### AGENDA ITEM NO: 9.3

### UNIVERSITY COUNCIL

**Academic Courses Policy** 

### **REQUEST FOR DECISION**

PRESENTED BY:	oy Dobson; Chair, Academic Programs Committee				
DATE OF MEETING:	June 18, 2015				
SUBJECT:	Joint degree with the University of Tromso, Norway - Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A)				

#### **DECISION REQUESTED:**

It is recommended:

That Council approve the Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A), a joint degree with the University of Tromso, Norway, effective September 1, 2016.

### **PURPOSE:**

The M.G.E.N.I.A. will provide students the opportunity to experience high levels of comparative and collaborative learning between two northern and indigenous regions (Northern Norway and Northern Saskatchewan) through applied research with government, indigenous organizations, and industry, international field schools. The program will also facilitate faculty-teaching exchanges. The primary program objective is to build capacity in the areas of governance and entrepreneurship for northern and indigenous communities.

### **CONTEXT AND BACKGROUND:**

Arctic and sub-Arctic communities are experiencing profound transformations due to interacting forces of climate change and economic globalization. These influences, and others, are driving the current debate about northern governance and entrepreneurship, as is evident in both the Norwegian and Canadian High North strategies' emphasis on expanding knowledge, value creation and international cooperation in education and research. In the North, temperature changes are having a significant impact on the natural environment, Aboriginal and regional cultures and economic activity. One major consequence of the global changes is a heightened interest in the Arctic, motivated by economic opportunities including commercial shipping, oil and gas development, mining, fishing, and tourism. In order for the communities of the Circumpolar North to meet these challenges, a substantial investment in capacity building is necessary. This program is designed to meet this demand by providing education and training in the fields of governance and entrepreneurship for northern and indigenous communities.

This proposed program will deal with different approaches to northern governance. The program responds to the prevailing interest on:

- 1. the Arctic and northern vulnerable environment (a wilderness approach),
- 2. the indigenous peoples and other permanent residents (a homeland approach), and
- 3. prospects of utilizing natural resources (a frontiers approach).

The program aims to contribute to the discussion of how to respond to the governance challenges resulting from large-scale changes to regional and local claims, how to promote effective participation in politics, management and industrial developments, and how to integrate local knowledge in support for decision-making. A central question is how the different governance systems support or impede local societal challenges in relation to these large-scale changes. The program will form a basis for discussions of different resource and governance systems, and will introduce students to the complexity of various governance concepts. The program also aims to contribute to the discussion of how regional entrepreneurship can have a beneficial impact on northern communities.

## Joint Degree Rationale

Higher educational institutions in Europe have actively pursued joint degree programs since the start of the Bologna Process, initiated in 1999 to standardize educational systems in Europe. The tremendous growth of joint degrees in Europe reflected two key elements:

(1) Students' desire to experience international mobility as a part of their study programs, and

(2) higher educational institutions seeking to be competitive by providing innovative programs that integrated international experiences.

Most joint degrees involving European partners are offered at the Masters level, with the average size of the program being less than 25 students. Joint degrees are often specialized programs that offer unique, in-depth study and research options. Though joint degrees are common among institutions in Europe, such partnerships are still rare between European and North American institutions. A recent report to the Canadian Association for Graduate Studies (2012) indicated that there were five joint degrees offered in Eastern Canada, but none operational in Western Canada. This report also noted that the institutions offering these joint degrees or dual degrees also had large international graduate student bodies. Joint degrees have proven effective in encouraging student mobility and international student recruitment.

The proposed joint degree program would put the U of S in the forefront of innovative educational program collaboration between European and North American higher education institutions. This will improve the international profile of the U of S while also contributing to the growth in graduate enrolments at the university.

### The Partnership with UiT

The International Centre for Northern Governance and Development (ICNGD) and the Centre for Sami Studies at University of Tromso (UiT) have been collaborating since 2008. UiT has provided support for the mobility of students in the Masters of Northern Governance and Development (MNGD) by planning and hosting Field Schools in Northern Norway. UiT has also been a key partner in the University of the Arctic research network on Northern Governance. Through all these activities, the ICNGD has had very positive experiences with UiT's administration and faculty. This collaboration was formalized with an MOU, signed in March 2012, that initiated the process of having a joint master degree program established, and encouraged student and faculty mobility.

ICNGD and the Centre for Sami Studies have developed a specialized program and curriculum focusing on Northern regions and northern people, focusing on northern governance and innovation with an Indigenous perspective. Both Centres are committed to capacity building in the North and work very hard to attract students that have a strong personal interest in the North. It was decided that the new joint master degree program would focus on Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.) and would become a second Masters program offered by the ICNGD. ICNGD's desire to enter into this high-level partnership with the University of Tromsø is also based on the strong reputation of the university and its programs, which have been confirmed by the country's national education quality assessment standards.

### **IMPLICATIONS:**

### Financial Resources

The ICNGD and UiT collaboration has attracted financial support for partnership activities and the development of the joint degree. UiT successfully applied for and received multiyear funding from the Norwegian Centre for International Cooperation in Education (a state department) of about \$400,000 CAD. This funding is to support the development and implementation of the joint degree program with the U of S and made it possible to hold face-to-face meetings to work on the details of the joint degree program and partnership commitments. In addition to this funding, UiT provided the Centre for Sami Studies an additional grant to support the establishment of this specific joint degree program with the U of S.

The ICNGD receives \$1 million in core funding from the provincial government as part of the Centre's regular ongoing funding. In addition to this, the ICNGD has partnered with industry to fund student scholarships and field schools. The ICNGD is able to leverage these industry funds with federal government sponsored funds to provide additional financial support. The ICNGD will continue to seek external funding to support and improve the program and student engagement.

### Faculty and Teaching Resources

ICNGD has operated, to this point, on the basis of commitments from partner departments. In 2015, ICNGD will be hiring a full-time Director, who will have primary responsibility for the operations of the graduate program and will be teaching two courses per year. ICNGD will, in addition have another half time faculty available to the program through a course buy-out arrangement (long-term) with the Department of Political Studies. Johnson-Shoyama Graduate School of Public Policy provides an additional course each year plus graduate supervision, through the Canada Research Chair in Regional Innovation. Four other USASK faculty members teach in the ICNGD program on a regular basis, with course buy-outs arranged on a continuing basis with their home units. As a result of these arrangements, ICNGD has access to four senior faculty members, on an ongoing basis, to teach the core courses in the MNGD/M.G.E.N.IA. programs and three others who teach in the program on a regular basis.

For the M.G.E.N.I.A., ICNGD is suggesting 2 additional new courses to be developed and delivered.

- NORD 847.4: Circumpolar Innovation and Entrepreneurship (be instructed by Dr. Ken Coates)
- NORD 835.2: Communication I: Academic and Professional Writing, ICNGD (instructed by contracted instructor Heather McWhinney)

### **CONSULTATION:**

- Graduate Program Committee (GPC), College of Graduate Studies and Research, December 9, 2014, and January, 2, 2015
- Approval by GPC April 20, 2015
- Consultation with Registrar April 28, 2015
- Review and Approval by APC May 14, 2015

### **SUMMARY:**

This program will address the growing number of issues affecting Northern and Arctic areas and people by providing education and training in the fields of governance and entrepreneurship. By offering joint degree with UiT, ICNGD will encourage student mobility and provide a program that is unique in Canada and is innovative. This allows the U of S to remain competitive in recruiting students in this growing field.

### FURTHER ACTION REQUIRED:

ICNGD will be responsible for working with the SESD to promote the program.

### **ATTACHMENTS:**

1. Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.) Proposal.

2. Supplemental Information for M.G.E.N.I.A. Program Proposal

# Proposal for Curriculum Change University of Saskatchewan

Proposal to be approved by University Council or by Academic Programs Committee

# **1. PROPOSAL IDENTIFICATION**

## Title of proposal: New Program: Joint Masters Degree in Governance and Entrepreneurship in Northern and Indigenous Areas

- Degree College:College of Graduate Studies and ResearchDepartment:The International Centre for Northern Governance and Development,<br/>The Johnson-Shoyama Graduate School of Public PolicyHome College:College of Graduate Studies and ResearchSubmission Date:April 1 2015Start Date:September 2015
- Start Date: September 2015
- Approved by: College of Graduate Studies and Research

Contact persons:

Dr. Ken Coates	Emmy S. Neuls
Director	International Project Officer
ICNGD	ICNGD
Phone 306-966-1607	Phone: 306 966-1380 (290-1172)
Fax 306-966-7780	Fax: 306-966-7780
Email: <u>ken.coates@usask.ca</u>	emmy.neuls@usask.ca

# 2. APPROVAL REQUIRED

The International Centre for Northern Governance and Development (ICNGD) is proposing to establish a Joint Masters Degree with the UiT – The Arctic University of Norway (UiT) in Governance and Entrepreneurship in Northern and Indigenous areas (GENI). With the novel delivery structure of this new program, this proposal is requesting approval from the University Council for the following:

- a. The approval of a new Masters program in Governance and Entrepreneurship in Northern and Indigenous areas, including two new courses
  - i. NORD 835.2: Communication I: Academic and Professional Writing
  - ii. NORD 847.4: Circumpolar Innovation and Entrepreneurship
- b. The approval of the joint degree structure, which is a new arrangement for the University of Saskatchewan.

Please note: The proposed joint Master program is closely related to the proposed changes in the current Master of Northern Governance and Development (MNGD) program. On the advice of the Graduate Programs Committee, it was decided to develop separate proposals for the two programs.

## **Proposal Document**

For a more thorough background on the program itself, please find attached the Program Outline developed with partner institution, UiT- the Arctic University of Norway. In addition, please find attached a Draft Cooperation Agreement that will be finalized if the program is approved.

# 3. RATIONALE

### **Overall Program Learning Objective**

The GENI will provide students the opportunity to experience high levels of comparative and collaborative learning between two northern and indigenous regions (Northern Norway and Northern Saskatchewan) through applied research with government, indigenous organizations, and industry, international field schools. The program will also facilitate faculty-teaching exchanges. The primary program objective is to build capacity in the areas of governance and entrepreneurship for northern and indigenous communities.

## **Program Rationale**

Arctic and sub-Arctic communities are experiencing profound transformations due to interacting forces of climate change and economic globalization. These influences, and others, are driving

the current debate about northern governance and entrepreneurship, as is evident in both the Norwegian and Canadian High North strategies' emphasis on expanding knowledge, value creation and international cooperation in education and research. In the North, temperature changes are having a significant impact on the natural environment, Aboriginal and regional cultures and economic activity. One major consequence of the global changes is a heightened interest in the Arctic, motivated by economic opportunities including commercial shipping, oil and gas development, mining, fishing, and tourism. In order for the communities of the Circumpolar North to meet these challenges, a substantial investment in capacity building is necessary. This Masters program is designed to meet this demand by providing education and training in the fields of governance and entrepreneurship for northern and indigenous communities.

## **Program Content**

This proposed program will deal with different approaches to northern governance. The program responds to the prevailing interest on:

- (i) the Arctic and northern vulnerable environment (a wilderness approach),
- (ii) the indigenous peoples and other permanent residents (a homeland approach), and
- (iii) prospects of utilizing natural resources (a frontiers approach).

The Masters program aims to contribute to the discussion of how to respond to the governance challenges resulting from large-scale changes to regional and local claims, how to promote effective participation in politics, management and industrial developments, and how to integrate local knowledge in support for decision-making. A central question is how the different governance systems support or impede local societal challenges in relation to these large-scale changes. The program will form a basis for discussions of different resource and governance systems, and will introduce students to the complexity of various governance concepts. The program also aims to contribute to the discussion of how regional entrepreneurship can have a beneficial impact on northern communities.

## **Program Ambitions**

The emphasis on the indigenous and circumpolar dimensions as the thematic and disciplinary focus of the program offers students a regional competence which will allow them to face the current and future challenges unique to northern regions. The program will introduce social-scientific research frameworks, methods and theories, adding to the students' ability to apply knowledge through reflection and analysis.

The program is designed to serve students interested in comparing governance challenges in a circumpolar context. It is anticipated that the graduates will form a circumpolar professional network which will encourage the sharing of experiences, a similar understanding of the current and future northern challenges, and an appreciation of how best to address them in ways that strengthen the communities and the peoples of the circumpolar world. The program will highlight northern mobility, including two short-term international fields schools and the option of longer-term academic exchanges.

This program uses flexible learning to provide access to students previously prevented from participating in advanced education due to logistical or financial challenges. Program participants will live and work in their northern communities. The program also allows students to gain work experience with industry, government, or indigenous organizations in internships on such issues as natural resource management, community consultations and negotiations, economic development and other governance issues in the circumpolar north.

In sum, the program aims to:

- Introduce students to political and social innovations and the opportunity to apply such developments in northern and remote regions;
- Build awareness of the barriers to development in the circumpolar world.
- Form a Northern professional network by producing innovative graduates with qualifications that are in high demand by industry, business, indigenous and local communities, and the public sector in the North;
- Provide graduates with the ability to compare relevant aspects of northern and indigenous governance.
- Contribute to the circumpolar discussion on how to improve governance, regional and local participation in politics, regional management, industrial development and the integration of local knowledge in decision-making processes;
- Improve the political, social, and cultural elements of communications in the North, including better engagement with corporate and community stakeholders.
- Facilitate networks and partnerships among universities, research institutions, government agencies, industries, indigenous organizations and other stakeholders in the Circumpolar North. In the longer term an alumni program will be set up with the purpose of strengthening recruitment and networking efforts.
- Develop a professional-level understanding of conceptual, methodological, ethical, and political issues of relevance to public policy development and program planning, analyses and evaluation.

## Student Acquired Knowledge

By the end of the program:

- Students will have acquired advanced knowledge about the actors, institutions and processes of importance for the development in the Circumpolar North.
- Students will have acquired advanced knowledge of analytical approaches to governance, and will have the ability to apply this knowledge to different governance system.
- Students will develop specialized insights into the economic principles shaping natural resource development and the challenges and opportunities for wealth creation made possible through entrepreneurship and scientific and technological innovation in northern and indigenous communities.
- Students will have acquired advanced knowledge about the best means of communicating academic knowledge and research-based insights into circumpolar realities.

## Student Acquired Skills

By the end of the program:

- Students can carry out critical examination of government policies, understand business plans and know effective strategies for regional improvement through the development of the natural and human resources of the circumpolar North
- Students can critically evaluate different approaches to cross-cultural communication and understand how to manage effective consultations with community members, government officials and industry representatives.
- Students can carry out independent research and writing projects independently in accordance with ethical guidelines for research and appropriate professional standards.
- Students have the skills and independence to evaluate the positions of different northern actors and give provide relevant advice to stakeholders and community organizations.

### **Student Acquired Competence**

By the end of the program, students will also be qualified for professional positions at different levels of public management and in the private sector, with the abilities to manage and execute program reviews and manage planning processes. Students will also have the knowledge and competencies to pursue doctoral studies in the areas of public policy, Indigenous studies, Circumpolar studies, and sustainable development. Specifically, students will be able to:

- Analyze academic, professional and ethical problems relevant to public policy and the development of large resource projects in northern regions;
- Analyze and compare the development in the Circumpolar North with changes in other geographic areas;
- Apply their knowledge and skills on northern governance, communications, and community development in different settings;
- Communicate relevant academic knowledge to diverse stakeholder groups and improve communication among parties with unequal access to relevant knowledge and resources;
- Lead and encourage others to embrace new thinking and innovative processes related to natural resource development in the North.

## Joint Degree Rationale

Higher educational institutions in Europe have actively pursued joint degree programs since the start of the Bologna Process, initiated in 1999 to standardize educational systems in Europe. The tremendous growth of joint degrees in Europe reflected two key elements:

- (1) Students' desire to experience international mobility as a part of their study programs, and
- (2) higher educational institutions seeking to be competitive by providing innovative programs that integrated international experiences.<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> Nickel, Sigrun, Thorsten Zdebel and Don F. Westerheijden. *Joint Degrees in European Higher Education*. Centre for Higher Education Development (March 2009),p. 25-26.

http://www.jointdegree.eu/uploads/media/Che\_Joint\_Degrees\_in\_European\_Higher\_Education.pdf

Most joint degrees involving European partners are offered at the Masters level, with the average size of the program being less than 25 students.<sup>2</sup> Joint degrees are often specialized programs that offer unique, in-depth study and research options.

Though joint degrees are common among institutions in Europe, such partnerships are still rare between European and North American institutions. A recent report to the Canadian Association for Graduate Studies (2012) indicated that there were five joint degrees offered in Eastern Canada, but none operational in Western Canada.<sup>3</sup> The same report also noted that the institutions offering these joint degrees or dual degrees also had large international graduate student bodies. Joint degrees have proven effective in encouraging student mobility and international student recruitment.

The proposed joint degree program would put the U of S in the forefront of innovative educational program collaboration between European and North American higher education institutions. This will improve the international profile of the U of S while also contributing to the growth in graduate enrolments at the university.

### The Partnership with UiT

ICNGD and the Centre for Sami Studies at UiT have been collaborating since 2008. UiT has provided support for the mobility of students in the Masters of Northern Governance and Development (MNGD) by planning and hosting Field Schools in Northern Norway. UiT has also been a key partner in the University of the Arctic research network on Northern Governance. Through all these activities, the ICNGD has had very positive experiences with UiT's administration and faculty. This collaboration was formalized with an MOU, signed in March 2012, that initiated the process of having a joint master degree program established, and encouraged student and faculty mobility.

ICNGD and the Centre for Sami Studies have developed a specialized program and curriculum focusing on Northern regions and northern people, focusing on northern governance and innovation with an Indigenous perspective. Both Centres are committed to capacity building in the North and work very hard to attract students that have a strong personal interest in the North. As a consequence, there are obvious strong connections in terms of research interests and course curriculum between the two Centres. It was decided that the new joint master degree program would focus on Governance and Entrepreneurship in Northern and Indigenous areas (GENI) and would become a second Masters program offered by the ICNGD.

ICNGD's desire to enter into this high-level partnership with the University of Tromsø is also based on the strong reputation of the university and its programs, which have been confirmed by the country's national education quality assessment standards. The Norwegian quality assessment standards are aligned with European standards implemented by the Bologna process as dictated by *The University and Colleges Act* of 1 April 2005 of Norway, and

<sup>&</sup>lt;sup>2</sup> Joint and Double Degree Programs in the Global Context: Report on an International Survey. Institute of International Education (2011).

<sup>&</sup>lt;sup>3</sup> Hall, Fred. *Best Practices Regarding International Dual/Double and Joint Degrees*. A paper prepared for the Canadian Association for Graduate Studies (March 2012).

http://www.cags.ca/documents/publications/best\_practices/Best\_Practices\_Dual\_Joint\_Degrees.pdf

*Ministerial Regulations concerning the Quality Assurance and Quality Development of Higher Education and Tertiary Vocational Education* 1 February 2010. The quality assessment standards are managed by the independent government agency, the Norwegian Agency for Quality Assurance in Education (NOKUT). The agency provides continuous and systematic institutional assessment of all the accredited universities in Norway. On January 15, 2015, the Honourable Kevin Doherty, Minister of Advanced Education for the Government of Saskatchewan, provided UIT an exemption from *The Degree Authorization Act* which provides UIT the prospect to jointly offer and administer a degree with U of S.

## Possible Risk and Benefits of a Joint Degree

A joint degree reflects the uppermost level of collaboration between Higher Educational Institutions, as it requires integration and transparency in order to develop a quality program. The effort to establish such a program is both time-consuming and challenging. This is especially evident when Canadian and European institutions enter into such a partnership, as there are different grading schemes and course weights. Nonetheless, the benefits clearly outweigh the challenges.

JOIMAN, a project financed by the European Commission<sup>4</sup> to provide support for the development of Joint degree programs, argues that there are ample benefits to entering into an international joint degree agreement. Here are a few highlights that would specifically relate to the GENI program:

- Increase internationalization at the institutions
- Stimulate multinational collaboration at a high level and make cooperation sustainable
- Increase transparency between educational systems
- · Develop study and research alternatives in accordance with emerging needs
- Improve educational and research collaboration
- · Offer students an expanded and innovative arena for learning
- Increase highly educated candidates' employability and mobility in a global labour market
- Reduce cultural barriers, both personal and institutional<sup>5</sup>

The Norwegian government has made this partnership a priority and has provided more than \$400,000 to support this initiative. The Norwegian government is not interested in seeking dual degrees (in which a student would receive a diploma from each institution involved in delivering a program), but supports the joint degree model. The goal of this understanding is to provide a high level of collaboration with the University of Saskatchewan in order to develop the best possible program.

<sup>&</sup>lt;sup>4</sup> For more information on JOIMAN, go to their website: https://www.joiman.eu/

<sup>&</sup>lt;sup>5</sup> JOIMAN. Guide to Developing and Running Joint Programmes and Bachelor and Master's Level – A Template (2010).

This initiative has already overcome some of the biggest hurdles of collaboration, which include drafting a mutually acceptable program outline, creating a collaboration agreement, and developing course outlines.

## **Program Interests and Student Demands**

There are currently no known joint degrees that focus on northern issues. This provides a significant opportunity for the University of Saskatchewan to target an educational gap. The University of the Arctic (UArctic), a network of 150 universities, colleges and organizations committed to education and conducting research in Northern regions, endorses Masters degrees that have a northern focus. Currently, no joint degrees are listed for any of its members. What does exist, however, is a thriving UArctic undergraduate program network with over 15,000 graduates. The GENI program provides a logical next academic step for many of these graduates.

There is significant interest among Norwegian students. In the summer of 2013, ICNGD invited UiT representatives to participate in a Field School in Northern Saskatchewan. Despite having a very short time frame for advertising this opportunity, UiT nonetheless received 13 qualified applicants. This is an early indication of the level of interest in the GENI program.

The steady growth of the MNGD program also reflects student interest in a possible joint program. The MNGD program at the U of S has grown steadily since its pilot year in 2010/2011. For the 2014 Fall Term, the MNGD program had almost 50 applicants and admitted 12 highly qualified students. The MNGD program also has a very unique student profile. The vast majority of the available student spots are granted to Aboriginal and Northern students, with two spots reserved for international northern students. The remaining seats are granted to applicants with proven expertise, experience and interest in Northern affairs.

The GENI program will provide students with a broader and more in-depth international learning experience as students can take additional courses on northern innovation and entrepreneurship, and participate in long-term exchanges, if they wish.

## **A Strategic Priority**

The GENI program aligns with the priorities of the ICNGD. ICNGD seeks to further research, graduate training, and capacity building around the issues of governance and development, in partnership with Northern and Aboriginal communities, industry, and government. The Joint Master Program would enhance all aspects of the Centre's operations.

In 2003 University Council approved *Globalism and the University of Saskatchewan: The Foundational Document for International Activities at the University of Saskatchewan.* The Foundational Document focused on five dimensions that would improve internationalization at the U of S. Three of these dimensions apply directly to the Joint Masters degree:

- (1) Internationalizing the learning environment;
- (2) Enhancing international academic mobility, and;
- (3) Strengthening international research and graduate training.

Within each of these areas, the Foundational Document outlines specific priorities. The following is a list of those priorities that have direct relevance on the joint master degree program:

- Enhance the international content of curricula, in ways that are appropriate for programs in individual colleges and departments.
- Expand the range of programs and opportunities for students to study abroad, through the development of new exchange agreements, additional taught abroad programs, and other suitable learning opportunities.
- Encourage increased international training and research for graduate students wherever appropriate and possible.
- Structure long-term international engagements to ensure that connections made and experiences gained are integrated into, and complement, the University's teaching, research, and international relations priorities.
- Develop formal protocols for establishing, prioritizing, resourcing and maintaining international partnerships.
- Strengthen support systems to increase faculty awareness of international opportunities and to encourage them to participate in international research.

In its Third Integrated Plan, the U of S made a commitment to Innovation in Academic Programs and Services. Specifically, the plan outlined a series of goals "to implement strategic approaches to enrolment by creating a mix of programs and learners that reflect deliberately chosen academic priorities, builds synergies with our signature areas of research, facilitates student......mobility between institutions, and supports college and school goals to rethink programs profoundly." The structure of the joint masters program, with its internship and international field school requirements, fits with the university's goal of increasing "the number of students engaging in experiential learning, including community-service learning, internships.....international student exchanges and co-op experiences within their academic program."

Finally, the Third Integrated Plan also outlines a commitment to Aboriginal Engagement. Given the large proportion of Aboriginal or Indigenous Peoples living in the Circumpolar North, and given the high number of Aboriginal students and graduates in the MNGD program, it is easy to see that the joint masters program would help the U of S achieve its stated goal of "Establish initiatives and programs that encourage and enable faculty experts and Aboriginal students to engage in counterparts in other regions of the world." It is also likely that the GENI program would have an impact on the following goals as well:

 Increase the graduation rates of self-identified Aboriginal students in a wider array of programs.

Establish a baseline for research partnerships or projects happening in and with Aboriginal communities.

# 4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please find attached the suggested GENI Catalogue Entry in the appendix, and as well the Program Outline for more information on the course content.

# 5. RESOURCES

### **Financial Resources**

The ICNGD and UiT collaboration has attracted financial support for partnership activities and the development of the joint degree. UiT successfully applied for and received multiyear funding from the Norwegian Centre for International Cooperation in Education (a state department) of about \$400,000 CAD. This funding is to support the development and implementation of the joint degree program with the U of S and made it possible to hold face-to-face meetings to work on the details of the joint degree program and partnership commitments. In addition to this funding, UiT provided the Centre for Sami Studies an additional grant to support the establishment of this specific joint degree program with the U of S. The ICNGD has dedicated significant human resources and has incurred some travel expenses, but has had little to no additional costs.

The ICNGD receives \$1 million in core funding from the provincial government as part of the Centre's regular ongoing funding. In addition to this, the ICNGD has partnered with industry to fund student scholarships and field schools. The ICNGD is able to leverage these industry funds with federal government sponsored funds to provide additional financial support. The ICNGD will continue to seek external funding to support and improve the program and student engagement.

### **Faculty and Teaching Resources**

ICNGD has operated, to this point, on the basis of commitments from partner departments. In 2015, ICNGD will be hiring a full-time Director, who will have primary responsibility for the operations of the graduate program and will be teaching two courses per year. ICNGD will, in addition have another half time faculty available to the program through a course buy-out arrangement (long-term) with the Department of Political Studies. Johnson-Shoyama Graduate School of Public Policy provides an additional course each year plus graduate supervision, through the Canada Research Chair in Regional Innovation. Four other USASK faculty members teach in the ICNGD program on a regular basis, with course buy-outs arranged on a continuing basis with their home units. As a result of these arrangements, ICNGD has access to four senior faculty members, on an ongoing basis, to teach the core courses in the MNGD/GENI programs and three others who teach in the program on a regular basis.

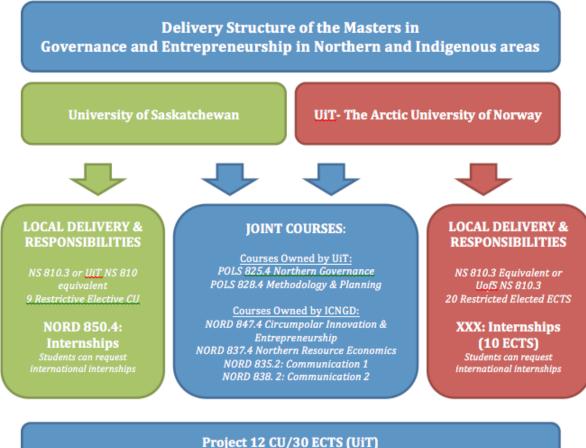
For the GENI, ICNGD is suggesting 2 additional new courses to be developed and delivered.

NORD 847.4: Circumpolar Innovation and Entrepreneurship will be instructed by Dr. Ken Coates and will rely on current faculty commitments from Johnson Shoyama Graduate School.

For the second new course, NORD 835.2: Communication I: Academic and Professional Writing, ICNGD has contracted Heather McWhinney. Heather 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. Heather has also instructed for ICNGD, teaching the course NORD 836.3 Strategic Communication for Northern Communities in the MNGD program.

### **Course Delivery**

The joint delivery of the GENI program will divide up the responsibilities for the delivery and organization of the courses, as well as the cost of delivery for the courses. Initially, ICNGD foresees additional resources being spent on setting up the course delivery structure, technology and support for students. Since the ICNGD delivers the MNGD program by distance, ICNGD has access to these resources and student support mechanisms.



Primary Supervisor at home institution, and second reader at partner institution

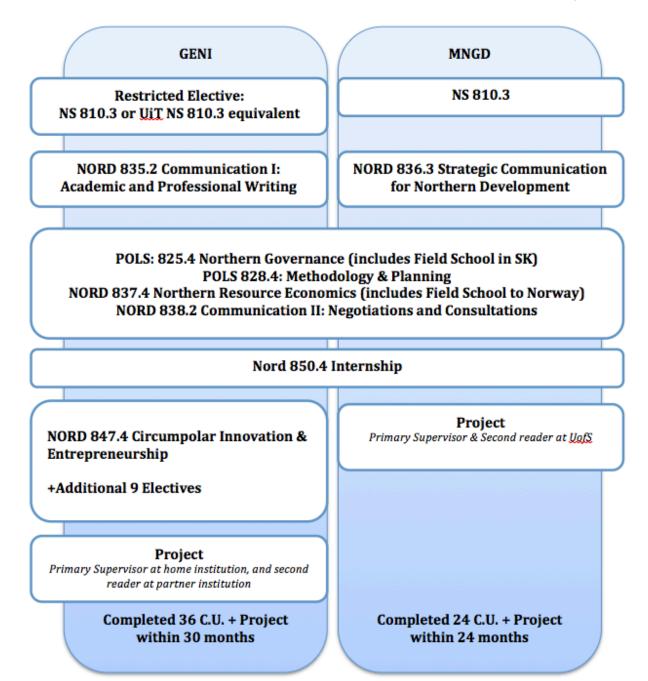
# 6. PROGRAM RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

If this proposal is approved, the ICNGD will house two Masters programs. While both programs will have a foundation in Northern governance, aboriginal perspectives on development in the North, and economic resource development, the new degree will focus on innovation, technology and entrepreneurship and its interface with Indigenous traditional living and contemporary jurisdictional issues. The new degree program will also offer an expanded international experience. The GENI program requires additional credits (above those required for the MNGD). These additional credits include a course on circumpolar innovation and entrepreneurship and restricted course electives. The electives will be carefully selected to match the overall program objectives. The elective courses will focus on contemporary Northern issues, indigenous peoples and policy development, indigenous rights and judicial issues, and environmental stewardship.

Unlike the MNGD, in which students have one supervisor, GENI students will have two academic supervisors, one from each of the two collaborating institutions. The internships will be organized by the home institution and will be located within their respective regions. However, if a student makes a special request to do an internship in the opposite region by doing a long-term exchange, the collaborating institutions will, as possible, accommodate such requests.

ICNGD has recently decided to implement changes to the current MNGD program to accommodate the proposed joint degree program. The requested changes to the existing MNGD program do not alter the overall credit unit requirements, but do adjust course weighting. The changes will harmonize the two programs to ensure a smooth delivery while providing a new innovative program option. While both programs will have a foundation in Northern governance, aboriginal perspectives on development in the North, and economic resource development, the new program will include an expanded focus on innovation, technology and entrepreneurship and its interface with indigenous traditional living and contemporary jurisdictional issues.

#### Proposal For Joint Master Program April 1 2015



Please note that there is a separate proposal for the suggested changes in the MNGD program. This figure above includes the relationships between the two programs if all the proposed changes in the MNGD program are approved, and the envisioned relationship between the two programs starting Fall 2015.

# 7. BUDGET

ICNGD will plan to maintain the same overall student numbers between the graduate programs, and will therefore not see substantial cost increases. The additional costs attached to providing the GENI program is mainly in three program activity areas: the Northern Saskatchewan field school; faculty travel to Norway; and the offering of additional courses.

## I. Northern Field School

In July 2013, the ICNGD hosted a Northern Field School for five Norwegian students in La Ronge, SK. This pilot Field School will be a regular activity in the proposed GENI program. The costs incurred per student for lodging, meals etc. averaged \$725 per student. The University of Tromsø reimbursed the ICNGD for these costs. ICNGD did incur some additional costs that will need to be calculated into future planning. The additional costs were associated with having additional support staff accompany the field school participants, staff resources utilized in the planning and organization of the program offering, and the travel costs for the instructor.

## II. Faculty Travel to Norway

The Joint Degree Proposal is designed to enhance the international educational experience for both students and faculty by providing circumpolar perspectives and knowledge. Faculty will be brought from Norway to the University of Saskatchewan to teach a course(s). Faculty will also travel from the University of Saskatchewan to instruct course(s) in Norway. Because instructors need to be secured for the current MNGD program, only the travel costs will be incremental to current operations

### III. Additional Courses

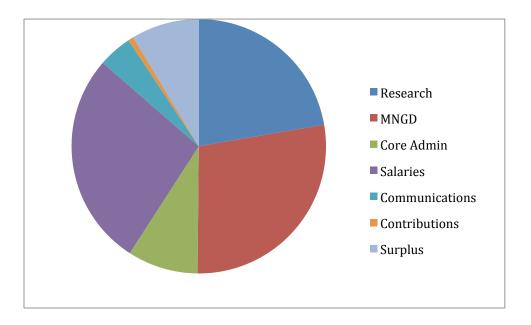
In order to accommodate the proposed joint degree program and implement the overall strategic plan, several changes must be made to the existing MGND program. These changes are outlined below and will include the offering of two new courses. ICNGD will need to be budget accordingly.

Please see the table below which indicates the anticipated costs for ICNGD.

Joint Degree Costs to ICNGD (per year)				
Northern Field School (maximum of 12 students @ 1000/student)	\$		12,000.00	
Travel and Accommodation in Norway for one faculty per year	\$		10,000.00	
New Course Instructor: Communications 2: Negotiation and Consultations	\$		7,500.00	
New Course Instructor: Northern innovation and Entrepreneurship	\$		7,500.00	
Additional travel and miscellaneous costs associated with course instruction	\$		5,000.00	
TOTAL		\$	42,000.00	

### Impact on Overall Budget

For 2013-2014, ICNGD allocated \$394,170.00 of operating, federal matching funds and industry funds towards the MNGD program. For the last two years, the program operated a budget surplus of over \$100,000. The availability of this funding enables the ICNGD to cover the additional \$42,000 in program costs.



# APPENDIX

- 1. Program Outline for the Master in Governance and Entrepreneurship in Northern and Indigenous Areas
- 2. Cooperation Agreement for the Joint Program
- 3. Suggested Catalogue Entry for the Master in Governance and Entrepreneurship in Northern and Indigenous Areas
- 4. Course Proposal Forms
  - a. Course Outlines
    - i. NORD 835.2: Communication I: Academic and Professional Writing
    - ii. NORD 847.4: Circumpolar Innovation and Entrepreneurship
  - b. New Course Forms
    - i. NORD 835.2: Communication I: Academic and Professional Writing
    - ii. NORD 847.4: Circumpolar Innovation and Entrepreneurship
- 5. Letter from Planning and Priorities Committee of Council October 7 2013
- 6. Letter from Planning and Priorities Committee of Council November 27 2013
- 7. Letter from Graduate Programs Committee January 9 2015
- 8. Letter of Support from Dr. Michael Atkinson, Executive Director, Johnson-Shoyama Graduate School of Public Policy





# **Program Outline:**

# Joint Master Degree in Governance and Entrepreneurship in Northern and Indigenous Areas

The Joint Master Degree in Governance and Entrepreneurship in Northern and Indigenous Areas is jointly administered and delivered by the International Centre for Northern Governance and Development, University of Saskatchewan and the Faculty of Humanities, Social Sciences and Education, University of Tromsø The Arctic University of Norway.

## Awarded Degree:

Master in Governance and Entrepreneurship in Northern and Indigenous areas (GENI).

## **Program Size:**

36 North American Credit Units or 120 ECTS<sup>1</sup>

## **Rationale:**

Arctic and sub-Arctic communities are experiencing a profound transformation due to interacting forces of climate change and globalization. These forces are the most significant drivers of the current debate on northern governance and entrepreneurship, as is evident in both the Norwegian and Canadian High North strategies' emphasis on expanding knowledge, value creation and international cooperation in education and research. In the north, temperature changes are expected to have great impact on the natural environment, culture and economic activity. One major consequence is a heightened interest in the Arctic on the part

<sup>&</sup>lt;sup>1</sup> Note that UiT counts credits for the Project, which USask do not provide. This explains the differentiation between the credit count.

of global actors motivated by economic opportunities involving commercial shipping, oil and gas development, mining, fishing, and tourism. In order for the communities of the Circumpolar North to meet these challenges, an investment in capacity building is necessary. The focus of this master's program is to meet this demand, and provide education and training in the fields of governance and entrepreneurship for northern and indigenous communities. An important target group for this program is people already employed in the private and public sectors of the North.

## **Admission Requirements:**

As according to the CGSR requirements for admissions, the students are required to have the following:

- 1. A four-year undergraduate degree, or equivalent from a recognized college or university in academic fields of the social sciences, law or education, OR,
- 2. A three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate honours degree.
- 3. A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of full-time study (i.e. 60 credit units U of S equivalent).
- 4. Demonstrated ability for independent thought, advanced study, and research.

For Norwegian institutions using the ECTS grading system, the U of S converts grades as below. For Institutions not using the ECTS grading system, this conversion will not work and they will be assessed individually. Please note that the University of Saskatchewan may change the conversion table without notice.<sup>2</sup>

Norway ECTS Grading	U of S Equivalent	
А	95%	
В	85%	
С	75%	
D	65%	
E	55%	
F	FAIL	

In addition to the CGSR admission requirements, students must, in a statement of intent, demonstrate a basic knowledge of northern and indigenous issues, social sciences or related area.

<sup>&</sup>lt;sup>2</sup> The text regarding Norwegian student admission requirements and conversion table was suggested by Manas Mambetsadykov with Recruitment and Admission, Student and Enrolment Service Division.

## Language Requirement:

For students with English as a foreign language, the following language requirement is required for applicants to the GENI program:

- A minimum level of TOEFL 550 (paper based test) or 213 (computer based test) or 80 (internet based test)
- Or IELTS Academic test with a minimum score of 6.5
- Or Cambridge Certificate of Advanced English or Certificate of Proficiency in English.
- Or CanTest with an overall score of 4.5 required
- Or Pearson test of English (PTE) overall score of 4.5 required

This requirement does not apply to students who qualify for a Norwegian Higher Education Entrance Qualification (NHEEQ). The NHEEQ need to be completed by all students entering higher education in Norway. This entrance qualification test verifies that the student have completed higher level of English courses during High School, and have completed both written and oral examinations.

The GENI Program Board prioritizes applicants with at least TOEFEL 580 (paper based test) or 85 (for internet based test) for admission.

## Program Language:

The program will be delivered in English, including all lectures and all the student assessments and examinations. This is further specified in each course description.

## **Target Groups:**

The main target group for this program is students of the circumpolar north, already employed in the public and private sectors, but who want a Master's degree as a continuing education. The program is therefore structured to accommodate working professionals by providing part time studies and a flexible course delivery over six semesters. The program may also accept fulltime students, and will adjust the student work plan accordingly. Working experience in the public and private sectors in the circumpolar north is welcomed but not a requirement for admission.

## Content and objectives of the overall program:

## **Background and drivers**

The Arctic and the Circumpolar North are experiencing a profound transformation due to interacting forces of climate change and globalization. These forces are the most significant drivers of the current debate on northern governance. In the north, temperature changes are

expected to have great impact on the natural environment, culture and economic activity. One major consequence is a heightened interest in the Arctic on the part of global actors motivated by economic opportunities involving commercial shipping, oil and gas development, mining, fishing, and tourism. One way to perceive globalization is as an ongoing process. The impacts can be both positive and negative for people and places of the north. Decisions taken by large companies, who are often far away, may be significant to the economic life of specific places. The north has always been affected by mobility, but with new technologies, the scale and speed of mobility has grown. However, globalization (understood as economic and technological drivers) and climate changes are not the only factors at play in the north. The Arctic, once associated with the cold war, is developing tighter geopolitical links to the rest of the world. In addition, people living in northern areas are intent on having their voices heard and being part of the policy formulations, planning, and decision-making involving the north. This is among other things about devolution and decentralization processes. The transfer of power to more local and regional jurisdictions and governments is also a major driver of governance.

For centuries, indigenous peoples and other northerners operating in a variety of marine and terrestrial environments have developed social practices allowing them to use renewable resources in a sustainable manner, and to adapt to major changes in the biophysical system with which they interact. Many of these practices remain relevant today. The waning of the cold war lead to enhanced interactions and the launching of cooperative ventures across the circumpolar north and on the part of subnational governments including states, provinces, oblasts, counties, and territories. Northern and arctic regions have a history of innovative responses to difficult problems, providing lessons for all regions and peoples trying to adapt to globalization and rapid change.

### Content

This proposed program will deal with different approaches to governance, and it falls in line with the prevailing interest on: (i) the Arctic and northern vulnerable environment (a wilderness approach), (ii) the indigenous peoples and other permanent residents (a homeland approach), and (iii) prospects of utilizing natural resources (a frontiers approach). For example, how is it possible to alleviate tensions among many stakeholders that possess legitimate interests in the north? Addressing this and similar questions, the Master's program aims to contribute to the discussion of how to improve insight concerning governance challenges resulting from largescale changes to regional and local claims of effective participation in politics, management and industrial developments, including the integration of local knowledge in support for decisionmaking. A central question is how do different governance systems support or impede local societal concerns in relation to large scale changes. It is important to increase the knowledge of the core processes: the consequences of economic globalization and climate change and possible initiatives given on-going transformation. Therefore, the program will form a basis for discussions of commensurable and different resource and governance systems, and approach the complexity of various governance concepts. The program also aims to contribute to the discussion of how innovative approaches and entrepreneurship can have a beneficial impact on northern communities.

### **Program ambitions**

The emphasis on the indigenous and circumpolar dimensions as the thematic and disciplinary focus of the program is focused towards offering a competence to face the current and future challenges unique to northern regions. The program will introduce scientific research frameworks, methods and theories, which will build an ability to apply knowledge through ample reflection and with professional maturity.

The program will become a venue for students interested in comparing governance challenges in a circumpolar context. A goal of the program is that the graduates will form an international Northern professional network for sharing a common experience, a similar understanding of the current and future challenges of the north, and how to best resolve them in ways that strengthen the position of the communities and the peoples of the northern region. In order to achieve this it is important that the program have a strong focus on mobility. This mobility will consist mainly of two short-term exchanges (the international field schools), but will also provide an opportunity for long-term exchanges. An important goal of this program is to use flexible learning and education to enable students that were previously prevented from obtaining continued education as a result of long-term mobility requirements. Students can participate in this program while continue to live and work in their northern communities.

Hence, an important outcome of the program is to provide students with the ability to take a leadership role in supporting their northern communities with economic development by using innovative and entrepreneurial approaches.

The program will also provide students with a unique opportunity to gain work experience with industry, government, and indigenous peoples on issues concerning natural resource management, consultations and negotiations, and economic development or other governance issues in the circumpolar north.

Summing up, the program aims to:

- Contribute to insight concerning political and social innovations and the potential for such developments for northern and remote regions, including a better comprehension of barriers to development and successful initiatives in the circumpolar world.
- Form a Northern professional network by producing innovative graduates with qualifications that are demanded by industry, business, indigenous and local communities and the public sector in the North; among these the capability to compare relevant aspects of northern and indigenous governance.
- Contribute to the discussion on how to improve insight concerning governance challenges resulting from large-scale changes to regional and local claims of effective participation in politics, management and industrial developments, including the integration of local knowledge in the for decision-making process;
- Contribute to insight concerning political, social, and cultural contexts of communications in the North, including a better comprehension of corporate and community stakeholders.

- Facilitate networks and partnerships among universities, research institutions, government agencies, industries, indigenous organizations and other stakeholders in the Circumpolar North. In the longer term an alumni program will be set up with the purpose of strengthening recruitment and networking efforts.
- Contribute to insight into conceptual, methodological, ethical, and political issues of relevance for public policy and program planning, analyses and evaluation.

## Learning Outcomes:

The GENI will provide students the opportunity for high levels of comparative and collaborative learning between two northern and indigenous regions - Northern Norway and Northern Saskatchewan, through applied research with government, indigenous organizations, and industry, international field schools, and faculty teaching exchanges. A primary outcome of this program is to build capacity in the areas of governance and entrepreneurship for northern and indigenous communities.

## **Student Acquired Knowledge**

By the end of the program:

- Students will have acquired advanced knowledge about actors, institutions and processes of vital importance for the development in the circumpolar North.
- Students will have acquired advanced knowledge about a variety of analytical approaches to governance, and can apply this knowledge to evaluate how different governance system may hamper and promote innovation in society and communities
- Students will have got specialized insights into basic economic principles shaping natural resource development and challenges and opportunities for wealth creation through entrepreneurship and innovation in northern and indigenous communities.
- Students will have acquired advanced knowledge on ways to communicate academic knowledge, and special insights in how to solve conflicts among individuals and organized groups

## **Student Acquired Skills**

By the end of the program:

 Students can carry out critical examination of government policies, plans for business development, and community development related to the use of natural and human resources in the circumpolar North

- Students can critically evaluate different approaches to communication of complex challenges to societies, and to assess how to undertake dialogue with community members, government officials, and industry representatives
- Students can carry out research and development projects independently in accordance with ethical guidelines for research and appropriate norms in society
- Students have the skills and independence to evaluate the position of different actors and give relevant advises to improve their role and promote societal development

## Student Acquired Competence

By the end of the program, students will the knowledge and skills that will provide them with the requisite competencies to pursue doctoral studies in the areas of public policy, Indigenous studies, and sustainable development. Students will also be qualified for professional positions at different levels of public management and in the private sector - managing and executing reviews, and planning development processes. Students will be able to:

- Analyze academic, professional and ethical problems relevant to public policy and the development of large projects;
- Analyze and compare the development in the circumpolar North with other geographic areas;
- Apply their knowledge and skills on governance, communication, and community development in different settings;
- Communicate relevant academic knowledge, and to examine possibilities to improve communication among parties with unequal control of resources;
- Lead and encourage others to embrace new thinking and innovative processes to support sustainable development

## **Program Structure:**

The subjects of the program are composed of the following courses, all of which have indigenous perspectives as a common theme:

## Mandatory/Required Courses:

- 1. NORD 835.2: Communications I: Academic and Professional Writing
- 2. NORD 837.4: Northern Resource Economics and Policy
- 3. NORD 838.2: Communication II: Negotiations and Consultations
- 4. NORD 847.2: Circumpolar Innovation and Entrepreneurship
- 5. NORD 850.4: Internship
- 6. NORD 992.3: Project
- 7. POLS 825.4: Northern Governance
- 8. POLS 828.4: Methodology and Planning

## Group A: Restricted Electives (3 CU)

Students will choose **one** of the following

- 1. NS 810.3: Aboriginal Self-Determination Through Mitho-Pimachesowin
- 2. Legal protection of Indigenous livelihood and jurisdictional issues (UiT)

### **Group B: Restricted Electives**

Students will choose 9 CU/20 ECTS from the following list of courses offered at USask or at UiT. At University of Saskatchewan students can choose from the following list:

- 1. JSGS 863.3: Aboriginal Peoples & Public Policy
- 2. JSGS 849.3: Social Economy and Public Policy
- 3. ENVS 825.3 Water Resource Management in Cold Regions
- 4. ENVS 898.3: Co-Management of Northern Ecosystems and Natural Resources
- 5. LAW 819.3 Indigenous Peoples of International and Comparative Law

At UiT The Arctic University of Norway

- 6. Landscape, language and culture: The social meaning of place (tentative title)
- 7. BIO 3004: Ecosystem management (tentative title)

# Suggested Course Delivery Schedule

Year and Term	Course	Course	Course	TOTAL CREDITS
Year 1 - Term 1 (Fall)	NORD 835.2: Communication I: Academic and Professional Writing Owner: UofS	POLS 825.4: Northern Governance – Students have their first field school in SK Owner: UiT		6 CU/15 ECTS
Year 1 - Term 2 (Winter)	NORD 837.4: Northern Resource Economics and Policy - Students have their second field school in Norway	POLS: 828.4: Methodology and Planning Owner: UiT		8 CU/20 ECTS
Year 1 – Term 3/4 (Spring-Summer)	Owner: UofS NORD 850.4: Internship	4 CU/10 ECTS		
Year 2 – Term 1 (Fall)	NORD 847.4: Circumpolar innovation and Entrepreneurship Owner: USask	NORD 838.2: Communication II: Negotiations and Consultation Owner: USask		6 CU/15 ECTS
Year 2- Term 2 (Winter) Supports long-term exchanges	Group A Restricted Elective (3cu)	Group B Restricted Elective (3 cu)	Group B Restricted Elective (3 cu)	9/20 ECTS Alternatively students can take all the Group B restricted elective in Year 2 Term 2
Year 2- Term 3/4 (Spring-Summer)	Group B Restricted Elective (3 cu)			3/10 ECTS
Year 3 – Term 1	NORD 992: Project Ownership: UiT is the in course credits for this co	stitution offering this "cou ourse.	urse" as they provide	0 CU/30 ECTS
				36/120 ECTS

## Description of program progression:

The program is divided into mandatory courses and category A and B restrictive electives. The structure of the program is designed to be flexible as the program targets working professionals and distance delivery. Thus the total workload is distributed over 30 months period of time. The six mandatory courses, with the exception of the project, are taken in the 18 months.

### Year 1 – Term 1: setting the stage

In the first term students will take the mandatory course *Northern Governance* which provide an introduction to the whole program. This course constitutes a venue for students interested in comparing governance challenges in a circumpolar north context, and also involves the first field school (located in Saskatchewan) which has as a secondary outcome, the building of a team, or cohort, among the students. This first semester also includes the first part of the *Communication* course – the Academic and Professional Writing part – which prepares students for the use of professional English in the context of different courses and writing research papers

## Year 1 - Term 2: exploring the field

The *Resource Economics and Policy* course, taken in the second term, explores the economic concepts related to the management of renewable and non-renewable resources in the north. Students will examine competing theories in resource and environmental economics and learn to apply analytic models to resource problems. This course also includes the second field school of the program (in Norway) approximately 10 days in length. During this term students will also take the *Methodology and Planning* course which will provide students with insight into a methodological "tool kit" preparing them for gathering of data, policy analysis, strategic planning, evaluation and monitoring in a northern context.

### Year 1 - Term 3 & 4: practice in the field

During the spring and summer term, students will complete their internship. The internship will start with a joint orientation before the students embark on their internship period. The duration of the internship is 180 hours. The internship must be regarded as a part of the preparations for the major project.

### Year 2 – Term 1: comparing differences

The *Circumpolar Innovation and Entrepreneurship* course in the third semester will examine regional innovation efforts in northern areas with the aim to provide students with a more detailed understanding of the challenges and achievements in northern innovation. Simultaneously the *Negotiations and Consultations* course which is the second part of the Communications course, will provide students with insight into the differences of the Norwegian-Sami and the Canadian-Aboriginal consultation arrangements, as well as provide

students with skills in consultations and negotiations. This course will also examine how consultations are put into practice and implemented.

## Year 2 Term 2, 3 and 4: In-depth study topics

Year 2 winter term contains two elective in the category B restricted electives. Students will also take one of the Group A Restricted Elective courses, either NS 810.3 *Aboriginal Self-Determination Through Mitho-Pimachesowin* or the UiT equivalent of NS 810.3 *Legal protection of Indigenous livelihood and jurisdictional issues*. The *Aboriginal Self-Determination* course will introduce students to more context-specific indigenous concepts of autonomy, kinship, work ethic, respect, responsibility and resilience. Students will gain perspectives and insight into different indigenous and governance contexts and enable them to compare comparative initiatives of indigenous self-determination. The course on *Legal protection* offers an introduction to the current status of indigenous peoples' rights in international law. Emphasis will be placed on international legal instruments of relevance to indigenous peoples.

It is also possible to take all Group B restricted electives in the Year 2 Term 2. Doing this would allow for increased student mobility as students could choose to enroll in full-time studies for these semesters at the respective partner university. Students can make a special request to have a course accepted to be an elective if they can provide document that the course match with the overall program outcomes.

## Year 2 - Term 1: Project

The last term is set aside for the project work. Primary and secondary supervisors will be appointed for the internship and project work. The entire program must be completed within 5 (five) years.

More information about the teaching and examination can be found in the descriptions for each individual course.

### **Delivery of the Joint Program**

The organization of the teaching will depend on the character and content of each course. The type of assessment is specified in each module. Flexible education will be applied for all of the courses in the program. Project based learning will be an applied method for the whole program. The two field schools, in the first and second term, will create a platform for building a student cohort and preparing for cooperation throughout the program and afterwards. The delivery of the joint program will include:

- An intensive introduction week of each mandatory course by means of videoconferencing;
- Two fields schools; first field school in Saskatchewan as part of the NG course; second field school in Norway as part of the RE course;

- Faculty mobility at the beginning of each student cohort;
- Co-teaching of courses via videoconferencing, web-based learning, and streamed lectures;
- Reciprocal feedback from the teachers on streamed lectures and videoconferencing;
- Students produced video clips (interviews with local leaders) made during their internships period;
- Student panels and colloquiums in connection with student and faculty exchange;
- Synchronous student and faculty presence assuring immediate student feedback.

All students will be appointed an academic supervisor in the second semester prior to the internship either at University of Tromsø or at University of Saskatchewan. Supervision for the internship and project work in the final semester is to be given both through (online) seminars and individual supervision.

## Internship

The internship period constitutes the praxis period of the program in the second semester. This internship will be a venue for students to acquire relevant work experience during the study period and establish useful contacts for future job searches and/or joining professional networks. The duration of the internship is 180 hours, in addition to orientation classes and the research paper. The aim of this internship is to prepare students for the project work, as well as to build capacity among students by providing experience working with industry, government, indigenous organizations and institutions and other organizations and stakeholders; fostering professional networks; and serving the research needs of northern community organizations and other stakeholders. At the same time, the internship aims to build analytical and communication skills and allow students to apply these skills in a real-life setting. The internship is focused on service learning, where students conduct research for a community partner on a question of practical relevance to their organization/company. Students are guided by academic supervisors selected from the University of Tromsø and the University of Saskatchewan. Students are assigned their research project – that is, they do not choose them.

## Internationalization and Student exchanges

Student mobility is an essential and integral part of the Master program in GENI. Students are required to participate in short-term exchanges and field schools with intensive teaching. In addition it will be possible to spend a full semester at the partner institution's campus during Year 2 winter term. The students will have their internship in the country of their home institution.

An internship agreement will be made for each student that will regulate the supervision of the student, both academically and at the place of internship, as well as the institution's responsibilities and guidelines for quality assurance of the internship.

## **Requirements to individual work**

The project of 30 ECTS / 12 CU will demonstrate that the student has mastered the scientific research frameworks, methods and theories provided by the program and have thus acquired the ability to apply knowledge through amble reflection and with professional maturity.

## **Exams and Assessments**

Learning outcome will be assessed through different forms of assessments. The type of examination and assessment arrangements will be specified for each course. The examination forms will include the following:

- Learning Notes and online discussion pieces.
- Research papers and reports
- Commentary: Literature, book and article reviews
- Press releases
- Briefing notes
- Field School log or report
- Simulation Exercise in Negotiation
- Student presentations with exam panel
- Student presentations, e.g. poster, power point and video clips
- Final examination: the project, possible written home exams; school exams; and possible oral exams.

## Curriculum

Required reading list: see the individual course description.

## **Quality Assurance and Program Evaluation**

The program will follow the procedures for quality assurance and program evaluation at both Universities.

At the University of Tromsø the program follows the Quality Assurance System for the Educational Activities guidelines. More information about the system is available at the UiT website.

At the University of Saskatchewan the program follows the Student Evaluation of Educational Quality (SEEQ). SEEQ is a standardized online course evaluation tool, widely-used and empirically supported. Using SEEQ, students provide feedback on teaching quality and course effectiveness, and faculty gain insight into their instructional methods and practices, providing them with guidance for improvement. For more information, please see the U of S website.

There will be a joint quality assurance and program evaluation which will be overseen by the Program Board. The GENI program will be evaluated on a yearly basis. Due to the use of flexible education solutions the delivery of the program, the evaluation will gather feedback through a combination online surveys and video-conference assisted student evaluation meetings.

Topics that are relevant to the quality of the program will be discussed including, but not limited to:

- The course composition and academic specialization of the program
- Curriculum evaluation
- The learning environment for the students
- Evaluate the teaching-, learning- and evaluation methods and their suitability to meet the learning outcomes of the program
- Evaluate the use of flexible learning and video-conferencing in the co-taught courses
- Findings from the student and faculty evaluations of the courses in the program
- Findings from the evaluations of the internships
- The student work load
- The students' individual efforts
- Student progress and completion rate
- Evaluation of the field schools and other mobility efforts
- The relevance of the program for partner communities and institutions

The GENI Program Board will evaluate the findings of the program evaluation and suggest measures and adjustments to the program to maintain the quality of the study program. There will also be a quality assurance calendar as part of the program calendar work plan.

Each course in the program will be evaluated once during the program period (i.e. six semesters). Newly created courses will be evaluated after the first delivery. Each course will use the quality assurance procedures of the course owner.

The GENI program will also be subject to Graduate Program Review every 3-5 years under the guidance of College of Graduate Studies and Research.

### DRAFT Cooperation Agreement for Joint Masters

# **Definition of Words**

**Cooperating Universities**: The cooperating universities are University of Saskatchewan and University of Tromsø The Arctic University of Norway

**Home Institutions**: This is institution to which a student will be primarily affiliated, and the institution mainly responsible for the administration tasks of the student.

UiT: University of Tromsø The Arctic University of Norway

U of S: University of Saskatchewan located in Saskatoon, Saskatchewan, Canada

**HSL-fak**: Faculty of Humanities, Social Sciences and Education at University of Tromsø The Arctic University of Norway.

**BAI**: Barents Institute, a unit within the Faculty of Humanities, Social Sciences and Education

**SESAM:** Centre for Sami Studies, a unit within the Faculty of Humanities, Social Sciences and Education

**ICNGD**: International Centre for Northern Governance and Development at University of Saskatchewan

JSGS: Johnson-Shoyama Graduate School of Public Policy

CGSR: The College of Graduate Studies and Research

**GENI**: Master of Governance and Entrepreneurship in Northern and Indigenous areas.

The Program: The GENI is often referred to as the Program.

**MNGD:** Masters on Northern Governance and Development at International Centre for Northern Governance and Development.

### DRAFT Cooperation Agreement for Joint Masters

# Cooperation Agreement for Joint Master in: "Governance and Entrepreneurship in Northern and Indigenous Areas"

UiT The Arctic University of Norway, represented by Rector Anne Husebekk University of Saskatchewan, represented by President Gordon Barnhart

## Purpose of the Agreement:

This agreement is made between the following parties:

(1) University of Saskatchewan, Saskatoon SK S7N 5C8, Canada (Saskatchewan)

(2) UIT The Arctic University of Norway, N-9037, Tromsø, Norway (Tromsø)

(Hereinafter referred to jointly as the Cooperating Universities).

Within these universities the units involved and responsible for the Program are:

UiT The Arctic University of Norway:

- Faculty of Humanities, Social Sciences and Education (HSL-fak.)
- Represented by, but not exclusively these units:
  - Centre for Sami Studies (SESAM)
    - The Barents Institute (BAI)
    - Department of sociology, political science and community planning (ISS)

University of Saskatchewan:

- College of Graduate Studies and Research (CGSR)
- Johnson Shoyama Graduate School of Public Policy (JSGS)
- College of Arts and Science
- School of Environment and Sustainability
- The International Centre for Northern Governance and Development (ICNGD)

The purpose of this agreement is to record the decision and the involvement of the Cooperating Universities to run a joint Master program in "Governance and Entrepreneurship in Northern and Indigenous areas" (GENI) (hereafter referred to as GENI) and to outline the principles and terms of their cooperation. All Cooperating Universities are accredited to offer the master's program in accordance with their respective national legislation.

This agreement will be implemented within the legal requirements of each Cooperating University. The provisions of this agreement shall not be construed so as to diminish the fully autonomous position of any of the institutions.

#### DRAFT Cooperation Agreement for Joint Masters

## 1. Description of the program

The joint Master program is named "Governance and Entrepreneurship in Northern and Indigenous Areas".

## 1.1.1. Main objectives of the joint Master program

The proposed Program will deal with different approaches to governance and it falls in line with the prevailing interest on: (i) the Arctic and northern vulnerable environment (a wilderness approach), (ii) the indigenous peoples and other permanent residents (a homeland approach), and (iii) prospects of utilizing natural resources (a frontiers approach). For example, how is it possible to alleviate tensions among major constituencies that possess legitimate interests in the north?

The proposed Program will contribute to insight into the conceptual, methodological, ethical, and political issues of relevance for public policy and program planning, analyses and evaluation by providing students with the required knowledge, skills and competences pursue doctoral studies in the areas of public policy, Indigenous studies, and sustainable development. The students will also be qualified for professional positions at different levels of public and private sector management, managing and executing reviews, and planning and development processes. The Program is fully described in the Program Outline (Annex 2)

## 1.1.2. UArctic Master's Endorsement

The GENI program will apply for Master's Endorsement from the University of the Arctic.

# 1.2. Program length

The Program consists of 120 ECTS credits/36 North American Credit Units. The nominal length of study is 2.5 years (or 30 months).

# 1.3. Target groups

See Program Outline (Annex 2).

## 1.4. Acquired competences and qualifications

See Program Outline (Annex 2).

# 1.5. Mobility scheme

Student mobility is an essential and integral part of the Program. Students are required to participate in short-term international field schools with intensive teaching, and in addition, it will be possible to spend a full semester at the partner institution's campus.

# 1.6. Awarded degree

The official denomination of the program is **Master Degree in "Governance and Entrepreneurship in Northern and Indigenous Areas**".

The Program leads to a joint degree awarded from the Cooperating Universities, as set out in this agreement.

#### DRAFT Cooperation Agreement for Joint Masters

The joint degree will be certified through one joint diploma/parchment issued by the Cooperating Universities. The joint diploma/parchment will be accompanied with a Diploma Supplement and official transcript of records from each of the Cooperating Universities.

The University of Saskatchewan and University of Tromsø are authorized to issue a diploma/parchment in accordance with their national, provincial and local technical and administrative routines, with special consideration to its status as a parchment that documents a joint degree involving the Cooperating Universities. The joint Diploma Supplement will also include a statement to the effect that the diploma is part of a joint program. The Diploma Supplement will also include the grading scales of the Cooperating Universities, and an explanation of the higher education systems of Saskatchewan and Norway.

The content and layout of the diploma/parchment and the Diploma Supplement should be finalized at least one semester before the first students are expected to complete the Program.

## 1.7. Program language

The program will be delivered in English, including all lectures and all student assessments and examinations. This is further specified in each course description.

## 2. Legal framework and national qualifications

The joint Master program has been accredited at the Cooperating Universities, following the legal, national requirements for study programs.

## 2.1 Mutual recognition within the consortium and the final degree

The GENI program is offered by the two Cooperating Universities as set out in the Purpose of the Agreement. In the event of an expansion of the consortium to include new Cooperating Universities, a new collaboration agreement must be developed and approved by all Cooperating Universities.

The University of Tromsø is authorized to offer a joint degree, as governed by the Norwegian Act on Universities and University Colleges of 1 April 2005.

The University of Saskatchewan is authorized to offer a joint degree, as governed by the Degree Authorization Act 2012.

## 3. Cooperation aspects

This chapter describes the management structure and the cooperation aspects of the consortium.

# 3.1. Coordinating institution

**3.1.1.** Overall responsibility for the administration of the GENI Program remains jointly with the Cooperating Universities, under the day-to-day direction of the Program Conveners. For the period August 2015 – December 2017, the Lead Convener will be from the University of Tromsø. The Cooperating Universities will

### **Cooperation Agreement for Joint Masters**

agree which institution will be responsible for the Lead Program Convener, and the period of appointment, before September 2016.

The duties of the Convener are set down in section 3.1.2.

# 3.1.2. Program Convener

The Cooperating Universities each designate a Program Convener from the faculty members responsible for the delivery of the Program. The UiT Convener must be a representative from SESAM. The U of S Convener must be a representative from the ICNGD.

The Program Convener is responsible for the day-to-day management, administration, organization and development, and teaching effectiveness of the Program and its quality assurance procedures. Both Program Conveners are members of the Program Board. The Lead Convener serves as the chair of the Program Board. The administrative duties of the partners are further described in Annex 1.

**3.1.3.** The Cooperating Universities will ensure the academic and administrative capacity necessary to execute this agreement at their own institutions. The Cooperating Universities must, at any given time, give full support to the coordinating institution, with regard to administrative matters related to the role of the Coordinator.

Each Cooperating University will appoint one administrative representative from their institution to serve as an administrative coordinator. This person will have the ability to implement a joint procedure for managing the GENI-program efficiently and to advise the Program Board on academic affairs.

The administrative duties of the Cooperating Universities are described in Annex 1.

# 3.2. The Governing Structure

# 3.2.1 Program Board

The Program Board will determine program policy with respect to the overall management, administration, quality assurance and co-ordination of the Program pursuant to the specific Program Regulations and the academic regulations of each party. The Program Board will discuss all major academic and administrative issues regarding the joint Master program, including changes in the Program description (curriculum). These will be subject to final approval by the Cooperating Universities.

The Program Board consists of the following six representatives. Board members will serve a two and half year term, with the exception of student representatives who are elected for one year.

- <u>Two Program Conveners</u>: The two program conveners as described under point 3.1.2.
- <u>Two Faculty members</u>: The Cooperating Universities will both appoint one board member and one deputy board member chosen among the faculty involved in the delivery of the program.
- <u>One Student</u>: The students enrolled in the GENI Program elect one representative and one deputy board member from each home institution.

#### DRAFT Cooperation Agreement for Joint Masters

Program Board Secretaries: The administrative coordinators (as described under 3.1.3.) serve as the secretaries for the Program Board.

The Program Board also functions as the Program Examination Board.

Pursuant to the Assessment Regulations, the Program Examination Board shall (1) provide advice necessary for the assessment of students and (2) recommendations and approval of marks / grades for the program. These marks / grades will be accepted within each Party as the approved marks / grades to be used within both Parties for the award of the degree. The granting of the award will be the responsibility of the appropriate body in each of the Parties.

The duties of the Program Board is further detailed in Annex 1.

# 3.2.2 GENI Admission Committee

The Admission Committee is composed of the current and adjunct faculty in the ICNGD and Centre for Sami Studies who are involved in the delivery of the GENI-program. The Admission Committee is chaired by the Program Conveners.

# 4. Student administration

This chapter regulates all the processes connected to the administration of students, from recruitment to the awarding of the final degree.

# 4.1. Application procedures

Students will apply jointly to both Cooperating Universities. The University of Saskatchewan will receive all the applications on behalf of the Cooperating Universities via the online application procedure. To successfully complete the application process, the students need to complete the following steps: Online:

- Complete the online application form;
- Pay the online graduate studies application fee
- Write a Statement of Research Interest in English, which should be approximately 1-3 pages in length and should include:
  - Specific areas of interest
  - Preferred home institution
  - A description of any employment, study or personal experience in Northern Saskatchewan, Canada or Norway, or the circumpolar north; Written documentation to be mailed to the home institution:
- Provide a writing sample such as a term paper or essay, graded or ungraded by an instructor, or work report that demonstrates writing and analytical ability.
- Provide 3 official copies of all post-secondary transcripts;
- Provide 3 Letters of Recommendation;

# 4.2.1. Admission requirements

See Program Outline (Annex 2).

# 4.2.2 Language requirements

See Program Outline (Annex 2).

#### **Cooperation Agreement for Joint Masters**

## 4.3. Selection procedure

When the students have successfully completed the application process as outlined in 4.1, the Administrative Coordinators will screen the applications to ensure the formal requirements are met. Thereafter, the GENI Admission Committee will review the applications and make a recommendation for admission to the Program Board. The Program Board will approve and complete the official recommendations for admission, and present this list of names to the CGSR (at the U of S) and the Department of Academic Affairs (at UiT) for final approval.

Once student admission has been approved, each home institution will inform the students of the outcome of their applications.

In case of appeals of an individual admission decision, the appeals policy and procedures of the coordinating institutions will be followed.

## 4.4. Enrollment of students

**4.4.1.** Students accepted for the Program shall be registered as students at both Cooperating Universities. Non-academic student conduct shall be subject to the normal rules of the university at which they are studying at the time. Students will be subject to the specific Program Regulations regardless of which university they are studying at (which shall take precedence in case of conflict) and which shall apply to student academic conduct in any event.

**4.4.2.** Some Program courses will be taught locally (i.e., at the university and not offered long-distance), thus it is important that students be located in proximity to one of the Cooperating Universities. Norwegian students will be encouraged to enter the program via University of Tromsø, and Canadian students will be encouraged to enter the program via University of Saskatchewan. International applicants (from outside Norway and Canada) will enroll through the closest institution. This is a guideline, but as there is a limited admission to the program, each student cohort will be equally divided between the home institutions.

Application and registration information shall be circulated to both Parties who may use this information as normal as required to perform this Agreement and in accordance with relevant national laws on data protection. Both Parties agree that relevant information may be submitted to appropriate agencies as required and will cooperate accordingly with any quality, financial, or other audits required.

**4.4.3.** Each Party shall be responsible for the costs of graduating their own students. The cost of attending another Coordinating Institution's graduation ceremony will be met by individual Parties.

## 4.5. Academic progress, examination of students and transfer of credits

The grading scale for each course is in accordance with national and institutional regulations at the institution responsible for the course, and is described in the program and course outline. The Diploma Supplement will contain a description of the grading scales used at both Cooperating Institutions.

### **Cooperation Agreement for Joint Masters**

Each of the Parties shall award the joint degree in accordance with the academic regulations prevailing at that institution.

Each Party shall accept the marks/grades awarded by the Cooperating University for the courses or modules taught at the other institution.

# 5. Promotion of the program

The promotion of the Program is the responsibility of the Cooperating Universities. The Program Board will approve and monitor all advertising and publicity materials relating to the Program. This material shall contain the logo of both of the Cooperating Universities, and none of the Cooperating Universities should unreasonably withhold or delay permission for the use of their logo and should make no charge for using their intellectual property in this way.

## 6. Financial Management

Procedures regarding the financial management of the program are further detailed in Annex 1.

# 7.1. Insurance obligations

Students are required to obtain the appropriate health insurance. Each institution undertakes to provide appropriate information to students for their registration in the national health system or for the provision of other kinds of health insurance which may be required either before their arrival or once they have registered at the hosting institution.

## 7.2. Prevention and security

The Parties shall provide each mobility program participant with detailed information about the specific risks existing in the work environment in which they will operate and carry out their functions and will provide the necessary documentation about the prevention and emergency security measures and provisions in force in relation to their activities and about the individuals/subjects in charge of this, in conformity with the legislative norms and regulations in force in the country of the hosting institution.

## 8. Quality assurance

Each Cooperating Institutions will follow its own national institutional quality assurance procedures to ensure that the Program maintains high academic standards. The quality assurance process is further detailed in the Program Outline (Annex 2).

# 8.1 Program Monitoring

Monitoring of the Program shall be done annually. It shall be conducted by the Administrative Coordinators and presented to the Program Board for approval. Copies of the report will be made available to each Cooperating University to consider in accordance with its own procedures.

# 8.2. Annual Program Review

The Annual Program Review shall incorporate as a minimum:

- (a) student recruitment against targets,
- (b) students' progression generally and any awards made,

### **Cooperation Agreement for Joint Masters**

(c) graduates' employment as appropriate,

(d) any changes proposed to the aims, learning outcomes, curriculum or methods of teaching, learning and/or assessment of the Program,

(e) comments or recommendations made by external examiner(s) and proposed actions arising therefrom,

(f) an analysis of individual modules,

(g) evaluation and feedback from students and actions arising therefrom,

(h) issues raised at approval or periodic review and actions arising therefrom,

(i) any changes in resources (material or human) arising from the Program,

(j) any changes to the administration of the Program,

(k) a statement of progress on action points agreed in the previous year, and (I) identification of good practice and agreed action points.

**8.3** The Cooperating Universities shall co-operate with the requirements of any audit or review undertaken by any of the Higher Education National Audit Agencies within the partner countries.

# 9. Faculty and administrative staff exchange

The Cooperating Institutions agree to welcome visiting faculty members from the other Party on the following basis:

- The number, timing and duration of staff exchange may vary according to the needs of the particular programme and with available resources;
- The parties will make efforts to obtain equal number of exchanges over time;
- Salaries and benefits of the exchange faculty members remain the responsibility of the home institution except as may be arranged an explicitly documented for specific cases;
- The host institution shall make efforts to provide information and assistance in matters of campus facilities, housing options, visa requirements, office space, library privileges, et cetera;
- Staff exchanges will be preceded by a work plan covering the period of the exchange that has been agreed upon by the institutions and by the exchange faculty;
- The institutions agree that arrangements can be made for short-term exchanges of faculty staff for periods ranging from a week or two up to a full academic semester.
- These exchanges may focus on a combination of teaching, research and/or other services;
- Staff participants shall submit a report on the experience to both Parties.

# 10. Duration

**10.1.** This agreement will be in force for a period of five (5) years, starting with the 2015-16 academic year or as soon as that the Program Outline has been approved by the Cooperating Universities. The agreement may be extended by mutual consent of the Cooperating Universities.

#### **Cooperation Agreement for Joint Masters**

**10.2.** Changes and amendments to this agreement, either at the time of renewal or while the agreement is in effect, must be in writing and approved by all Cooperating Universities.

**10.3.** In case of a dispute that cannot be solved amicably among the Cooperating Universities, the parties have the right to terminate the agreement by giving six (6) months written notice to all Cooperating Universities.

**10.3.1.** In the event the agreement is terminated, the Program will continue to be provided to students already recruited in accordance with this Agreement. No further students will be recruited to the Program.

## 11. Application of law and dispute resolution

**11.1.** This Cooperation Agreement is legally binding. When it comes to issues relating to students, the following shall apply. Issues relating to Canada will be dealt with under the laws of Canada. Issues relating to Norway will be dealt with under the laws of Norway. Issues relating both of the jurisdictions of the Cooperating Universities will be dealt with under the laws of the country in which the events underlying the issue have occurred. In the event that no such sole country can be determined, the issue shall be dealt with under the laws of the country to which the issue has its strongest attachment. Different issues relating to one and the same dispute may be treated individually.

The Agreement itself shall be governed by and construed in accordance with the laws of the country to which the issue at hand has its strongest attachment.

**11.2.** This Agreement shall be executed in any number of counterparts each of which shall constitute an original and all of which when taken together shall amount to the same instrument.

## 11.3. Dispute resolution

If any dispute arises between the Cooperating Universities, they will in good faith attempt to negotiate a settlement. If unsuccessful, they will in good faith attempt a resolution through an alternative dispute resolution procedure (an ADR procedure) commissioned by the board. The consortium will, if needed, appoint a common committee for appeals and grievances. This committee will be elected from among the members of the board. This is to handle possible complaints from students in the program. The students must respect local rules. If they receive a complaint, the receiving institution will resolve the problem with the local regulations and the student.

## 12. Intellectual property rights

**12.1.** Subject to clause 12.2 and to any national legislation or other applicable legal principles governing intellectual property sharing between employer and employee the Cooperating Universities agree to collaborate and to share new intellectual property rights and copyright created for the purposes of developing and delivering modules within the Program, and shall be the joint beneficial owners of intellectual

### **Cooperation Agreement for Joint Masters**

property and copyright in such modules (as tenants in common in equal shares). After the termination of this Agreement (save for termination for breach in which case these rights shall not benefit the defaulting Cooperating University) the Cooperating Universities agree that such modules in which the intellectual property is jointly owned may be used, modified and updated by the Cooperating Universities for the delivery of similar courses of education (and each Cooperating University licenses the other accordingly upon terms to be agreed at that time), but only licensed for use by third parties with the written agreement of the Cooperating University.

**12.2.** Each Cooperating University is the beneficial owner of intellectual property and copyright in relation to those modules within the Program developed and delivered solely by that Cooperating University.

**12.3.** Each Cooperating University agrees that it shall not be entitled to use or publish in any form any material owned by (or licensed to another Cooperating University save as set out in clause 12.1) without the written consent of that Cooperating University, save that each Cooperating University may use the material owned by or licensed to another Cooperating University in its original format for the purposes contemplated by the Agreement.

**12.4.** The application of policy in relation to intellectual property rights arising from student work will be that of the Cooperating University with which the student is studying at the relevant time the work was created.

# 13. Confidentiality

**13.1.** Each Party will keep confidential any and all confidential information that it may acquire in relation to the other party. None of the parties will use the other parties' confidential information for any purpose other than to perform its obligations under this Agreement provided always that in the event that this Agreement is terminated nothing hereunder shall prevent UiT or U of S from disclosing to any person the reasons for the termination of this Agreement.

Information disclosed by one Party to the other shall not be confidential information if the receiving Party can show that:

a) it was already publicly known at the time of its disclosure hereunder, or becomes thereafter publicly known otherwise than through an act of negligence of the receiving Party; or

b) it is demonstrably developed at any time by the receiving Party without any connection with the information received hereunder; or

c) it is rightfully obtained at any time by the receiving Party from a third party without restrictions in respect of disclosure or use; or

d) it is required to be disclosed pursuant to the lawful order of a government agency or disclosure is required by operation of the law.

**13.2.** The provisions of this clause will survive any termination of this Agreement for a period of three years from termination. For the purposes of this Agreement "Confidential Information" shall mean all information in respect of the operations, staff or students of a Party and/or the subject matter of this Agreement and/or any information relating to third parties with whom that Party has dealings. **Annexes** 

## DRAFT Cooperation Agreement for Joint Masters

- Annex 1 Financial and Program Operational Arrangements
- Annex 2 Program and course descriptions.
- Annex 3 Diploma and Diploma Supplement (Once they have been developed)

## **Cooperation Agreement for Joint Masters**

# Annex 1 Financial and Program Operational Arrangements

# 1. Undertakings by the Cooperating Universities

By signing the Cooperation Agreement, each party undertakes to:

- respect the common general objectives that formed the basis for establishing the partnership, as mentioned in the Purpose of the agreement;
- fulfill the undertakings entered into under the action plan set out in annex I, where appropriate together with the annual action jointly agreed between the parties; and to this end set up a calendar work plan
- make every effort to achieve in practice the above-mentioned common general objectives in each action;
- maintain relations of mutual cooperation and regular exchanges of information with the other Cooperating University on matters of common interest to do with use of the Cooperation agreement;
- adopt a transparent attitude with regard to managing and keeping accounts on the actions for which joint grants are awarded and cooperate fully with annual or occasional checks on the implementation of the Cooperation Agreement and/or the Specific Grant Agreements.

# 2. Program Administration and Management

# 2.1 Program Board Meetings

The Program Board will meet at a minimum once in spring and once in fall. The Program Conveners may call for additional meetings when necessary.

Meetings will be conducted via video-conferencing.

The leading institution is responsible for preparing the agenda and documents, as well as maintaining meeting records.

Decisions are made by simple majority votes. In case of ties, the Chair casts the deciding vote.

The following topics should be regularly discussed:

- Plans for program teaching schedule and course delivery
- Program supervision
- Program quality assurance
  - Monitoring student achievement, progression and evaluation, including student feedback
- Reporting on grants
- Program marketing and recruitment strategies and materials

# 2.2 Program Convener Duties<sup>1</sup>

As described in the Cooperation Agreement, the Cooperating Universities each designate a Program Convener from the faculty members responsible for the delivery of the program. The Program Convener is responsible for the day-to-day

<sup>&</sup>lt;sup>1</sup> The Program Converner would be known at U of S as the Graduate Chair of the program.

#### **Cooperation Agreement for Joint Masters**

management, administration, organization and development, and the teaching effectiveness of the Program and its quality assurance procedures. The Program Conveners are responsible for creating a calendar work plan for the program operation and quality assurance.

The Lead Convener will provide the Cooperating Universities will provide sufficient administrative and project management support for the entire program. The Lead Convener is also responsible to with a financial report on an annual basis outlining the number of students/scholars, the fees due to partners and a statement of funds distributed. This will be presented at the first program board in each fall semester.

## 2.3 Program Delivery

The Cooperating Universities are jointly responsible for the delivery of the GENI program, and will equally share the teaching and course load for the program. The course schedule (including the offering institution, the instructor and dates) should be agreed upon by at least six months before the start of the new academic year.

## 2.4 Strategy for Student Recruitment and Retention

The Program Board will provide strategic guidance for the development of the student recruitment and retention plan, and will approve all materials used for student recruitment and marketing of the program.

It will be one of the first tasks of the Program Board to develop such a student recruitment and retention plan, including overseeing the development of marketing information such as brochures and a website.

# 2.5 Student Records

The Cooperating Universities will maintain the student records infinitely or as long as deemed possible. The student records include all materials collected during the application process, and during the time the student enrolled in the program. Both Cooperating Universities adhere to sharing student records while pertaining the highest level of confidentially.

# 2.6 Student Alumni

The Program Board will oversee the development of a plan to establish a student alumni association, which will serve also as a professional business network for individuals working in the Northern regionals on issues pertaining to the region.

# 2.7 Curriculum and course outline archive

The Cooperating Universities are jointly responsible for maintaining an archive of the program materials, such as course outlines, curriculum, handbooks and other relevant materials used in the delivery of the Program.

# 3. Financial Management

## 3.1 Tuition Fees

Students admitted to the program will pay the tuition- or enrollment, and student fees applicable to their home institution, as designated at the time of their application.

#### DRAFT Cooperation Agreement for Joint Masters

# 3.2 Student Financial Support and Grants

Arrangements for students entering the GENI program will be made according to their home institutions and location.

- Students that will have UiT as their home institution will have no tuition cost as Higher Educational Institutions in Norway basically do not charge tuition.
- Students that will have U of S as their home institution will have to pay tuition costs. Nonetheless, the ICNGD is currently providing all their students with grants that cover their tuition costs. The ICNGD will continue to provide student grants to their students, providing that funding remains the same and that the student admissions will not increase over its capacity.
- For course enrollment, students will have to be registered at both institutions, but will only pay tuition and student fees as applicable to their home institution.

Student can apply for additional student loans through their national student loan associations. Students are responsible for applying for any additional funding.

# 3.3 Grant Management

In cases of grant applications where one institution is designated as the lead applicant, that institution will manage the grant. The administration of grants given to the program will be administered as follows:

- Grants from Norwegian sources will be administered by UiT.
- Grants from Canadian sources will be administered by UofS.

In other situations the program conveners will agree on which institution will administer the grant before the application is sent.

The Cooperating Universities will annually report to the Program board on the use of grants.

# 3.4 Financial Records

The Cooperating Universities agree to maintain all financial records related to the administration of the joint master program up to seven years. The parties can request copies of original documents pertaining to the financial administration of the joint degree from the other party.

# Suggested Catalogue Entry for: Masters in Governance and Entrepreneurship in Northern and Indigenous areas (GENI)

The GENI program is a joint degree program delivered and administered with University of Tromsø, the Arctic university of Norway (UiT). GENI is interdisciplinary and is open to students from a wide variety of educational backgrounds. Students applying for the Master's program require a Bachelor's degree or equivalent qualification in the social sciences, law or education. The program is project-based and provides a flexible course schedule in which all the requirements are completed within a 36-month period.

### **Admission Requirements**

- A four-year undergraduate degree, or equivalent from a recognized college or university in academic fields of the social sciences, law or education, OR,
- A three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate honours degree.
- A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of full-time study (i.e. 60 credit units U of S equivalent).
- Applicants will be selected by the GENI Program Board, which will include representatives of the International Centre for Northern Governance and Development (ICNGD) and the Sami Study Centre (SESAM, UiT).
- Applicants need to complete successfully the online application form and pay the \$90 CAD application fee. As part of the online application process, students are required to submit the following documentation:
  - A Statement of Intent written in English of approximately 1-3 pages in length describing specific areas of interest for the project. The Statement should include a description of why the applicant wants to pursue advanced study in the interdisciplinary context of the GENI and a commentary on how their employment or study experiences relate to the research interests described. The student must demonstrate a basic knowledge of northern and indigenous issues. The students will also need to select their preferred home institution (where the student will be required to attend orientation and complete the majority of their course work).
  - 2. Applicants must submit an English writing sample (a term paper or essay, graded or ungraded by an instructor, or a work report) that

demonstrates writing and analytical ability.

- 3. Three official copies of all post-secondary transcripts (only one copy will be required if all documents are from the University of Saskatchewan)
- 4. Three letters of recommendation. At least one of these letters should be from a professor acquainted with the applicant's previous scholarly work. Other letters may comment on the student's preparation for continuing studies through his/her work experience.

Please note that for students with English as a foreign language, the GENI program has the following language requirements:

- A minimum level of TOEFL 550 (paper based test) or 213 (computer based test) or 80 (Internet based test), or
- IELTS Academic test with a minimum score of 6.5, or
- Cambridge Certificate of Advanced English or Certificate of Proficiency in English, or
- CanTest with an overall score of 4.5 required, or
- Pearson test of English (PTE) with an overall score of 4.5 required.

The GENI Program Board prioritizes applicants with at least TOEFEL 580 (paper based test) or 85 (for internet based test) for admission.

The language requirement does not apply to students who qualify for the Norwegian Higher Education Entrance Qualification (NHEEQ).

Please direct all inquiries about the application process to the ICNGD at 1-306-966-8433.

## **Degree Requirements**

GENI students are required to complete a minimum of 36 credit units (equivalent to 120 ECTS at UiT). The required elements include required course work, electives, an internship, a project and the 990 seminars. Students must complete the following required courses:

- <u>GSR 960.0</u>
- <u>GSR 961.0</u> if research involves human subjects
- <u>GSR 962.0</u> if research involves animal subjects
- NORD 835.2 Communication I: Academic and Professional Writing
- NORD 857.4 Northern Resource Economics and Policy
- NORD 838.2 Communication II: Negotiations and Consultations
- NORD 847.4 Circumpolar Innovation and Entrepreneurship
- POLS 855.4 Northern Governance

- POLS 858.4 Research and Planning Methods for the North
- NORD 860.4 Internship
- NORD 992.0 Project (Students must maintain continuous registration in this course through the program)
- NORD 990.0 Seminars (Students must maintain continuous registration in this course through the program)

#### **Program Electives**

Students must also choose one of the following elective courses subject to approval, availability and permission from the Program Director. Students should work with the Graduate Chair to identify an appropriate elective.

#### **Group A Restricted Electives**

Students must select one of the following courses:

• NS 810.3 "Aboriginal Self Determination Through Mitho-Pimachesowin", <u>or</u> the UiT equivalent course tilted "Landscape, language and culture: The social meaning of place"

### **Group B Electives**

Students will choose 9 CU/20 ECTS from the following list of courses offered at USask or at UiT. At University of Saskatchewan students can choose from the following list:

- 1. JSGS 863.3: Aboriginal Peoples & Public Policy
- 2. JSGS 849.3: Social Economy and Public Policy
- 3. ENVS 825.3 Water Resource Management in Cold Regions
- 4. ENVS 898.3: Co-Management of Northern Ecosystems and Natural Resources
- 5. LAW 819.3 Indigenous Peoples of International and Comparative Law



# Course Outline NORD 835.2 *Academic and Professional Writing*

This course is administered and delivered by the International Centre for Northern Governance and Development at the University of Saskatchewan. This course is a required course in the Master's in Governance and Entrepreneurship in Northern and Indigenous Areas program.

Course Instructor: Heather McWhinney

Instructor Contact Information: (306) 665-8033/ heather.mcwhinney@sasktel.net

Course Timeline: Fall 2015

**Course Admission Requirements/Prerequisites**: A completed Bachelor's degree in one of the field of study or specialization of the MNGD. The student should be enrolled in the MNGD at the University of Saskatchewan. Students enrolled in programs outside the MNGD program can request special admittance to the course.

#### **Course Description**

This course will introduce communications with a focus on professional communications and applied academic research relevant to the provincial North in Saskatchewan and Canada. Students will learn the form and function of key professional communication documents, such as the formal report, briefing note and the press release, as well as principles of oral communication in a professional environment. Through the experiences and perspectives of a variety of communication specialists from the North, you will also be exposed to communications in a northern Environment.

Students will learn to analyze various components of communication strategy, including purpose, audience and context. Ultimately, students will apply the communications concepts and skills to preparing professional communications for a northern audience.

#### **Course Objectives**

By the end of this course, students should be able to:

- Understand how to conduct a review of available literature as the basis for a formal report.
- Understand the purpose and function of professional communications.
- Understand how to effectively communicate information within the political, social and cultural contexts in the North.
- Understand the foundations of communications strategy, including how to craft a press release for print and broadcast media.

#### **Course Contents**

Students will learn to:

- Write a clear and concise professional report
- Write a clear and concise briefing note
- Write an effective press release
- Deliver an effective oral presentation

The course covers the essentials of clear communication, utilizing tools of professional communications, the written report, oral presentation, briefing note and press release. These essentials are then grounded in the political, social and cultural context of a Northern audience.

#### **Course Delivery**

Instruction consists of a combination of interactive workshops and previously recorded videos, which you will be expected to view before class. Your active participation will be key to your success in this course. To make the learning experience engaging and useful, you will write during class time and will share your writing with your classmates and the instructor. To this end, it is essential that you bring your laptop computer to every class.

You are expected to study independently during periods when there are no classes. Prerecorded guest lectures will be viewed as per the instructor's direction. Please see the detailed course schedule for more information.

#### Attendance

Due to the interactive nature of this course, attendance is absolutely crucial. 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 .

#### 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.

#### **Course Schedule**

Class	General Topic	Pre-recorded	Student Activities
		Lecture	
One: Introduction to the	- Introduce ourselves	- Before class,	- Introduce yourselves
course and to report	-Introduce principles of	listen to a pre	to your classmates
writing	communication	recorded	Share your
	-Introduce communication in	lecture:	knowledge of writing
	the North	1)Writing and	and speaking
	- Introduce report writing	Speaking for a	- Share your
	- Discuss kinds of reports and	Northern	knowledge of the
	components of reports	Aboriginal	audience for your
	- Discuss the design of a	Audience	report

	report - Discuss the outline of a report - Determine your audience and purpose	- Share your knowledge of the purpose of your report
Two: Introduction to oral presentations	<ul> <li>-Discuss differences between oral and written reports</li> <li>- Look at kinds of oral presentations</li> <li>- Consider audience and purpose</li> <li>- Discuss giving a presentation in the North</li> <li>- Discuss outlining a presentation</li> <li>- Consider visuals</li> <li>- Discuss openings and closings</li> <li>- Discuss handling nerves</li> </ul>	-Discuss last week's lecture on speaking for a northern Aboriginal audience - Share your experiences of speaking in front of small and large groups in the North or elsewhere
Three: The executive summary and introductory sections of a report	<ul> <li>Read examples of executive summaries and introductions of reports</li> <li>Discuss the elements of an executive summary</li> <li>Discuss general to specific pattern of introductory sections and look at examples</li> <li>Discuss topic sentences and paragraph unity</li> <li>Consider flow</li> </ul>	<ul> <li>Write an executive summary</li> <li>Share the summary with your classmates</li> </ul>
Four: The literature review	<ul> <li>Discuss literature reviews and read examples</li> <li>Discuss how to cite sources</li> </ul>	<ul> <li>Do activities on reading and analyzing literature review sections</li> <li>Practice incorporating sources from your writing</li> <li>Three students will do a five-minute presentation on their report.</li> </ul>

### Masters in Governance and Entrepreneurship in Northern and Indigenous Areas

Five: The body of a report	<ul> <li>Read examples of bodies of reports</li> <li>Discuss the organization of the body</li> <li>Discuss the statement of issue/problem</li> <li>Discuss the results or findings</li> <li>Discuss writing about data and incorporating figures and tables</li> </ul>	-Do activities that involve writing about data - Three students will do a five-minute presentation (each) of their report.
Six: The discussion, recommendations and conclusion of a report	<ul> <li>Consider ways of developing the discussion section</li> <li>Discuss the recommendations section</li> <li>Discuss the conclusions</li> </ul>	<ul> <li>Do activities that involve reading and analyzing discussions, recommendations and conclusions sections of a report</li> <li>Three students will do a five- minute presentation (each) of their report.</li> </ul>
Seven: The finishing touches of the report	The finishing touches - Consider the title - Discuss the table of contents - Discuss the letter of transmittal - Discuss revising and editing - Think again about your audience and purpose - Discuss flow - Discuss consistency - Consider visual impact	<ul> <li>Write a letter of transmittal and share the letter with your classmates</li> <li>Three students will do a five-minute presentation (each) of their report.</li> </ul>
Eight: Preparing the Briefing Note	Types of briefing notes - key components, structure, writing and communication styles; focus on informational briefing note and how to communicate effectively in providing advice.	Prepare a briefing note
Nine: Media relations in the North: Part One	Media relations in the North: - Key issues- Understanding	

	the print and broadcast context; communicating with a northern aboriginal audience		
Ten: Media relations in the North: Part Two	Discuss the Northern media – Consider the audience – Discuss plain language – Discuss correctness and professionalism	- Before class, listen to pre- recorded lecture 4)Broadcast media in the North: how to get your 15 second soundbite aired by Abel Charles and Kelly Provost, broadcasters with MBC Radio	- Write and edit a press release.

#### **Course Assessment**

Class Participation	25%
Oral Presentations	15%
Literature Review	30%
Press Release	15%
Briefing Note	<u>15%</u>
	100%

\*\*You will be expected to send your assignments to the instructor by email\*\*

# 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	Description
	Descriptor	
		A superior performance with consistent strong evidence of:
90-100	Exceptional	<ul> <li>a comprehensive, incisive grasp of subject matter;</li> <li>an ability to make insightful critical evaluation of information;</li> <li>an exceptional capacity for original, creative and/or logical thinking;</li> <li>an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>an exceptional ability to analyze and solve difficult problems</li> </ul>

		related to subject matter
80-89	Very Good to Excellent	<ul> <li>A very good to excellent performance with strong evidence of:</li> <li>a comprehensive grasp of subject matter;</li> <li>an ability to make sound critical evaluation of information;</li> <li>a very good to excellent capacity for original, creative and/or logical thinking;</li> <li>a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>a very good to excellent ability to analyze and solve difficult problems related to subject matter</li> </ul>
70-79	Satisfactory to Good	<ul> <li>A satisfactory to good performance with evidence of:</li> <li>a substantial knowledge of subject matter;</li> <li>a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;</li> <li>satisfactory to good capacity for logical thinking;</li> <li>some capacity for original and creative thinking;</li> <li>a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;</li> <li>a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter</li> </ul>
60-69	Poor	<ul> <li>A generally weak performance, but with some evidence of:</li> <li>a basic grasp of the subject matter;</li> <li>some understanding of the basic issues;</li> <li>some familiarity with the relevant literature &amp; techniques;</li> <li>some ability to develop solutions to moderately difficult problems related to the subject matter;</li> <li>some ability to examine the material in a critical &amp; analytical manner</li> </ul>
<60	Failure	An unacceptable performance

## **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/

Fall 2015

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.

## **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.

# **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.



# MEMORANDUM

TO:	Dr. Greg Poelzer, executive chair, International Centre for Northern Governance and Development
FROM:	Fran Walley, chair, planning and priorities committee of Council
DATE:	November 27, 2013
RE:	Master's of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI)

Thank you for notifying me of the intent that the joint master's degree proposed with the University of Tromsø The Arctic University of Norway will be a stand-alone degree, rather than a stream within the existing Master's of Northern Governance and Development degree offered by the International Centre for Northern Governance and Development (ICNGD), as originally submitted to the planning and priorities committee. I also understand that the degree will be jointly delivered by Johnson-Shoyama Graduate School of Public Policy (JSGSPP) and the ICNGD, with JSGSPP being the academic home of the program. The new degree program will be titled Master's of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI).

As this was a fairly substantive change to the notice of intent reviewed by the planning and priorities committee, I informed the committee of the change at our meeting on November 6, 2013, with the note that the change would not affect the resources for the program or student enrolment. I am pleased to convey that members continued to be supportive of the initiative to establish a joint degree and supported the change as logical, simplifying the administration and structure of the degree program.

During the course of discussion, members submitted some additional points for consideration as you develop the full program proposal, as follows:

- That the faculty council of the Johnson-Shoyama Graduate School of Public Policy be consulted regarding the proposed degree;
- That consideration be given to the effect of TABBS on the joint degree and the resources available, if the Johnson-Shoyama Graduate School of Public Policy is considered the revenue centre for the program.

Dr. Greg Poelzer November 27, 2013 Page 2

Please let me know if you have any questions regarding the additional suggestions from the committee. I wish you well in your efforts regarding the joint degree.

Sincerely,

С

nor Walley.

Roy Dobson, chair, academic programs committee
Jay Kalra, Council chair
Elizabeth Williamson, university secretary
Brett Fairbairn, provost and vice-president academic
Russ Isinger, registrar and director of student services
Trever Crowe, associate dean, College of Graduate Studies and Research
Ken Coates, director, International Centre for Northern Governance and Development
Michael Atkinson, executive director, Johnson-Shoyama Graduate School of Public Policy



# MEMORANDUM

RE:	Notice of Intent for a joint master's degree program with University of Tromsø The Arctic University of Norway
DATE:	October 7, 2013
FROM:	Fran Walley, chair, planning and priorities committee of Council
TO:	Dr. Greg Poelzer, executive chair, International Centre for Northern Governance and Development

Thank you once again for attending the planning and priorities committee meeting on September 25<sup>th</sup> to present the notice of intent for a joint degree with the University of Tromsø The Arctic University of Norway. As indicated in the notice of intent, the joint degree will encompass the Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) identified within the existing Master's of Northern Governance and Development (MNGD) degree offered by the International Centre for Northern Governance and Development (ICNGD).

Discussion of the notice of intent focused on the explanation of various elements of the program, including how the program will meet the demand of government, industry and First Nations stakeholders and benefit the research efforts of the ICNGD. The committee appreciated the insight you provided regarding the relationship of the ICNGD to the University of Tromsø (UiT) and the benefits offering the degree would bring to the ICNGD and the university. Clearly, the joint degree represents an exciting opportunity for partnering with other institutes, in keeping with the university's decision articulated within its third integrated plan to pursue innovation in academic programs and services. Members commented positively on the initiative, noting the innovative nature of the program and reciprocity between the two institutions, as evident in the two-way exchanges of students and faculty.

Although the joint degree is not a new degree *per se*, but a stream within the existing Master's of Northern Governance and Development offered by the ICNGD, Council approval is required due to the nature of the joint degree, which is novel to the university. The degree is also subject to the *Degree Authorization Act*, as in effect this partnership will result in UiT granting a degree in Saskatchewan, by virtue of issuing a joint parchment awarding the proposed master's degree. An exemption is available under the *Degree Authorization Act*, which will require the University of Saskatchewan to assess UiT and provide assurance that UiT meets the quality assurance standards of the Saskatchewan Higher Education Quality Assurance Board (SHEQAB). As the draft standards are being developed, the Minister of Advanced Education has authorized interim approval to proceed with the development of the program until the draft standards are approved.

Dr. Greg Poelzer October 7, 2013 Page 2

As proponents develop the program proposal, the committees make the following recommendations:

- That the proposal include the process by which the university's partnership with UiT and the joint degree will be dissolved, in the event this is desired at some future point;
- That the proposal include a description of the ICNGD research plan and budget planning in relation to the centre and to the Johnson-Shoyama Graduate School of Public Policy, where the centre is housed.

Please let me know if you have any questions regarding any of the items listed above. I wish you every success as you move your proposal through the approval process.

Sincerely,

С

har Walley.

Roy Dobson, chair, academic programs committee
Jay Kalra, Council chair
Elizabeth Williamson, university secretary
Brett Fairbairn, provost and vice-president academic
Russ Isinger, registrar and director of student services
Trever Crowe, associate dean, College of Graduate Studies and Research
Ken Coates, director, International Centre for Northern Governance and Development
Michael Atkinson, executive director, Johnson-Shoyama Graduate School of Public Policy



# Memorandum

То:	Dr. Ken Coates, Director, International Centre for Northern Governance and Development
CC:	Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR) Dr. Michael Atkinson, Executive Director, Johnson-Shoyama Graduate School of Public Policy
From:	Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR
Date:	January 9, 2015
Re:	New Program Proposal – Joint Master Degree in Governance and Entrepreneurship in Northern and Indigenous Areas

The Graduate Programs Committee met on December 8, 2014, and considered the new program proposal for a Joint Master's Degree in Governance and Entrepreneurship in Northern and Indigenous Areas. The committee noted the following:

- Within the GENI proposal, there appeared to be a proposed program modification for the existing MNGD program. The Graduate Programs Committee would like to see the two proposals separated as one is for a program revision and one is for a new program. Related:
  - In the new GENI program proposal, please be clear about what the relationship is between the GENI program and the (proposed) revised MNGD.
  - In the MNGD program revision proposal, please provide a table that compares the current program with the proposed revised program.
  - In the proposal it was not clear which course offerings applied to which program. Would all courses apply to both programs?
- The rationale for the new GENI program in particular was very well done, but committee members would like both revised proposals to focus on more substantive information about the content of the programs themselves. Related, is the rationale for the program modification to the MNGD program due to the introduction of the new GENI program, or is it being revised for other reasons?
- GSR 400: New Course Proposal forms were incomplete. The catalogue descriptions provided need to be condensed as they need to be 50 words or less to be included in the course catalogue.
- It did not appear that course syllabi were provided for all newly proposed courses, but this was difficult to establish since it was not clear which courses being proposed were new and which ones were current courses.
- Committee members were not familiar with the shorthand used in the proposal. Please attempt to avoid the use of multiple abbreviations, or provide an appendix of abbreviations and be consistent in their usage throughout the proposal.
- Committee members were not sure if all proposed course instructors were eligible to teach graduate courses. Do all the proposed instructors have appointments with CGSR?
- Would the proposed courses be part of the instructors' regular teaching load?
- The learning objectives for both programs were presented well.



Please respond to this memo at your earliest convenience to address the committee's concerns. The committee meets again on February 9. If you have the revised proposals to Kelly Clement by February 3, we will be sure to put the items on the agenda. If you have any questions, please contact Kelly Clement at <u>Kelly.clement@usask.ca</u> or 306-966-2229.

DP/kc

University of Saskatchewan Campus - 101 Diefenbaker Place, Saskatoon, SK Canada S7N 5B8

The Johnson-Shoyama Graduate School of Public Policy, with campuses at the University of Soskatchewan and the University of Regina, is an interdisciplinary centre for public policy research, teaching, outreach and training.

То:	Dr. Ken Coates, Director International Centre for Northern Governance and Development
From:	Michael Atkinson, Executive Director Johnson-Shoyama Graduate School of Public Policy
Subject:	Support for Joint Degree Option within the Master of Northern Governance and Development Structure
Date:	September 17, 2013

Dr. Coates,

Thank you for the opportunity to provide a letter of support for the proposed joint degree with University of Tromsø, Norway within the International Centre for Northern Governance and Development's Master of Northern Governance and Development program.

The creation of a partnership such as this demonstrates a commitment to innovation in academic programs and services. The joint degree option would provide a program to the University of Saskatchewan unique in both content and delivery, offering our students the opportunity to learn, collaborate, and build relationships with an international cohort. This expansion to the MNGD will strengthen capacity in both Northern Saskatchewan and other Northern regions.

Please consider this letter as our support for ICNGD's proposed joint degree, and an indication of the Johnson-Shoyama Graduate School of Public Policy's willingness to participate in the work of this initiative.

Michael Atkinson

c: Trever Crowe, Associate Dean, CGSR Beth Williams, University Secretary, OUS

MMA/rmg

University **Regina** UNIVERSITY OF SASKATCHEWAN

www.schoolofpublicpolicy.sk.ca

GRADUATE SCHOOL OF PUBLIC POLICY



International Centre for Northern Governance and Development (ICNGD) Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada Telephone: (306) 966-1238 Facsimile: (306) 966-7780 Web: www.usask.ca/icngd

#### **MEMORANDUM**

To: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research

CC: Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR

From: Dr. Ken Coates, Director, International Centre for Northern Governance and Development

Date: April 14 2015

**Re:** New Joint Masters Degree in Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) and Modification to the Master of Northern Governance and Development Degree (MNGD)

This cover letter and the following documents are a response to the memo sent to ICNGD on April 14<sup>th</sup> with recommendations from the Graduate Programs Committee (GPC) meeting on April 13 2015.

- 1. The NHEEQ would seem to satisfy the required proof of English proficiency. The catalogue description within the proposal should be revised to include this in the admission requirements.
- 2. The courses with 4 credit unit counts, NORD 837, NORD 850, POLS 825 and POLS 828, indicate increased contact hours, but they do not indicate an increase in requirements. Given the additional contact with the instructor, it is expected that there will be additional student activity, but it is not clear what the additional activity will include. It would be best to provide revised course syllabi.
- 3. The NORD 838 course syllabus will need a rubric to explain how grades are awarded, specifically for seminar participation.
- 4. The committee understands that the Department of Political Studies is the authority for all courses with the POLS label. Changes to these courses require authorization by the Head of the Department of Political Studies and the Dean's Office in the College of Arts & Science.
- 5. It was noted as a friendly reminder that students undertaking projects requiring ethics approval will need to obtain that approval early in their program in order to avoid delays.
- 6. The catalogue description indicates that letters of reference must include a completed GSR 101 form. The GSR 101 forms are no longer used as the information is sent to referees to complete in the online application process. Please remove that information from the catalogue description in the proposal.
- 7. Overall the committee was satisfied that the specific concerns identified had been addressed.



International Centre for Northern Governance and Development (ICNGD) Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada Telephone: (306) 966-1238 Facsimile: (306) 966-7780 Web: www.usask.ca/icngd

ICNGD completed the changes required and have the following comments;

- 1. We are very pleased to receive the recognition of the NHEEQ. We have made changes to the admission request in the Suggested Catalogue Entry for GENI (Appendix 1).
- 2. ICNGD have added additional requirements to the courses that that has increased course credits. To provide further explanation, the additional course requirements are as follows:
  - a. **NORD 837.4 Northern Resource Economics and Policy**: Students are required to attend the Field School to Norway (this was not mandatory in the past course offerings), and the student must maintain a Field School Log (20% of final grade). The Field School Log is assessed as an assignment and is handed into the instructor at the end of the trip for evaluation. The Field School itself is a 9-10 day trip to Norway during 6 of days included lectures, site visits, and excursions. The remaining time is travel time between Saskatoon and Northern Norway. This was already included in the updated course outline, and no additional content has been added to the syllabus.
  - b. NORD 850.4 Internship: This course was *decreased* from a 6 credit unit course to a 4 credit course. The course requirement has been better defined, and internships reports have been downsized to 10-15 pages in length. The students are provided with a selection of different outputs for the projects; Literature Review, Program Evaluation, Needs Assessment or Feasibility Study. In the previous offering of the Internship, students were required to write a more extensive report with less support tools and guidelines for their final rapport. The course requirement for the students has therefore been decreased. This was already included in the updated Internship Manual, and no additional content has been added.
  - c. POLS 825.4 Northern Governance: Students are required to attend the Field School to Northern Saskatchewan, and the student must maintain a Field School Log (20% of final grade). The Field School component was not included in the 3 credit version of the course offered. The Field School Log is assessed as an assignment and is handed into the instructor at the end of the trip for evaluation. The Field School itself is a 9-10 day trip to Saskatoon and Northern Saskatchewan that will include lectures, site visits, and excursions. We have added more content to the course outline with regards to the Field School requirements (Appendix 2).
  - d. **POLS 828.4 Methodology and Planning**: This course has had additional course content and readings added to the course, in particular related to the themes of policy planning. Additional content has also been added from the Norwegian resources and case studies. Students are required to summarize the textbooks and readings, and will therefore complete additional assignments in the course related to the additional content. Course content, including the additional course content, will be assessed with a Final Exam. This was already included in the updated course outline, and no additional content has been added to the syllabus.



- International Centre for Northern Governance and Development (ICNGD) Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada Telephone: (306) 966-1238 Facsimile: (306) 966-7780 Web: www.usask.ca/icngd
- 3. NORD 838.2 Communication II: Negotiation and Consultations: course outline has been adjusted, and includes rubrics for seminar presentation and major assignment assessment (Appendix 3).
- 4. On the electronic forms submitted to GPC, there was a misspelling. The original forms that were originally submitted to CGSR for POLS 825.4 and POLS 828.4 had the correct signatures by Dr. Hans Michelmann (Acting Head of Political Studies November 2013), and Dr. Linda McMullen (signed on behalf of the Dean's Office of College of Arts and Science November 2013). We have updated the electronic forms.
- 5. ICNGD is currently introducing internal policies to improve the timelines for the Ethics approval for the projects. We appreciate that this was also recognized by the GPC.
- 6. We have removed the text that mentions the GSR 101 forms in Suggested Entry to the Catalogue for GENI (Appendix 1) the MNGD Updated Catalogue entry (Appendix 6).
- 7. ICNGD is pleased that GPC was satisfied with the response to the previous outlined concerns.

I hope this letter provided some clarification on the proposals for the Joint Master Degree and the curriculum changes to the MNGD. Please do not hesitate to contact ICNGD if you have any remaining questions or need for further clarification.

Yours truly,

Dr. Ken Coates

Director, International Centre for Northern Governance and Development

#### Appendix to the Memorandum

- 1. Suggested Catalogue Entry for GENI
- 2. Course Outline for POLS 825.4 Northern Governance
- 3. Course Outline for NORD 838.2 Communication II: Negotiation and Consultations
- 4. POLS 825.4 GSR400.2 Curriculum Change Form
- 5. POLs 828.4 GSR400.2 Curriculum Change Form
- 6. MNGD Updated Catalogue Entry



International Centre for Northern Governance and Development (ICNGD) Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada Telephone: (306) 966-1238 Facsimile: (306) 966-7780 Web: www.usask.ca/icngd

#### **MEMORANDUM**

To: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research

**CC:** Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR Dr. Michael Atkinson, Executive Director, Johnson-Shoyama Graduate School of Public Policy

From: Dr. Ken Coates, Director, International Centre for Northern Governance and Development

Date: April 7 2015

**Re:** Proposal for Joint Master Degree submission to Graduate Program Committee

On behalf of International Centre for Northern Governance and Development, I would like to submit the proposal for the Joint Master Degree in Governance and Entrepreneurship in Northern and Indigenous Areas with UiT – the Arctic University of Norway (UiT).

In advanced of this submission, the Graduate Program Committee (GPC) have already reviewed the proposal and provided feedback on the proposal (January 9). The GPC reviewed the resubmitted proposal in February, and the feedback from this review has also been shared with ICNGD in a meeting with Trever Crow March 5 2015.

As recommended by GPC on January 9<sup>th</sup>, the proposal for the establishment of the new Joint Master Program has been separated from the proposal for curriculum changes to the Master of Northern Governance and Development (MNGD). This cover letter will provide a response and further clarification on how ICNGD have completed the recommendations put forth by GPC for the joint degree. A separate cover letter will be provided for the proposed curriculum changes of the MNGD.

In the letter dated January 9th, the GPC put forth the following recommendations:

- 1. The rationale for the new GENI program in particular was very well done, but committee members would like both revised proposals to focus on more substantive information about the content of the programs themselves. Related, is the rationale for the program modification to the MNGD program due to the introduction of the new GENI program, or is it being revised for other reasons?
- 2. GSR 400: New Course Proposal forms were incomplete. The catalogue descriptions provided need to be condensed as they need to be 50 words or less to be included in the course catalogue.



- International Centre for Northern Governance and Development (ICNGD) Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada Telephone: (306) 966-1238 Facsimile: (306) 966-7780 Web: www.usask.ca/icngd
- 3. It did not appear that course syllabi were provided for all newly proposed courses, but this was difficult to establish since it was not clear which courses being proposed were new and which ones were current courses.
- 4. Committee members were not familiar with the shorthand used in the proposal. Please attempt to avoid the use of multiple abbreviations, or provide an appendix of abbreviations and be consistent in their usage throughout the proposal.
- 5. Committee members were not sure if all proposed course instructors were eligible to teach graduate courses. Do all the proposed instructors have appointments with CGSR?
- 6. Would the proposed courses be part of the instructors' regular teaching load?
- 7. The learning objectives for both programs were presented well.

ICNGD have adequately looked into all these recommendations, and have the following responses:

- 1. We have added more content throughout the proposal on the joint degree program outline, and have added more content regarding the new courses that are a part of the proposal. The rationale for making changes to the MNGD is due to the proposed GENI program, but as well as a result of an internal MNGD program evaluation after having the program operational for 5 years.
- 2. All the course forms have been altered to fit the outlines requirement of the 50 words or less to be included in the course catalogue. Note that the signed course forms have already been submitted to CGSR and the forms attached to this proposal are not the signed versions.
- 3. With separating the GENI and the MNGD proposals, the proposals provide a better clarification of which courses belong to which program and which program requires the new courses. We have ensured all course outlines/syllabi are attached to the proposal.
- 4. We have ensured all shorthand references were removed in the proposal, and ensured the full course titles are being used throughout.
- For NORD 838.2: Communication II: Negotiations and Consultations, we have removed Mr. Tom Malloy as a co-instructor with Dr. Greg Poelzer, and have only included Dr. Poelzer in this submission. Mr. Malloy will contribute to some guest lectures.
- 6. We have added more content with regards to our faculty resources and teaching (Page 10). This text notes the following: "ICNGD has operated, to this point, on the basis of commitments from partner departments. In 2015, ICNGD will be hiring a full-time Director, who will have primary responsibility for the operations of the graduate program and will be teaching two courses per year. ICNGD will, in addition have another half time faculty available to the program through a course buy-out arrangement (long-term) with the Department of Political Studies. Johnson-Shoyama Graduate School of Public Policy provides an additional course each year plus graduate supervision, through the Canada Research Chair in Regional Innovation. Four other USASK faculty members teach in the ICNGD program on a regular basis, with course buy-outs arranged on a continuing basis with their home units. As a result of these arrangements, ICNGD has access to four senior faculty members, on an ongoing basis, to teach the core courses in the MNGD/GENI programs and three others who teach in the



program on a regular basis."

7. No changes have been made to the learning objectives.

In addition to the letter received from GPC January 9<sup>th</sup>, ICNGD (Ken Coates and Emmy Neuls) received additional feedback from the GPC provided by Associate Dean Trever Crowe on March 5<sup>th</sup>. In addition to repeating some of the feedback provided in January 9<sup>th</sup> letter, additional recommendations were provided:

- A. The Committee requested consistencies with requirements
- B. The Committee outlined that proposing admission requirement for 3-year degree would require an approval of University Council and Senate.
- C. The Committee noted language requirements were not consistent with the CGSR requirement
- D. Credit unit count inconsistent with most of U of S courses
- E. New course proposals forms absent or incomplete
- F. Admission standards do not aligned with MNGD members felt they should.

ICNGD have adequately looked into all these recommendations, and have the following responses:

- A. We have ensured a consistency throughout our proposal with course requirement, course titles and course numbers.
- B. We have removed proposing that 3-year bachelor degree from a North American institution would meet the requirement for entrance to the program.
- C. We have corrected the misspellings in the proposal, and we are now consistent with the CGSR language requirements for the TOFEL. We are still proposing that the language test requirements do not apply to students who have qualified for a Norwegian Higher Education Entrance Qualification (NHEEQ). The NHEEQ need to be completed by all students entering higher education in Norway. This entrance qualification test verifies that the student have completed higher level of English courses during upper secondary school, and have completed both written and oral examinations. More information can be access on the qualifications on this website: <a href="http://www.nokut.no/en/Facts-and-statistics/Surveys-and-databases/GSU-list/">http://www.nokut.no/en/Facts-and-statistics/Surveys-and-databases/GSU-list/</a>
- D. The required courses within the GENI (and majority of the MNGD courses) are either 2 cu or 4 cu. This ensures that the courses are equally weighted at both U of S and UiT, and the degree requirement can be better managed. The GENI and MNGD courses are not required as mandatory courses in other programs at U of S or UiT, and this course weight will have no implications for the students. The elective courses for the GENI are still the regular 3 cu courses as these are required in other programs.
- E. The signed course forms were submitted in an earlier submission of the Joint Degree Proposal (December 1 2014). We will ensure all electronic versions of the course forms are included in the submission.



- International Centre for Northern Governance and Development (ICNGD) Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada Telephone: (306) 966-1238 Facsimile: (306) 966-7780 Web: www.usask.ca/icngd
- F. We have aligned the GENI admission requirements with the CGSR and MNGD admission requirements.

I hope this letter provided some clarification on the proposal for the Joint Master Degree. Please do not hesitate to contact ICNGD if you have any remaining questions or need for further clarification.

Yours truly,

Dr. Ken Coates

Director, International Centre for Northern Governance and Development

Dear Trever,

I wanted provide some more context to the proposal for the Joint Master Degree and the request that Norwegian students to not be subjected to an English proficiency test. In the proposal, we included the following language:

"This requirement does not apply to students who qualify for a Norwegian Higher Education Entrance Qualification (NHEEQ). The NHEEQ need to be completed by all students entering higher education in Norway. This entrance qualification test verifies that the student have completed higher level of English courses during High School, and have completed both written and oral examinations."

I have recently been provided a bit more details with regards to the NHEEQ, and the qualifications for English proficiency and would like to share this information. For a student that has taken all their elementary and secondary upper education in Norway, the student has completed a total of 766 hours of English lecture hours. With a successful completion of these lecture hours and written and oral examinations, NOKUT (the Norwegian Agency for Quality Assurance in Education) does not require the student to take English proficiency test for English programs. I have received the list of hours completed per subject completed in elementary and secondary education in Norway (attached), though this is still in English I can translate if you would like. English subject is referred to as "Engelsk" in the table. The first table is lecture hours in elementary, and the second table is English hours completed in grades 8-10. In addition to this, students in Norway complete a third level of education (grade 10 to 13) in which they receive an additional 140 hours.

Note that UIT the Arctic University of Norway, much like a lot of other Norwegian Universities offer many graduate programs and as well bachelor programs in English. For students that are required to take a English proficiency test, UIT requires a TOEFEL paper test of 580 or internet based test of 85. Hence, students that have qualified for the NHEEQ have therefore been seen to have completed this level of proficiency or higher.

Based on these same qualifications, NOKUT has developed a list for foreign students and foreign education meet the requirements set out in the Norwegian educational system. It is referred to as the <u>GSU list</u> (General competence list for university education), and has all the information listed online for each country and will state whether student that has completed their formal education in country X will need to complete an English test. There

is a drop down list available here:

http://www.nokut.no/en/Facts-and-statistics/Surveys-and-databases/GSU-list/

I hope this helps to provide some context to why ICNGD would like to include this request for the Norwegian students that have qualified for a NHEEQ.

If you require some more information or if you have any concerns, please let me know.

Sincerely,

Emmy

Fee	Tuine 1	pr.uke	Tring 2		Tuina 2	an uka	tuinn (	mr uko	CLINA	Tuine F		Trine C		Tring 7		SUM 5		Kon- troll	
Fag Norsk	237,5	-		рг.ике 6,25	228	рг.ике 6,00	228	рг.ике 6,00		152	рг.ике 4,00	Trinn 6 137	рг.ике 3,61	152	рг.ике 4,00	7. 441		1372	 
Matematikk			133			3,87	147	3,87	560	114				114	3,00	328		888	
Engelsk	135		38			1,32	69	1,82	176		2,00			76	2,00	228		404	
Samf	38		38			1,00	38	1,02	-	81	2,00			76	2,00	220	385	385	
Nat	19					0,75	28,5	0,75		76	2,13			76	2,00		328	328	
RLE	57	1,50	57			2,00	28,5	1,00		66,5	1,75	66		66,5	1,75		427	427	
Krø	76			1,50	68,2	1,79		1,00		66,5	1,75			66,5	1,75		427	427	
Musikk	28,5		28,5			0,75	28,5	0,75		57	1,75		1,50	57	1,75		285	285	
K&H	69,5		20,5 65,5		20,5 57	1,50	 57	1,50		76	2,00				2,00		477	477	
Mat&helse	09,5	0,00	05,5			0,00	19			70 0	0,00	57			2,00		4//	114	
Sum	678		678	0,00		0,00 19	721	0,50		765	20		21		21		5158	5158	
Sum	0/0	10	0/0	10	/21	19	/21	19		705	20	/9/	21	/ 30	21		2120	2120	
Event												7	6				76	76	
Fysak												7	<mark>'6</mark>				76 5234	76	
Årstimetalle For skoler sc	m har a	ldersbl	andede	gruppe	er og/el	ller sko		-		-		e den lo	okale fo					76	
Årstimetalle For skoler sc Årstimetalle	m har a ne for d	ldersbl le enke	andede Ite trini	e gruppe n kan ti	er og/el Ipasses	ller sko slik at d	det er n	nulig å (	organis	ere alde	ersblan	e den lo dede g	okale fo	og/elle	r			76	
Årstimetalle For skoler sc Årstimetalle at det kan til	m har a ne for d passes e	ldersbl le enke en hens	andede Ite trini siktsme	e gruppe n kan ti ssig sko	er og/e Ipasses pleskys:	ller sko slik at o sordnin	det er n g. Saml	nulig å o et time	organis etall i no	ere alde orsk, ma	ersblan atemati	e den lo dede g ikk og e	okale fo rupper ngelsk	og/elle etter 4.	r trinn,			76	
Årstimetalle For skoler sc Årstimetalle at det kan til samt samlet	m har a ne for d passes d timetal	Idersbli le enke en hens I etter 7	andede Ite trini siktsme 7. og 10	e gruppe n kan ti ssig sko trinn m	er og/el Ipasses pleskys: nå ivare	ller skol slik at o sordnin tas. Av	det er n g. Saml hensyn	nulig å e et time til mes	organis etall i no	ere alde orsk, ma	ersblan atemati	e den lo dede g ikk og e	okale fo rupper ngelsk	og/elle etter 4.	r trinn,			76	
Årstimetalle For skoler sc Årstimetalle at det kan til samt samlet	m har a ne for d passes d timetal	Idersbli le enke en hens I etter 7	andede Ite trini siktsme 7. og 10	e gruppe n kan ti ssig sko trinn m	er og/el Ipasses pleskys: nå ivare	ller skol slik at o sordnin tas. Av	det er n g. Saml hensyn	nulig å e et time til mes	organis etall i no	ere alde orsk, ma	ersblan atemati	e den lo dede g ikk og e	okale fo rupper ngelsk	og/elle etter 4.	r trinn,			76	
Fysak Årstimetalle For skoler so Årstimetalle at det kan til samt samlet skolene til å 38 fleksible	m har a ne for d passes o timetal legge so	Idersbla le enke en hens I etter 7 eg så te	andede Ite trini siktsme 7. og 10 tt opp t	e gruppe n kan ti ssig sko trinn m til den l	er og/el Ipasses oleskys: nå ivare okale fo	ller skol slik at o sordnin tas. Av orskrift	det er n g. Saml hensyn en som	nulig å o et time til mes mulig.	organis etall i no st mulig	ere alde orsk, ma lik pral	ersblan atemati ksis i Tr	e den lo dede g ikk og e omsøsk	okale fo rupper ngelsk kolen oj	og/elle etter 4. opfordr	r trinn, es				
Årstimetalle For skoler sc Årstimetalle at det kan til samt samlet skolene til å	m har a ne for d passes o timetal legge so	Idersbla le enke en hens I etter 7 eg så te	andede Ite trini siktsme 7. og 10 tt opp t	e gruppe n kan ti ssig sko trinn m til den l	er og/el Ipasses oleskys: nå ivare okale fo	ller skol slik at o sordnin tas. Av orskrift	det er n g. Saml hensyn en som	nulig å o et time til mes mulig.	organis etall i no st mulig	ere alde orsk, ma lik pral	ersblan atemati ksis i Tr	e den lo dede g ikk og e omsøsk	okale fo rupper ngelsk kolen oj	og/elle etter 4. opfordr	r trinn, es				
Årstimetalle For skoler sc Årstimetalle at det kan til samt samlet skolene til å	m har a ne for d passes o timetal legge so àrstimen	ldersbli le enke en hens l etter 7 eg så te r er lagt	andede Ite trini siktsme 7. og 10 tt opp t til styr	e gruppo n kan ti ssig sko trinn m til den l king av	er og/el Ipasses oleskys: nå ivare okale fi engelsi	ller skol slik at o sordnin tas. Av orskrift	det er n g. Saml hensyn en som	nulig å o et time til mes mulig.	organis etall i no st mulig	ere alde orsk, ma lik pral	ersblan atemati ksis i Tr	e den lo dede g ikk og e omsøsk	okale fo rupper ngelsk kolen oj	og/elle etter 4. opfordr	r trinn, es				
Årstimetalle For skoler so Årstimetalle at det kan til samt samlet skolene til å 38 fleksible s	m har a ne for d passes o timetal legge so àrstimen ger selv	Idersbla le enke en hens I etter 7 eg så te r er lagt ut time	andede Ite trini siktsme 7. og 10 tt opp t t til styr ne til fy	e gruppe n kan ti ssig sko trinn m til den l king av ysisk ak	er og/el Ipasses oleskys: nå ivare okale fi engels tivitet	ller skol slik at d sordnin tas. Av orskrift k på trir	det er n g. Saml hensyn en som in 3 og	nulig å d et time til mes mulig. 4, 30 mi	organis etall i no st mulig inutter	ere aldo orsk, ma lik pral på hver	ersblan atemati ksis i Tr rt trinn,	e den lc dede g ikk og e omsøsk jf rund	okale fo rupper ngelsk colen op	og/elle etter 4. opfordr dir-1-20	r trinn, es 14.				

			År,		År,			
	År,	Pr.	trinn	Pr.	trinn	Pr.		
Fag	trinn 8	uke	9	uke	10	uke	Sum	Kontroll
RLE	57	1,50	39	1,03	57	1,50	153	153
Norsk	152	4,00	114	3,00	132	3,47	398	398
Matematikk	105	2,76	104	2,74	104	2,74	313	313
Naturfag	76	2,00	90	2,37	83	2,18	249	249
Engelsk	74	1,95	74	1,95	74	1,95	222	222
Frem.språk/språklig								
fordypning	74	1,95	74	1,95	74	1,95	222	222
Samfunnsfag	90	2,37	83	2,18	76	2,00	249	249
К&Н	76	2,00		0,00	70	1,84	146	146
Musikk		0,00	45	1,18	38	1,00	83	83
Mat og Helse		0,00	83	2,18		0,00	83	83
Kroppsøving	76,5	2,01	74,5	1,96	72	1,89	223	223
Valgfag	57	1,50	57	1,50	57	1,50	171	171
Utdanningsvalg	36,5	0,96	36,5	0,96	37	0,97	110	110
Årstimer	874		874		874		2622	
pr uke		23		23		23		

#### Forskrift til felles fag- og timefordeling for skolene i Tromsø - ungdomstrinnet

Årstimetallet er forskrift, uketimetallet er veiledende.

For skoler som har aldersblandede grupper og/eller skoleskyss gis det anledning til å fravike den lokale forskriften. Årstimetallene for de enkelte trinn kan tilpasses slik at det er mulig å organisere aldersblandede grupper og/eller at det kan tilpasses en hensiktsmessig skoleskyssordning. Samlet timetall i norsk, matematikk og engelsk etter 4. trinn, samt samlet timetall etter 7. og 10. trinn må ivaretas. Av hensyn til mest mulig lik praksis i Tromsøskolen, Oppfordres skolene til å legge seg så tett opp til den lokale forskriften som mulig

Spisetid kan tas fra undervisningstid hvis det faglige innholdet i spisetiden kan knyttes direkte til kompetansemål. Undervisningstid kan ikke benyttes til spisetid hvis innholdet kun knyttes til læreplanens generelle del.



College of Graduate Studies and Research

#### MEMORANDUM

То:	Amanda Storey, Committee Coordinator, Academic Programs Committee of University Council
From:	Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)
Сору:	Ken Coates, Director, International Centre for Northern Governance and Development
Date:	April 28, 2015
Det	Bronocal for a new joint degree with the University of Tromse, Nerway, Master

**Re:** Proposal for a new joint degree with the University of Tromso, Norway - Master of Governance and Entrepreneurship in Northern and Indigenous Areas

Consistent with the Curricular Changes Authority Chart approved by University Council in January 2013, for the consideration of the Academic Programs Committee of Council, please find appended to this memo the CGSR approved proposal for the creation of a new joint master's degree in Governance and Entrepreneurship in Northern and Indigenous Areas including:

- Correspondence between committees of CGSR and the International Centre for Northern Governance and Development associated with the review process of this proposal
- The Notice of Intent submitted to the Planning & Priorities Committee of University Council and the committee's response
- The Consultation with the Registrar form

The International Centre for Northern Governance and Development has developed a strong relationship with the University of Tromso in Norway and both institutions are keen to provide a joint graduate program. Though joint degree programs are popular in Europe, this is a new initiative for the University of Saskatchewan supporting the University of Saskatchewan's priorities for internationalization and graduate programming. This initiative has been supported by the Government of Saskatchewan.

The College of Graduate Studies and Research supports the creation of the new joint Master of Governance and Entrepreneurship in Northern and Indigenous Areas. The formal review of the proposal was reinitiated with the Graduate Programs Committee on December 8, 2014, and a final motion to recommend to the Academic Programs Committee was carried by the CGSR Executive Committee on April 20, 2015.

Please do not hesitate to contact me if any questions or concerns arise during the Academic Programs Committee's review of this proposal; I would be happy to address them.

here Gowe

TC/kc



#### College of Graduate Studies and Research MEMORANDUM

 To: Amanda Storey, Committee Coordinator Academic Programs Committee of University Council
 From: Adam Baxter-Jones, Dean; Trever Crowe, Associate Dean College of Graduate Studies and Research
 Copies: Dr. Ken Coates, Director, International Centre for Northern Governance and Development
 Date: April 23, 2015
 Re: Proposal for a new joint Master degree in Governance and Entrepreneurship in Northern and Indigenous Areas (GENI)

Members of the Executive Committee of the College of Graduate Studies and Research met on April 20, 2015, to consider the recommendation from the Graduate Programs Committee that a new joint degree be approved for the Master degree in Governance and Entrepreneurship in Northern and Indigenous Areas between the University of Saskatchewan and the University of Tromso in Norway.

Members of the Committee were satisfied with responses from the proponents clarifying the goals of introducing the new option. Members queried the attendance, the grade, the late assignment policy and the amount of marks deducted, as indicated within specific course syllabi, but they felt that these concerns could easily be addressed by the proponents.

The following motion was carried:

# "Recommend the new joint Master's degree in Northern Governance and Entrepreneurship in Northern and Indigenous areas."

Crowe/Arnold Carried

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Crowe would be happy to respond.

TC:br