

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

Department	Alaska Native Studies and Rural Development	College/School	CRCD
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Dept	RD	Course #	351	No. of Credits	3
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Change Course	X	If Change, indicate below what is changing.	Drop Course	
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CREDITS (including credit distribution)		COURSE CLASSIFICATION	
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Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING		Dept. & No.		Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING		Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)				

COURSE FORMAT: (check <u>all</u> that apply)		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	6 weeks to full semester
OTHER FORMAT (specify all that apply)								
Mode of delivery (specify lecture, field trips, labs, etc.)		Lecture						

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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- 4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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How many times may the course be repeated for credit?	<input type="text"/>	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
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6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)
3 Credits
Offered As Demand Warrants
~~Case study~~ Comparative approach in ~~accessing Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

<p>RD F351 Strategic Planning for Rural Communities <u>Strategic Planning and Decision Making</u> (a) 3 Credits Offered Spring Examination of the major components of planning and grant writing processes as they relate to community land use, business and social service projects. The ability to plan strategically is fundamental to the success of organizations and communities alike. Rural leaders, in particular, must be incredibly adept at making strategic decisions about how to achieve desirable outcomes with limited human and financial resources. This course takes a practitioner approach to equipping students with basic knowledge of strategic planning processes as well as opportunities to engage with proven tools from the field. This course will emphasize business and technical writing and include student moderated discussions. <u>Prerequisites: RD 300; RD 325; and junior standing; or permission of instructor.</u> <u>Lecture + Lab + Other: 3 + 0 + 0</u></p>
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7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

<p>RD F351 Strategic Planning and Decision Making (a) 3 Credits Offered Spring The ability to plan strategically is fundamental to the success of organizations and communities alike. Rural leaders, in particular, must be incredibly adept at making strategic decisions about how to achieve desirable outcomes with limited human and financial resources. This course takes a practitioner approach to equipping students with</p>

basic knowledge of strategic planning processes as well as opportunities to engage with proven tools from the field. This course will emphasize business and technical writing and include student moderated discussions.

Prerequisites: RD 300; RD 325; and junior standing; or permission of instructor.

Lecture + Lab + Other: 3 + 0 + 0

8. **GRADING SYSTEM:** Specify only one.

LETTER:

☒

PASS/FAIL:

☐

9. **ESTIMATED IMPACT**

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

10. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.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

☒

11. **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)

None anticipated.

12. **POSITIVE AND NEGATIVE IMPACTS**

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

None anticipated.

13. **JUSTIFICATION FOR ACTION REQUESTED**

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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. 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 course is not compromised as a result.

The Rural Development faculty are updating their courses and program to better communicate the topics and approaches taken in each course and in rural development as a discipline. This new title and course description better reflects the content and intended outcomes of the course. The description also adds which communication styles are emphasized and adds two rural development pre-requisites.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: DAN S RD Date 10/17/16

Signature, Chair, College/School Curriculum Council for: Rural & Community Development Date 10/14/16

Signature, Dean, College/School of: CRCD Date 10/17/16

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable): _____ Date _____

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

Signature, Chair Faculty Senate Review Committee: _____ Curriculum Review _____ GAAC

_____ Core Review _____ SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

Signature, Chair, Program/Department of: _____ Date _____

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

Signature, Dean, College/School of: _____ Date _____

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate 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 (or changes to it) may 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 (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. 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.

9. Course policies:

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

10. 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.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

RD 351 Strategic Planning & Decision Making
Spring – 3 credits

Instructor: Charlene Stern, Ph.D. Candidate
Telephone: 907-474-5293
E-mail: cbstern@alaska.edu
Office Location / Hours: Brooks #319

Course Dates/Times: XXX
Audio conference: 1-866-832-7806
PIN: 7590345

COURSE DESCRIPTION

The ability to plan strategically is fundamental to the success of organizations and communities alike. Rural leaders, in particular, must be incredibly adept at making strategic decisions about how to achieve desirable outcomes with limited human and financial resources. This course takes a practitioner approach to equipping students with basic knowledge of strategic planning processes as well as opportunities to engage with proven tools from the field. This course will emphasize business and technical writing and include student-moderated discussions.

Prerequisites: RD 300; RD 325; and junior standing; or permission of instructor.

COURSE OBJECTIVES

To help students to: 1) establish a framework for understanding strategic planning in the context of rural communities; 2) develop a competence in planning tools and techniques; and c) provide an opportunity to build writing capabilities and oral presentation skills.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to: 1) articulate key strategic planning concepts and processes; 2) describe best planning practices in the context of rural communities; and 3) apply tools and techniques to support community and/or organizational decision making.

COURSE REQUIREMENTS

In order to receive full credit for this course, students are expected to read assigned material prior to class, actively contribute to class discussions, and submit assignments in a timely manner.

REQUIRED READING

The required readings for this course will be posted on Blackboard. A schedule of assigned readings is included on pages 5-6 of this syllabus. Additional readings may be assigned in preparation for particular guest presenters. The assigned readings must be read *before* class since they will constitute much of the in-class discussions.

STUDENT EVALUATION AND GRADING

Grades for the course will be assigned on the basis of the following point/grade scale:

A + : 98 -100 %	A : 93-97 %	A - : 90-92 %	
B + : 88-89 %	B : 83-87 %	B - : 80-82 %	
C + : 78-79 %	C : 73-77 %	C - : 70-72 %	
D + : 68-69 %	D : 63-67 %	D - : 60-62 %	F : below 60%

Incomplete - An incomplete is a temporary grade used to indicate that the student has satisfactorily completed (C [2.0] or better) the majority of work in a course but for personal

reasons beyond the student's control has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an I grade. Instructors include a statement of work required of the student to complete the course at the time the I grade is assigned, and a copy of the notice of the incomplete grade will be sent to the dean of the school or college in which the course is given. One year is the longest amount of time allowable for completion of the I. The I grade is not computed in the student's GPA until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an F. A senior cannot graduate with an I grade in either a university or major course requirement. To determine a senior's GPA for honors at graduation, the I grade will be computed as a failing grade.

Work for this course is weighted as follows:

• Class attendance	10%
• Participation	5%
• Blackboard Posts	5%
• Assignment 1: SWOT Analysis	10%
• Assignment 2: Visioning Framework	15%
• Assignment 3: Theory of Change	15%
• Assignment 4: Strategic Plan Critique & Presentation	15%
• Assignment 5: Final Paper	25%
TOTAL	100%

ASSIGNMENTS

Students are highly encouraged to use this class as an opportunity to challenge their technical writing skills. **Written assignments are expected to follow the APA style manual, be free of grammar and spelling mistakes and conjugations (i.e. can't, won't, etc.), and include complete (and correct) citations for all sources referenced.** Students are urged to utilize the UAF writing center to review their draft papers for clarity and technical editing. Please note that any title page(s), reference page(s), or images that take up more than a half a page will not be counted towards the minimum page requirements for Assignments. Late assignments will not be accepted and students will receive a "0" for any assignments received by the Instructor after the required due date. The only exception to this policy is in the case of emergencies in which case, students must notify the Instructor immediately. It is at the discretion of the Instructor whether or not the student will receive an extension.

Attendance (10% grade)

This course meets twice a week for 14 weeks. Please let the instructors know in advance if you expect to miss class. Missing more than three contact hours will negatively affect a student's attendance and participation grade. Each additional absence will bring your grade down one half grade (from an A to an A-, for example).

Participation (5%)

This course is highly participatory. In order to receive credit for participation, students must read assigned readings *before* class, contribute to class discussions and engage in hands-on exercises throughout the face-to-face intensive in the following ways:

- Discuss specific readings and make practical suggestions based on content
- Answer specific questions related to readings and presentations
- Comment constructively on guest speaker presentations

Blackboard Posts: 5% grade

Students will be expected to complete (2) posts on Blackboard in response to the discussion questions posted.

Assignment 1: Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis (10% grade)

A SWOT Analysis is a planning tool that provides a snapshot of the strengths, weaknesses, opportunities and threats facing an organization or community. For Assignment 1, students will use the template provided by the Instructor to conduct a SWOT Analysis of an organization or community of their choosing. In addition to the one-page SWOT Analysis diagram, students must complete a 3 page (double-spaced) paper summarizing key findings of their SWOT analysis and how those findings may inform future strategic planning efforts.

Assignment 2: Visioning Framework (15% grade)

Assignment 2 is a set of exercises based on the article, *Building Your Company's Vision*, by Jim Collins and Jerry Porras. Students will use the Visioning Framework template provided by the Instructor to articulate a core ideology (core values and core purpose) and an envisioned future (BHAG – Big, Hairy, Audacious Goal and vivid description) for an organization or community of their choosing. *Ideally, students will use the same organization or community as Assignment 1.* In addition to the completed Visioning Framework, students must complete a 3 page (double-spaced) paper summarizing key findings of their Visioning Framework and how those findings may inform future strategic planning efforts.

Assignment 3: Theory of Change (15% grade)

A Theory of Change (TOC) is a process of backwards strategy mapping intended to strengthen the pathway between a community or organization's desired impact and their proposed strategies. For Assignment 3, students will use the template provided by the Instructor to articulate a TOC for an organization or community of their choosing. *Ideally, students will utilize the same organization or community as Assignment 1 and 2.* In addition to a completed TOC, students must complete a 3 page (double-spaced) paper summarizing the key findings of their Outcomes Framework and how those findings may inform future strategic planning efforts.

Assignment 4: Strategic Plan Critique & Presentation (15% grade)

Students will be presented with two different strategic plans as a basis for their critique.

Assignment 4 will consist of a 5 page (double-spaced) paper which compares the two plans and identifies the strengths and weaknesses of each using information learned in this course. The critique must include a **minimum of 3 references to course readings or lectures following the APA style manual.** Students will be expected to share a 5-7 minute presentation of their critique during class.

Assignment 5: Final Paper (25% grade)

The final paper will consist of a 10 page (double-spaced) critique of an existing strategic plan. The Instructor will provide a sampling of organization and community strategic plans of which students will select (1) to serve as a focal point for their final paper. Assignment 5 is intended to be a technical paper which favors the use of passive voice. At a minimum, the paper should include: 1) an abstract; 2) an introduction that summarizes the key points of your paper; 3) a summary of the organization or community; 4) a description of the planning process; 5) a critique of the strengths and weakness of the plan; 6) 3-5 recommendations for strengthening the plan given the best practices and tools you learned in class; and 7) a strong conclusion that restates the key points of your paper. The final paper must be 10 pages in length (not including the cover page, reference page, or images that take up more than a half page), reference concepts from lectures/course readings, and include a minimum of 5 academic sources (in addition to the course readings) following the APA style manual.

SUPPORT SERVICES

In addition to Fairbanks-based support services, each rural region provides different support services. If you are not sure where to get what you need you can talk to me or call your regional campus for information.

ACADEMIC SUPPORT

- Academic Advising Center: (907) 474-6396; <http://www.uaf.edu/advising>
- UAF Writing Center: (907) 474-5314; FAX 1-800-478-5348;
<http://www.uaf.edu/english/writingcenter>
- Rasmuson Library Off-campus Services: 1-800-478-5348;
<http://www.uaf.edu/library/offcampus>
- The UAF Speaking Center; 907-474-5470

DISABILITY SERVICES

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development's (CRCD) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit <http://www.uaf.edu/disability/> on the web or contact a student affairs staff person at your nearest local campus. You can also contact UAF Disability Services by email at uaf-disabilityservices@alaska.edu, by phone at (907) 474-5655, or by TTY at (907) 474-1827.

PLAGIARISM

Plagiarism is quoting from, paraphrasing or using specific material contained in any published work without providing appropriate citations or recognitions. Plagiarism will not be tolerated and incidents will be handled in a manner consistent with UAF policy.

HARASSMENT POLICY

University of Alaska Board of Regents (BOR) have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including

sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

COURSE OUTLINE

Date	Readings	Assignment
1/20	Introductions; Review of Syllabus	
1/25 1/27	Introduction to Strategic Planning for Rural Communities Excerpt from <i>Reclaiming Indigenous Planning</i> (2013), Walker et al. (Eds.) C. Stern, Redefining Our Planning Traditions: Caribou Fences, Community and the Neetsaii Experience (2009). In M. Williams (Ed.). <i>The Alaska Native Reader: History, Culture and Politics</i> . Duke University Press.	
2/1 2/3	Understanding the Context Excerpt from <i>Rebuilding Native Nations: Strategies for Governance and Development</i> (2007), M. Jorgensen (Ed.) Indigenous Strategic Planning, D. Champagne http://indiancountrytodaymedianetwork.com/2013/05/26/indigenous-strategic-planning-149312 Inuit Circumpolar Conference Alaska Strategic Plan 2010-2014	
2/8 2/10	Leadership in the Management of Change Excerpt from, <i>It Starts with One: Changing Individuals Changes Organizations</i> (2013), J. S. Black and H. Gregersen Excerpt from, <i>Good to Great</i> , Jim Collins	BB Post due 2/1
2/15 2/17	Designing & Facilitating a Strategic Planning Process <i>Readings to be posted on Blackboard</i>	BB Post due 2/15
2/22 2/24	Assessing Your Current Reality: SWOT Analysis <i>Readings to be posted on Blackboard</i>	
2/29 3/2	The Power of Vision <i>Building Your Company's Vision</i> by James C. Collins and Jerry I. Porras	
3/7 3/9	Issue Framing and Prioritization <i>Readings to be posted on Blackboard</i>	Assignment 1 Due 2/29
3/14-18	Spring Break Week– No Classes	
3/21 3/23	Theory of Change and Outcome-based Planning <i>Readings to be posted on Blackboard</i>	Assignment 2 Due 3/25
3/28 3/30	Strategy Development <i>Readings to be posted on Blackboard</i>	

4/4 4/6	Critiquing Strategic Plans <i>Readings to be posted on Blackboard</i>	Assignment 3 Due 4/4
4/11 4/13	Critiquing Strategic Plans <i>Readings to be posted on Blackboard</i>	
4/18 4/20	Student Presentations of Assignment 4 <i>Readings to be posted on Blackboard</i>	Assignment 4 Due 4/18
4/25 4/27	Implementing, Communicating & Evaluating Your Strategic Plan <i>Readings to be posted on Blackboard</i>	
5/2-6	Finals Week – No Class	Assignment 5 Due 5/4