



Course Outline

NORD 847.4 *Circumpolar Innovation and Entrepreneurship*

This course is jointly administered and delivered by the International Centre for Northern Governance and Development and the Johnson Shoyama Graduate School of Public Policy at the University of Saskatchewan and the Faculty of Humanities, Social Science and Education, University of Tromsø. This course is a required course in the Joint Master's Program in Governance and Entrepreneurship in Northern and Indigenous Areas.

Course Instructor: Dr. Ken Coates

Instructor Contact Information: ken.coates@usask.ca / Tel: (306) 966-5136

Course Timeline: Sept-Dec 2016

Course Language: English

Course Admission Requirements/Prerequisites: A completed Bachelor's degree in one of the field of study or specialization of the GENI. The student should be enrolled in the GENI program at either University of Tromsø or University of Saskatchewan. Students located outside the GENI program must request permission to take this course from the instructor and the Graduate Chair.

Course Description:

This course examines the manner in which scientific and technological innovation, or the commercialization of technology-based products and services, is shaping the Circumpolar world. Nations around the world have identified innovation as being the cornerstone of

economic competitiveness and critical to everything from job creation to environmental sustainability. Comparatively little effort, however, has been made to develop the research capabilities, highly qualified personnel and commercial environments necessary to promote northern economic and social development. This course looks at the global role of scientific and technological innovation and examines ways in which new technologies and new commercial processes can have a beneficial impact on the North.

Course Objectives:

By the end of this course, students should:

1. Have a detailed understanding of the nature of 21st century scientific and technological innovation and the potential of such developments for northern and remote regions;
2. Appreciate the structure and nature of national innovation strategies, with an awareness of the place of northern and remote regions inside these strategies;
3. Understand the commercial and policy frameworks that are in place to promote northern innovation and that are attempting to ensure that Circumpolar regions benefit from the emergence of new products, services and technologies;
4. Comprehend the barriers (such as distance, small population, absence of needed infrastructure, etc) to the development of innovation-based economies and societies in the North;
5. Have a preliminary understanding of successful innovation initiatives (companies, policies, research programs, service implementations) in the circumpolar world.

Course Content

This course is designed to help students place the contemporary state of science and technology in the Circumpolar world in a global context. It covers the general questions about the best policies and strategies for promoting innovation and examines specific northern case studies that look at the practical challenges, successes and challenges associated with developing scientifically and technologically based societies and economies in the North. There will, be as well, considerable comparative study, both between northern regions and with other remote regions (ie. Australia), to identify best practices and common challenges associated with developing new economies in northern regions. In their course work, students will describe and share aspects of regional innovation efforts in their country/sub-national area so that the class gains a more detailed understanding of the challenges and achievements in circumpolar innovation. Ultimately, the course seeks to provide students with the ability to understand Circumpolar conditions in the context of the most rapid scientific and technological transformation in world history. Furthermore, by examining developments in an evolutionary context, students will gain an appreciation for the history of technological change in the North, thus developing the skills to appreciate ongoing and often accelerated transitions in the future.

More specifically, students in this course will, by doing research on their home community/region, work together to build a profile of the state of scientific and technological innovation – including changes in education, health, economic development and governance – in the North. By collecting and sharing this data, students will be preparing a comprehensive assessment of the achievements and barriers relating to innovation in northern regions. Collectively, we will be developing a profile of what needs to be done to ensure that the substantial benefits of the scientific and technological revolution reach the North in positive and constructive ways.

Course Structure

This course will consist of a combination of project work and the sharing of research and analysis. Most of the assignments (details below) are to be circulated to the entire class. For each week/module, students will complete the assignment by Wednesday. They will then submit, by Friday, a very brief commentary on what they have learned from their work and from their reading of the other student submissions. For each week, then, students will research the topic at hand, prepare a brief overview, submit their paper, read the other student submissions and prepare a short commentary on the subject. I have budgeted about 6 -9 hours per week for these assignments. Please monitor your time and let me know if the work is taking you longer than this allocation.

NORD 898: Course Schedule

Module	Module Topic	Weekly Assignment
Module 1: Week of September 15th	Scientific and Technological Innovation	Prepare a brief statement (one page) on what scientific and technological innovation means to you. Review the material on the OECD website in the preparation of this statement. (http://www.oecd.org/site/innovationstrategy/theoecdinnovationstrategy.htm) Also look at the Conference Board of Canada's work on innovation in Canada (http://www.conferenceboard.ca/hcp/details/innovation.aspx)
Module 2: Week of September 22nd	The Scientific and Technological Revolution in the North (for circulation to all class members)	Prepare a brief (two page) overview of the following: "In your community/region, what significant scientific and technological innovations have been implemented in the past 20 years?" Base this paper on your personal observations/experiences and comments of others in your community.
Module 3: Week of September 29th	National Innovation Policies (for circulation)	Read the following national innovation strategy policy reviews. 1. www.issp.uottawa.ca/eng/pdf/HawkinsPaper.pdf 2. www.oecd.org/canada/sti-outlook-2012-canada.pdf 3. http://www.tem.fi/en/innovations/innovation_policy (Click on the pdf

		at the bottom of the first page) Reflect on how these policy reviews relate to your community/region. Is the North highlighted in these national policy statements? Prepare a brief (two page) commentary.
Module 4: Week of October 6th	The North and the Innovation Building Blocks (for circulation)	Prepare a brief (two pages) statement on the following: "Education and training is deemed to be essential for an innovation economy. Evaluate the post-secondary educational and training opportunities available within commuting distance (2 hours) of your home community. What specific technological, scientific and professional programs are available for local residents?" Make sure you consider online learning opportunities including the Massive Open Online Courses (MOOCs). (See http://www.moocs.co/)
Module 5: Week of October 13th	Commercialization of S&T in the North (for circulation)	Based on your own experience and your lifestyle, identify at least five (5) significant scientific and technological innovations that you use on a regular basis. A good example (not to be counted as one of your five) would be the availability of cell phones and mobile Internet. Prepare a brief (two pages) summary of the impact and value of these innovations. Secondly, describe the cost and speed of Internet service in your community (both home-based and mobile) phone. Contrast this cost and speed with that available in the nearest metropolitan area (over 200,000 people). Submit this data with your other summary.
Module 6: Week of October 20th	The Resource Sector and Circumpolar Innovation (for circulation)	There is a tendency to see the resource sector – the key to northern economic development – as being "old economy" and scientific and technological innovation as being crucial to the "new economy." This perspective seriously underestimates the impact of innovation within the resource sector. Prepare a brief (two page summary) of the nature, extent and impact of S&T-based innovation in one of the following areas: fracking, oil sands recovery, uranium mining safety, Arctic oil exploration and development, environmental monitoring, mine safety, aerial mineral exploration, cold weather operation of machinery, or some other resource-based area).
Module 7: Week of October 27th	The Current State of Circumpolar Innovation	No assignment this week. Please devote this time to the preparation of your report. See the details below.
Module 8: Week of November 3rd	The Current State of Circumpolar Innovation (for circulation)	Each student will submit a 8 to 10 page report that summarizes the state of the innovation environment in one region of the Circumpolar world (the regions include Greenland, Iceland, the Yukon, Northwest Territories, Nunavut, northern Saskatchewan, northern Quebec, northern British Columbia, Alaska or a sub-national northern region in Norway, Sweden, Finland or Russia). The report should focus on one of the following areas. No more than two people per topic and region, so contact me right away to reserve a spot! <ul style="list-style-type: none"> ○ Post-secondary education and advanced training; ○ Northern research capabilities

		<ul style="list-style-type: none"> ○ Corporate investment in northern research and development ○ Urban or regional business incubators and entrepreneurship development ○ Innovation in northern health care and medicine ○ Telecommunication infrastructure ○ Government programs for northern business innovation and entrepreneurship <p>For the purposes of this project, select a region other than your own.</p>
Module 9: Week of November 10th	Social and Cultural Aspects of Innovation (for circulation)	There is a strong bias in the innovation economy for people with advanced education and training. This raises questions about the degree to which all people are prepared for full participation in a science and technology-based economic and society. Based on data available to you about your region (ie. Statistics Canada information, Aboriginal and Northern Affairs data) and your personal experience, address the following question: “Are Aboriginal and northern Canadians generally prepared for full engagement with the economic and social opportunities of an innovation economy? If not, what specific things do you feel need to be done to improve the chances for greater Aboriginal and northern participation in an innovation-centred society?”
Module 10: Week of November 17 th	Building Circumpolar Innovation Capacity (for circulation)	<p>National governments bear the primary responsibility for building Circumpolar innovation capacity. Review the following websites:</p> <ol style="list-style-type: none"> 1. Canadian Northern Economic Development Agency http://north.gc.ca/ 2. Strategic Investments in Northern Economic Development (SINED) http://actionplan.gc.ca/en/initiative/strategic-investments-northern-economic) 3. Aboriginal Affairs and Northern Development (http://www.aadnc-aandc.gc.ca/eng/1100100032790/1100100032794) <p>On the basis of this review, prepare a brief (two page) commentary on the following question: “How effective do you feel Government of Canada programs are in promoting a northern innovation economy?” Address this question both at a general level (ie. for all the North in Canada) and with specific reference to your region. If you know of provincial, territorial or municipal contributions to the development of innovation capacity, please include them in your report.</p>
Module 11: Week of November 24th	<i>Abundance</i> and the Future of Innovation	Book Review (circulate to the instructor only). In this review, address the following: “The authors of <i>Abundance</i> outline a world in which new technologies profoundly and constructively alter our world. Is their vision compatible with the realities of the North? In what ways, based on this book, do you see the North being transformed by scientific and technological innovation?”
Module	Public Attitudes	For this week, speak to at least five members of your community (friends, co-

12: Week of December 1st	toward Scientific and Technological Innovation (for circulation)	workers, community leaders, etc) about the following topic: “Do you think that scientific and technological innovation will continue to bring about major improvements in the quality of life in the North?” Look for patterns and trends in their answers. Prepare a two page summary of their observations and your analysis.
Module 13: Week of December 15th	Course Review and Preparation of the Final Examination (Note that you have been given two weeks to complete this assignment.) Send only to the instructor.	Submit an 8 to 10 page final examination essay on the following topic: “Northern regions require scientific and technological innovation in order to remain competitive and to improve the quality of life for the people. However, there are a significant number of barriers that must be overcome before a proper and sustainable innovative society can be established in the North.”

Course Assessment and Examinations

All students are required to complete the following assignments and final examination. The exam must be written in English.

- **Weekly Assignments:** Students are required to prepare, in a timely and professional manner, weekly reports, as outlined above. It is vital for the course that these be completed and submitted on time, and no later than Wednesday of the identified week.
- **The State of Circumpolar Innovation:** Each student will submit a 8 to 10 page report that summarizes the state of the innovation environment in one region of the Circumpolar world. See the details above.
- **Book Review:** Each student will complete a review of Peter Diamondis and Steven Kotler, *Abundance: The Future is Brighter than You Think* for the Circumpolar World?
- **Final Examination:** All students will write a take-home examination that will cover all of the material in the course. The question is provided above.

Students will be evaluated on their weekly submissions, two written assignments and one final written exam. The final grade is divided between the student activities as follows

Weekly Assignments (circulated)	40%
The State of Circumpolar Innovation Report (circulated)	20 %
Book Review (not circulated)	20 %
Final Examination (not circulated)	20 %

Note that re-writing is a vital part of the professional writing process. Students will be permitted to resubmit their book review and/or final examination after it is graded. You will have one week to revise and resubmit your work for re-marking.

Grading Scheme

The University of Saskatchewan uses a percentage system for reporting final grades. The university-wide relationship between literal descriptors and percentage scores for graduate courses is as follows:

Percentage	Literal Descriptor	Description
90-100	Exceptional	<p>A superior performance with consistent strong evidence of:</p> <ul style="list-style-type: none"> • a comprehensive, incisive grasp of subject matter; • an ability to make insightful critical evaluation of information; • an exceptional capacity for original, creative and/or logical thinking; • an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; • an exceptional ability to analyze and solve difficult problems related to subject matter
80-89	Very Good to Excellent	<p>A very good to excellent performance with strong evidence of:</p> <ul style="list-style-type: none"> • a comprehensive grasp of subject matter; • an ability to make sound critical evaluation of information; • a very good to excellent capacity for original, creative and/or logical thinking; • a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; • a very good to excellent ability to analyze and solve difficult problems related to subject matter
70-79	Satisfactory to Good	<p>A satisfactory to good performance with evidence of:</p> <ul style="list-style-type: none"> • a substantial knowledge of subject matter; • a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology; • satisfactory to good capacity for logical thinking; • some capacity for original and creative thinking; • a satisfactory to good ability to organize, to analyze, and to

		<p>examine the subject matter in a critical and constructive manner;</p> <ul style="list-style-type: none"> • a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter
60-69	Poor	<p>A generally weak performance, but with some evidence of:</p> <ul style="list-style-type: none"> • a basic grasp of the subject matter; • some understanding of the basic issues; • some familiarity with the relevant literature & techniques; • some ability to develop solutions to moderately difficult problems related to the subject matter; • some ability to examine the material in a critical & analytical manner
<60	Failure	<ul style="list-style-type: none"> • An unacceptable performance

More information on Graduate grading schemes can be found at <http://www.usask.ca/cgsr/policy-and-procedure/examinations.php>.

Required Reading(s)

The students are obligated to complete the required readings for this course, and will be assessed on their understanding of these required readings. The core required reading for this class is Peter Diamondis and Steven Kotler, *Abundance: The Future is Brighter than You Think*.

Academic Integrity

All students should familiarize themselves with University Council policies and guidelines concerning academic integrity. For further information please consult: http://www.usask.ca/university_secretary/honesty/ .

It is your responsibility to be familiar with the University of Saskatchewan *Guidelines for Academic Conduct*. More information is available at www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Plagiarism

At the University of Saskatchewan, plagiarism is understood as the presentation of the work or idea of another person in such a way as to give others the impression that it is the work or idea of the presenter. There is an onus on every student to become informed as to what does or does not constitute plagiarism. Ignorance of applicable standards of ethical writing is not an

acceptable excuse.

Examples of Plagiarism

- 1) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized.]
- 2) The verbatim use of oral or written material without adequate attribution.
- 3) The paraphrasing of oral or written material of other persons without adequate attribution.

Attendance

Due to the hands-on and practical nature of this course, attendance is essential. You are permitted to miss up to two classes as long as your absence has been agreed to in advance by the instructor.

Late Assignments

Assignments are expected to be handed in on time. Only exceptional circumstances will be considered as reasons for late submissions. Marks will be deducted for late submissions that have not been approved in advance by the instructor.

Reconsideration of Assessments

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures as set out by the University Secretary's Office. For further information, please visit http://www.usask.ca/university_secretary/honesty/Student_Academic_Appeals.php .

Disability Services for Students (DSS)

Disability Services for Students (DSS) assists students by offering programs and advocacy services – fostering an accessible and welcoming campus. All students with disabilities are encouraged to register with DSS. Access to most services and programs provided by DSS is restricted to students who have registered with the office. For more information, please visit <http://students.usask.ca/current/disability/registration.php> .

University Learning Centre

The University Learning Centre offers students help in writing and learning strategies. Please visit <http://www.usask.ca/ulc/> for more information on the services provided.

Student Evaluation of Educational Quality (SEEQ)

Teaching evaluations are an important way in which students can give feedback on teaching quality and effectiveness, courses and their general academic experience at the University of Saskatchewan. Student feedback is valuable to the U of S and is used to inform decision-making and to improve teaching, course offerings, curriculum and instructional support by instructors, departments, and colleges. All students are expected to complete the online SEEQ evaluation for this course.

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

GSR 400.1 New Graduate Course Proposal

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: ICNGD College of: CGSR

2.

KEN COATES
(Authorizing Unit Head - PLEASE PRINT)

SIGNED COPIED PROVIDED TO CGSR
(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

- 3.1 Label and number of course: NORD 835.2
3.2 Title of course: Communications I: Academic and Professional Writing
3.3 Total Hours: Lecture: 26

Seminar: 26

Lab:

Tutorial:

Other:

3.4 Weekly Hours: Lecture:

Seminar:

Lab:

Tutorial:

Other: 3

3.5 Term in which it will be offered: T1 (STARTING FALL 2015)

3.6 Prerequisite: NONE

3.7 Calendar description (not more than 50 words):

The course introduces communications with a focus on professional communications and applied research relevant to Northern Saskatchewan and Canada. Students will learn the form and function of professional communication documents, such as the formal report, briefing note and the press release, as well as principles of oral communication.

4. Rationale for introducing this course:

Highly relevant and timely topic to northern governance and development.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (Please list): **NO**

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (Please attach correspondence) YES, THE PARTNER INSTITUTION IN THE JOINT DELIVERY, UIT THE ARCTIC UNIVERSITY OF NORWAY, WAS REQUESTED TO REVIEW AND APPROVE THE COURSE WITHIN THEIR INSTITUTION AS WELL. THE COURSE WAS APPROVED FALL 2014.

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): __NO

5.4 Course(s) for which this graduate course will be a prerequisite?

NORD 838.2 Communication II: Negotiations and Consultations

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): GENI (University of Tromso (UiT), Norway)

6. 6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

Checklist:

Course objectives need to be clearly stated

Description of and Activities for Evaluation must be listed

Course Outline (syllabus) with **Reading List** must be included

Percentage of Total Mark for each evaluation listed

If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see

'**Undergraduate Component of Graduate Courses**' under 'Forms for Graduate Chairs' at [http://](http://www.usask.ca/cgsr/prospective_students/forms.php)

www.usask.ca/cgsr/prospective_students/forms.php

Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

NORD 835.2 is an interactive course that has multiple student assessments built into the course so that the weight is distributed by means of presentations, participation, a press release and the literature review.

7. Enrolment:

7.1 Expected Enrolment: 12

7.2 From which colleges/programs: INTERNATIONAL CENTRE FOR NORTHERN GOVERNANCE AND DEVELOPMENT, AND THE PROPOSED JOINT MASTER IN GOVERNANCE AND ENTREPRENEURSHIP IN NORTHERN AND INDIGENOUS AREAS WHICH WILL HAVE STUDENTS FROM BOTH USASK AND UIT.

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Heather McWhinney - possesses both professional writing experience and education, as well as graduate-level teaching expertise; and has taught GSR 981 and a seminar on professional writing for graduate students enrolled with the Johnson Shoyama Graduate School.

8.2 How does the department plan to handle the additional teaching or administrative workload:

Sessional lecturer

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No.

9. Date of Implementation:

9.1 To be offered: **Annually** Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit):

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

MICHAEL ATKINSON

(Name of Person Signing Above - PLEASE PRINT)

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

GSR 400.1 New Graduate Course Proposal

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: International Centre for Northern Governance and Development College of: Graduate Studies and Research

2.

KEN COATES
(Authorizing Unit Head - PLEASE PRINT)

SIGNED COPY WITH CGSR
(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

- 3.1 Label and number of course: NORD 847.4
3.2 Title of course: Circumpolar Innovation and Entrepreneurship
3.3 Total Hours: Lecture: 52

Seminar:
Lab:
Tutorial:
Other: 52

3.4 Weekly Hours: Lecture:

Seminar:
Lab:
Tutorial:
Other: 3-6

3.5 Term in which it will be offered: T1 (starting Fall 2016)

3.6 Prerequisite: NONE

3.7 Calendar description (not more than 50 words):

This course looks at the manner in which scientific and technological innovation, or the commercialization of technology-based products and services, is shaping the Circumpolar world.

4. Rationale for introducing this course:

Key dimension of northern governance and development in the circumpolar world.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No Yes (**Please list**): NO

5.2 Were any other academic units asked to review or comment on the proposal?

No Yes (**Please attach correspondence**) NO

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No Yes (**Please list**): NO

5.4 Course(s) for which this graduate course will be a prerequisite?

NONE

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No Yes (**Please list**): NO

6. 6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/**)

Checklist: Course objectives need to be clearly stated
Description of and Activities for Evaluation must be listed
Course Outline (syllabus) with **Reading List** must be included
Percentage of Total Mark for each evaluation listed
If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

The final exam is worth 20% because of the weekly assessments that are built into the course by means of weekly assignments. These weekly submissions, in addition to the two reports ,worth 20% each, are sufficient in assessing student success.

7. Enrolment:

7.1 Expected Enrolment: 15

7.2 From which colleges/programs: INTERNATIONAL CENTRE FOR NORTHERN GOVERNANCE AND DEVELOPMENT, AND THE PROPOSED JOINT MASTER IN GOVERNANCE AND ENTREPRENEURSHIP IN NORTHERN AND INDIGENOUS ARES.

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Dr. Kenneth Coates, PhD - history with extensive experience on northern issues - Canada Research Chair in Regional Innovation at the Johnson- Shoyama Graduate School of Public Policy & Director, International Centre for Northern Governance and Development

8.2 How does the department plan to handle the additional teaching or administrative workload:

Additional teaching hours are minimal because the class is developed and delivered online and is part of regular workload.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

The course is already developed online in Blackboard, and was already delivered as a special topics course within the MNGD program.

9. Date of Implementation:

9.1 To be offered: Annually Biennially Alternate Years Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): November 27, 2013

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

(Authorizing College Signature (of the home academic unit))

MICHAEL ATKINSON
(Name of Person Signing Above - PLEASE PRINT)