

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 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:

O = Oral Intensive, *Format 6 also submitted W = Writing Intensive, *Format 7 submitted X = Baccalaureate Core

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 NO

5. **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).

As a **Current Topics** course, course topics change with each offering.

How many times may the course be repeated for credit? 9 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

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 ~~assessing Aboriginal~~ 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)

TM 250 1-2 credits

Current Topics in Tribal Government

Various topics of current interest to Tribal Governments and Tribal Management students. Topics announced prior to each offering and course may be repeated for credit, if topic varies. (1+0) Offered As Demand Warrants

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

TM 250 1-2 credits

Current Topics in Tribal Government

Various topics of current interest to Tribal Governments and Tribal Management students. Topics announced prior to each offering and course may be repeated for credit, if topic varies. (1-2+0) Offered As Demand Warrants

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.

None, this is a change to pass/fail grading and to add variable 1-2 credit

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

12. POSITIVE AND NEGATIVE IMPACTS

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

**This change would provide a positive impact in providing the instructor the option of offering the course with the most appropriate grading system, letter grade or pass/fail.
No negative impacts are expected.**

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.

This Current Topics course is often offered to tribal councils, with a specific governmental outcome in mind, for example the passage of a tribal membership ordinance or the amendment of the tribal constitution (sample syllabus provided). With the dynamic of the council debating and enacting governmental actions as a group, it is often difficult to apportion individual grades, rather it may be more appropriate to provide each Council Member with an appropriate pass/fail grade.

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

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

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

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

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):

Date _____
Signature of Provost (if applicable) _____

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

	Date	
--	------	--

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.)

	Date	
--	------	--

Signature, Chair, Program/Department of:

	Date	
--	------	--

Signature, Chair, College/School Curriculum Council for:

	Date	
--	------	--

Signature, Dean, College/School of:

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.

TM 250

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

12. POSITIVE AND NEGATIVE IMPACTS

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


This change would provide a positive impact in providing the instructor the option of offering the course with the most appropriate grading system, letter grade or pass/fail. No negative impacts are expected.

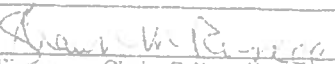
13. JUSTIFICATION FOR ACTION REQUESTED


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 CAF 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 (100/600), 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.

This Current Topics course is often offered to tribal councils, with a specific governmental outcome in mind, for example the passage of a tribal membership ordinance or the amendment of the tribal constitution (sample syllabus provided). With the dynamic of the council debating and enacting governmental actions as a group, it is often difficult to apportion individual grades, rather it may be more appropriate to provide each Council Member with an appropriate pass/fail grade.

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

 Date 9/22/15
Signature, Chair, Program/Department of: Indigenous Community & Tribal Programs

 Date 10/1/15
Signature, Chair, College/School Curriculum Council for: CRCD Academic Council

 Date 10/2/15
Signature, Dean, College/School of: COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

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 Date

Faculty Senate Review Committee: ___Curriculum Review ___GAAC
___Core Review ___SADAC

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.

Note: Optional Title IX syllabus statement may be used. See <http://www.uaf.edu/oeo/eo-statement/>



TRIBAL MANAGEMENT PROGRAM

University of Alaska Fairbanks

TM 250 Current Topics in Tribal Government: Tribal Constitutions, Laws, and Government

2cr.

Spring 2015 Course Syllabus

Instructor:

Kevin M. Illingworth and Stephen Pevar

kevin.i@alaska.edu

907-474-5710 (office) 1-907-474-5561(fax)

Class Schedule: Monday April 20- Thursday April 23, with audio class April 27

Monday: Noon-5pm

Tues-Thurs: 9am-5pm

Monday April 27 Audio class 9am-noon

Bristol Bay Campus

Course Description:

This course will provide a special focus on understanding Tribal Constitutions as the foundation of government. This course will also review the role of the tribal government in writing and enforcing laws, basics of tribal sovereignty, and hearing cases in tribal court.

Course Objectives:

On completion of the course the student will:

1. Identify the different types and purposes of tribal constitutions
2. Explain the organization and development of tribal constitutions, tribal laws and tribal courts in Alaska and their relation to tribal governments.
3. Illustrate the essentials of tribal sovereignty, and tribal self-governance in Alaska.

Text: 1) Coursepack will be distributed in class

Film: Alaska Tribes

Office Hours: As this is an intensive course, no office hours are scheduled. However, instructor will attend all session of the course and be available via phone and fax for student contact after course contact period.

Evaluation/Grading Policy & Course Requirements/Policies:

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:

% of Total	Grade
100 – 70	Pass
0-69	Fail



Attendance (5%): Because attendance in class is required to both gain information from the lecture and to be able to participate in activities, attendance is graded as part of this course. Attendance will be taken at the beginning of each day and immediately after the lunch break. Late arrivals will receive pro-rated credit for attendance at that portion of class. Students with valid reasons for missing class who notify the instructor of their absence *prior* to that portion of class (excused absence) will retain ½ of attendance points for that portion.

Participation (5%): Group discussions 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.

In-class Assignments (60%): Student will critique an assortment of case studies. Case study critiques should address each of the major tribal sovereignty principles discussed in class, therefore critiques should become more complex as the course progresses.

Final Papers (30%): Students will be required to complete a final written assignments and give an oral report describing the written assignment to the group.

**Note: New University Policy in affect states that Incompletes (I) will change to an "F" letter grade after one year.*

University policies consider plagiarism a serious offense. Plagiarism happens when anyone does not give adequate credit for any ideas or materials used in class or in class projects. If you are uncertain if you are giving proper credit to the information you are using or collecting, ask the instructor for guidance on this topic. This course will follow all University policies and regulations set out in the 2007-2008 Catalog. If there is any uncertainty about class procedures, this course syllabus and the Catalog are expected to describe these procedures.

Final Paper

A final paper must be submitted to the instructor by **Monday April 27th**. The final paper is a two page summary essay of your in-class learning applied to your everyday work for your Tribal Government. The paper must include 3 simple steps you can take to improve your tribal self-governance

The paper must follow the following guidelines:

1. Include two written pages;
2. Be typed in size 12 font with one inch margins, line spacing must be 1 ½ ;
3. Author and summary statement must appear at the top of the first page in bold font;
4. Written with a professional writing style and free of all grammatical errors and typos.
5. Be submitted to instructor by e-mail by the deadline.



Agenda

Monday

- Developing Tribal Constitutions
 - Overview of Day
- Legal Principles
 - Tribal Sovereignty
 - Tribal Governments in Alaska – A Brief History of Sovereignty in Alaska
 - Comparison: the US Constitution
 - Indian Civil Rights Act of 1968
 - Tribal Sovereign Immunity
 - *Tribal Sovereign Immunity case study*

Tuesday

- Constitutional Provisions
 - Name, Organization, Preamble
 - Territory and Jurisdiction
 - Members
 - Rights of Members
 - Qualifications for Office
 - Elections
 - *Elections case study*

Lunch Break

- Constitutional Provisions (Continued)
 - Legislative Authority
 - Executive Authority
 - Judicial Authority
 - General Powers and Sovereign Immunity
 - Council Meetings and Official Acts
 - Removal from Office and Referendums
 - Amendments
 - *Amendments: Constitutional Convention case study*
 - Adoption

Wednesday

- Tribal Codes and Ordinances: Written Tribal Laws
 - Legislative Role of the Council
 - Writing Tribal Laws
 - *Writing Tribal Laws Case Study*
- Tribal Courts
 - Restoring Balance- What Alaska Tribes are Doing in Justice
 - Tribal Jurisdiction
 - Child Cases
 - Adoption
 - Child Custody
 - ICWA
 - Child Protection
 - *Child Protection case study*



TRIBAL MANAGEMENT PROGRAM

University of Alaska Fairbanks

Thursday

- MSW Tribal and Community Wellness Practicum Presentation
- USDOJ Tribal Court Survey

Lunch Break

- Working with the State in justice
 - Initiating cases in tribal court
 - Transferring cases to tribal court
 - Sentencing recommendations in State Court
 - *Making Sentencing recommendations in State Court case study*

Monday 9-noon audio:

- Report back to group on implementation plan discussed in your Final Paper

Support Services

UAOnline: <http://uaonline.alaska.edu> Your resource for transcripts, accounts, and other personal information.

Rural Student Services: <http://www.uaf.edu/ruralss> Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. We can help you with: Academic Requirements, Registration for Classes, Finding Financial Aid, Explaining Housing Options, Declaring a Major, Career Exploration. Call 1-888-478-1452 or e-mail us at fyrrss@uaf.edu

I-AC English Tutor: I-AC offers direct and personal tutorial support for all phases of all your reading and writing assignments. All you need is the desire to improve your skills and the willingness to work at it. Our tutor, Roy Stamey, will put you at ease and help you with everything associated with your assignments: reading comprehension, brainstorming and generating writing topics, organizing ideas, developing research strategies, use of citation styles (MLA, APA, and Chicago), and editing for clarity, word choice and general correctness. He is available to work with you through the internet, phone, fax, in addition to being regularly available on campus for face-to face sessions. Roy's hours are flexible so that he can work with you as needed. Give him a call at (888)474-5207, or better yet, email him at rstamey@alaska.edu He is here for you.

Information Technology : If you are having problems with a UAF account, you will need to contact the UAF help desk. Call 1.800.478.4667

Disability Services: 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. The Tribal Management Program will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

The University of Alaska Board of Regents has 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.



TM 250 Current Topics in Tribal Government:

Tribal Constitutions

(1cr)

April 21-23, 2014

Cheesh'na Community Hall, Chistochina, AK

Instructor: **Kevin Illingworth** kevin.i@alaska.edu

Course Description:

An overview of tribal constitutions, with an intensive workshop focused on identifying and improving sections of the existing Constitution that are in need of Amendment. This course will provide a forum for review of current Constitutional provisions, a workshop focused on identifying and improving sections of the Constitution and preparing for Constitutional Amendments to be presented to and voted on by tribal members.

Student Learning Outcomes:

Upon completion of this course the student will be able to:

- a) Identify the basic elements of tribal Constitutions.
- b) Illustrate the function and purpose of Constitutions.
- c) Apply the existing rules for amending the current Constitution.
- d) Evaluate provisions of the Constitution that are in need of improvement.
- e) Prepare Amendments to be presented to the tribal members for vote.

Text: There is no text for this class. Materials will be distributed in class

Office Hours: As this is a 3 day intensive course, no office hours are scheduled. However, instructor will attend all session of the course and be available via phone and email for student contact after course dates.

Course Policies:

1. Respect and encourage your fellow students;
2. Attend and actively participate in ALL class sessions;
3. Read all assignments in preparation for a facilitated discussion;
4. Complete ALL assignments on assigned due date;
5. Notify the instructor in advance of known times of lateness or absence. Please keep continued contact with instructor if unforeseen circumstances arise.
 - *University policies consider plagiarism a serious offense. Plagiarism happens when anyone does not give adequate credit for any ideas or materials used in class or in class projects. If you are uncertain if you are giving proper credit to the information you are using or collecting, ask the instructor for guidance on this topic.*

Instructional Methods: This course is delivered in-person for 14 hours. Short lectures will be provided, but the majority of class time will be spent as a group applying newly learned concepts to the existing Constitution as well as identifying and preparing a strategic plan to update and amend the Constitution.

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:

% of Total	Grade
100 - 70	Pass
0-69	Fail

**Note: University Policy states that Incompletes (I) will change to an "F" letter grade after one year.*



TRIBAL MANAGEMENT PROGRAM

University of Alaska Fairbanks

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

Class activities (5) 20% each activity = 100%

SUPPORT SERVICES

UAOnline: <http://uaonline.alaska.edu>

Your resource for transcripts, accounts, and other personal information.

Rural Student Services: <http://www.uaf.edu/rurals>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. We can help you with: Academic Requirements, Registration for Classes, Finding Financial Aid, Explaining Housing Options, Declaring a Major, Career Exploration. Call 1-888-478-1452 or e-mail us at fyrss@uaf.edu

I-AC English Tutor:

I-AC offers direct and personal tutorial support for all phases of all your reading and writing assignments. All you need is the desire to improve your skills and the willingness to work at it. Our tutor, Roy Stamey, will put you at ease and help you with everything associated with your assignments: reading comprehension, brainstorming and generating writing topics, organizing ideas, developing research strategies, use of citation styles (MLA, APA, and Chicago), and editing for clarity, word choice and general correctness. He is available to work with you through the internet, phone, fax, in addition to being regularly available on campus for face-to face sessions. Roy's hours are flexible so that he can work with you as needed. Give him a call at (888)474-5207, or better yet, email him at rstamey@alaska.edu He is here for you.

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TM 250 Current Topics in Tribal Government: Tribal Governance

April 21-23, 2014

Cheesh'na Community Hall, Chistochina, AK

Day 1 - Tuesday

1:00 pm Introductions

Introduce yourself

- View Video: "Alaska Tribes: Federal Indian Law in Alaska" and Legal Update
- "Tribal Constitutions"

Activity 1: Review and discussion of existing Constitutional Provisions.

Activity 2: Review and discussion of Constitution in 'track changes'.

5:00 pm Done for the day

Homework, read for tomorrow: "Explanation of Key Provisions of Draft Amended Constitution" handout

Day 2 - Wednesday

9am "Tribal Constitutions"

Review and discussion of Model Constitutional Provisions

Activity 3: Evaluate, Prioritize and Identify provisions of the Constitution that are in need of improvement.

Activity 4: Prepare Amendments to be presented to the tribal members for vote.

5:00 pm Done for the day

Homework: Prepare draft Constitutional amendments for presentation.

Day 3 - Thursday

9am Review of draft language for Constitutional amendments

Activity 5: Creation of Constitutional strategic plan