>Selecting a Course of Action</td>
<td>• Measuring Success / Sustainable Community Planning</td>
<td>• Course Notebooks Due</td>
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<tr>
<td></td>
<td>Implementing the Plan</td>
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<td></td>
<td>Evaluating the Plan</td>
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<td>Updating or Amending the Plan</td>
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<tr>
<td>15:00 – 16:00</td>
<td>Planning Exercise #3: Developing an Action Plan</td>
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<tr>
<td>16:00 – 17:00</td>
<td>Final Review and Wrap-Up</td>
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