



SENATE AGENDA

**Tuesday, January 9, 2024
4:00 p.m., NDT via WebEx.**

1.0		<u>Land Acknowledgement.</u> We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu and Inuit of this province.	
2.0		<u>Approval of the Agenda.</u>	For Approval
3.0		<u>Minutes of the Regular Meeting of Senate held on December 12, 2023</u>	For Approval
<u>CONSENT AGENDA</u>			
4.0		<u>Report of the Committee on Undergraduate Studies:</u>	
	4.1	<u>Proposed Calendar Changes – Faculty of Business Administration</u> The Faculty proposed: <ul style="list-style-type: none"> ■ A new range of special topics courses. ■ Amendments to BUSI 3610. 	For Approval
5.0		<u>Constitution Amendments</u>	
	5.1	School of Science and the Environment – Grenfell Campus – Constitution Amendments	For Approval
6.0		<u>Report of The Academic Council, School of Graduate Studies</u>	
	6.1	The School of Ocean Technology – Calendar revisions to section 6.2 of the University Calendar	For Approval
	6.2	The School of Music – Calendar revisions to sections 12.11.3, 28.5 and 44.15.3	For Approval
	6.3	The Master of Literary Arts program – Calendar revisions to section 5.6 of the University Calendar, adding a new graduate course ALA 6117 and adding a special topics block (6502 – 6515)	For Approval
<u>REGULAR AGENDA</u>			

7.0		<u>Report of the Committee on Undergraduate Studies:</u>	
	7.1	Labrador Campus – Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS).	For Approval
8.0		<u>Recommendations of the Senate Committee on Elections, Approval Committees and By-Laws:</u>	
	8.1	Delegation of Authority – Request from the University Planning and Budget Committee of Senate (PBC) regarding delegating authority from Senate to PBC for the approval of establishing University Centres.	For Approval
	8.2	Amendment to the Senate ByLaws to include a Delegation of Authority Section.	
	8.3	A Request for Senate to Delegate Authority to PBC in Relation to the Approval of University Centres.	
	8.4	A Change to the PBC Terms of Reference to Reflect the Requested Delegation of Approval.	For Approval
	8.5	Nomination to Senate: <ul style="list-style-type: none"> ■ Dr. Bonnie White (School of Arts & Social Science, Grenfell Campus) ■ Dr. J. Gerard Curtis (Visual Arts, School of Fine Arts) 	For Approval
	8.6	Nomination to Senate Standing Committee: <ul style="list-style-type: none"> ■ Dr. Erin Oldford (Business Administration) to the Senate Committee on Academic Appeals for the 3 year term – Fall 2023 to August 2026. 	For Approval
	8.7	Marine Institute Students’ Union (MISU) – Student Representation for Senate and Senate Standing Committees <ul style="list-style-type: none"> ■ Senate – Ms. Carina Korchoski ■ Committee on Academic Appeals – Ms. Daisy Archibald ■ University Planning and Budget Committee – Ms. Daisy Archibald ■ Executive Committee of Senate – Ms. Carina Korchoski ■ Teaching and Learning Committee – Mr. Aiden Parsons ■ Committee on Academic Unit Planning – Mr. Aiden Parsons 	For Information
	8.8	Memorial University of Newfoundland Students’ Union (MUNSU) – Student Representation for Senate Standing Committees <ul style="list-style-type: none"> ■ Committee on Academic Appeals – Thoriere “Thor” Rice (they/them) and Kat McLaughlin 	For Information
9.0		<u>Recommendation of the Senate Committee on Honorary Degrees and Ceremonial.</u>	

	9.1	Appointment (Renewal) of Public Orator – Dr. Jennifer Lokash	For Approval
10.0		<u>Ad-hoc Committee Regarding “Ode to Newfoundland” (Ode) during the Convocation Ceremonies – Student Nominations.</u>	
	10.1	Student Nominations: <ul style="list-style-type: none"> ■ Makaela Blake, Indigenous Student. ■ Charles Adaeze Stella, International Student. ■ Shyam Yadav, Graduate Student. ■ Mackenzie Broders, Undergraduate Student. 	For Approval
11.0		<u>Remarks from the Chair of Senate.</u>	For Information
12.0		<u>Remarks from the Deputy Chair of Senate.</u>	For Information
13.0		<u>Any Other Business.</u>	

Note: In order to expedite the business of Senate, it is suggested that corrections of typographical errors be emailed to senate@mun.ca

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

SENATE

The regular meeting of Senate was held on December 12, 2023 at 4:00 p.m. NDT via Webex.

152. PRESENT

Dr. N. Bose – Chair	Mr. N Gillingham	Dr. P. Osmond-Johnson
Dr. J. Lokash – Deputy Chair	Dr. S. Giwa	Dr. D. Peters
Mr. E. Ludlow – Chancellor	Dr. M. Haghiri	Dr. A. Pike
Mr. M. Alam	Dr. E. Haven	Dr. J. Pridham
Dr. T. Allen	Dr. N. Hurley	Dr. P. Ride
Dr. J. Anderson	Dr. P. Issahaku	Dr. S. Rowe
Dr. F. Bambico	Dr. K. Jacobsen	Mr. S. Sayeedi
Ms. H. Bello	Dr. D. Keeping	Mr. S. Shah
Dr. E. Bezzina	Dr. E. Kendall	Dr. S. Shetranjiwalla
Dr. P. Brett	Mr. N. Keough	Ms. B. Simmons
Ms. M. Broders	Dr. C. Kozak	Dr. K. Simonsen
Dr. T. Brown	Dr. K. Laing	Dr. J. Sinclair
Dr. K. Bulmer	Dr. M. Marshall	Ms. B. Smith
Dr. R. Burry	Dr. D. McKeen	Dr. M. Stordy
Dr. T. Chapman	Dr. L.A. McKivor	Dr. I. Sutherland
Mr. J. Chowdhury	Dr. S. Moore	Dr. K. Szego
Mr. C. Couturier	Dr. L. Moores	Ms. C. Walsh
Dr. D. Hardy-Cox	Dr. D. Mullings	Dr. A. Warren
Dr. A. Cunsolo	Dr. K. Myrick	Mr. R. Waye
Dr. P. Dold	Dr. S. Neilsen	Dr. J. Westcott
Dr. E. Fraser	Ms. T. Noseworthy	Dr. M. Woods
Dr. G. George		

PRESENT BY INVITATION

Dr. S. Sullivan, Chair, Senate Committee on Undergraduate Studies

APOLOGIES FOR ABSENCE

Mr. S. Abyaz	Dr. D. Hancock	Dr. P. Morrill
Dr. K. Anderson	Mr. J. Harris	Mr. H. Pretty
Dr. A. Bittner	Dr. T. Hennessey	Dr. C. Purchase
Dr. S. Bugden	Dr. K. Hodgkinson	Dr. K. Shannahan
Dr. P. Button	Dr. D. Kelly	Dr. AM. Sullivan
Dr. O. Dobre	Dr. A. Loucks-Atkinson	Mr. P. Sullivan
Dr. E. Durnford	Dr. S. MacDonald	Dr. L. Twells
Dr. T. Fridgen	Dr. S. Moore	Mr. S. Yadav

153. MOTION TO ADOPT THE AGENDA

It was moved by Dr. G. George and seconded by Dr. I Sutherland, and carried to adopt the agenda as presented, with no oppositions and no abstentions.

154. MINUTES

It was moved by Dr. C Couturier and seconded by Dr. P. Brett and carried that the minutes from the Regular Senate meeting on November 14, 2023, be taken and read as confirmed with some minor amendments, with no oppositions and no abstentions.

It was moved by Dr. J. Lokash and seconded by Dr. M. Woods and carried that the minutes from the Special Senate meeting on November 14, 2023, be taken and read as confirmed, with no oppositions and no abstentions.

CONSENT AGENDA

It was moved by Dr. G. George seconded by Dr. M. Haghiri and carried that the consent agenda be approved as presented, with a minor correction:

under 5.2 Master of Science in Nursing – Calendar Revisions “...the number of clinical hours to be increased from 728 to 736 to ~~728~~ in the MScN program, and requests changes...”

The motion carried. One member abstained and no members opposed.

155. **Report of the Committee on Undergraduate Studies:**

4.1 Calendar Changes – Faculty of Engineering and Applied Science

The Faculty proposed:

- Amending the Spring Academic Term 7 and Winter Academic Term 8 rows in the table found in Faculty’s 6.1 Civil Engineering Program Regulations.
- Adding the requirement of twelve 1-hour tutorials per semester to the course CIV 6120 Hydraulics.
- A new course: ENGI 1050 Electric Circuits; deleting the course ENGI 1040 Mechanisms and Electric Circuits; and associated secondary changes.

156. **Report of The Academic Council, School of Graduate Studies**

5.1 Faculty of Science – Calendar Revisions:

The Faculty of Science is requesting approval of revisions to section 31.5.2, 31.5.3, and 43.3.2 of the University Calendar. The Faculty of Science is requesting approval of calendar changes with respect to the frequency of Supervisory Committee members and requests the removal of the requirement for students to be solely

responsible for scheduling committee meetings. In addition, the Faculty of Science requests calendar changes to courses BIOC 6590 and BIOC 6999.

5.2 Master of Science in Nursing – Calendar Revisions:

The Faculty of Nursing is requesting approval of revisions to section 40.4, 40.6 of the calendar and 10 new graduate courses to replace courses from previous curriculum in the MScN program. The Faculty of Nursing also requests the number of clinical hours to be increased from 736 to 728 in the MScN program, and requests changes to the number of credit hours (to be decreased slightly). The impetus for these changes was the release of new entry-level pan Canadian Nurse Practitioner competencies by the Canadian Council of Registered Nurse Regulators.

6.0 Senate Committee on Course Evaluation

- 6.1 Annual Report.
- 6.2 Terms of Reference.

7.0 Senate Committee on Research

- 7.1 Annual Report.
- 7.2 Terms of Reference.

REGULAR AGENDA

The Chair invited Ms. C. Walsh, Senator and Chair of the Senate Committee on Teaching and Learning, to present this item.

8.0 Senate Committee on Teaching and Learning

- 8.1 Annual Report.

Ms. Walsh gave a brief outline of the annual report as outlined in the supporting documentation. The motion that Senate approve the SCTL annual report was seconded by C. Couturier; carried with no members opposed or abstained.

- 8.2 Terms of Reference.

Ms. Walsh noted that changes stemming from the updated policies and procedures document, as well as recommendations from the ECTE report, necessitated revisions to the SCCE's Terms of Reference, including a proposed change of name for the Committee (Senate Committee on Course Experience). A copy of the updated Terms of Reference, with proposed revisions noted in mark-up (tracked changes), is included in Appendix B.

Ms. Walsh advised that the document "Student Rating of Courses and Instruction Administrative Policies and Procedures" requires substantial revision to reflect the new purpose statement (approved by Senate in December 2019), the Evaluating Course and Teaching Effectiveness (ECTE) report (approved by Senate in October 2021), and the redeveloped Course Evaluation Questionnaire (CEQ) system (detailed in the current report). It was decided that the Policies and Procedures document should be divided into

two sections, one for policy and the other for procedures, to align with other Memorial policy documents. The SCCE working group revised this document in stages over the duration of the system implementation and pilot semester in the 2022-2023 academic year.

The Course Experience Questionnaire (CEQ) has been paused since December 2019, and the CEQ would be implemented through a new system. The Policies and Procedures document has been revised in light of the new purpose statement – the recommendations coming out of the ECTC over the last year or so. A copy of the updated policies and procedures document is included in Appendix A, both as a marked-up (tracked changes) version from the last Senate approved version (April 2020) and as a clean copy with mark-up accepted.

Questions from the Floor

Dr. Kendall questioned section 2.5 of the Senate Policies and Procedures for Student Feedback on Course Experience (Revised December 2023) regarding exclusions from the CEQ, it specifically identifies the Faculty of Medicine being excluded. Was it also intended under A 10 (a) to (c) to exclude the Faculty of Medicine?

Ms. Walsh noted she would confirm that the courses outside of the modularized Faculty of Medicine courses are included in the Course Experience Questionnaire (CEQ). She would will follow up. She advised that the SCCE have been in conversation with the Faculty of Medicine, over the years, as this process has proceeded and understand that they do have a separated administrative delivery system – to deliver their unique course feedback opportunities within the Faculty of Medicine program.

Dr. Kendall noted that as most of the teaching activities in 2.2.2 and 2.2.4 the Faculty of Medicine would be excluded, why was the Faculty of Medicine specifically named. Any unit within 2.2.2 to 2.2.4 would be excluded but the Faculty of Medicine was specifically named. He suggested an edit - to strike the words Faculty of Medicine and then let the other processes that are detailed in 2.2.2 to 2.2.4 exclude the medical things.

Ms. Walsh recognized that there are additional procedural pieces that are yet to be developed. A follow up conversation with the Faculty of Medicine generally to revise that exception, 2.2.5, and either consider an amendment to the Polices and Procedures document at this point, or revisit it in a subsequent submission, in the next round of revisions to the Polices and Procedures which would be submitted at a later date. Dr. Kendall agreed to submit the changes at a later date.

Dr. E. Bezzina asked if the evaluations would be available to students who might want to take the course in the future (5.3.1)

Ms. Walsh asked if Dr. Bezzina was asking whether or not there is publication of the CEQ results? She advised that publication of results was terminated in a April 2020 Senate meeting. She noted that publication of results is never going to be a “thing” with any of this summary data that comes from the CEQ.

Dr. Bezzina asked about the extent of union input into the revised procedures and evaluation system.

Ms. Walsh advised that the special Committee of Senate on the ECTE had representation from all of the teaching unions. They were part of the recommendations in the report. The report and recommendations were discussed and approved in the October 2021 Senate meeting. These procedures and policies have resulted from that report which has led to the development of the revisions of the policies and procedures. You will note several times in the track changes portion, that there is a lot of reference to a line with the Evaluating Course and Teaching Effectiveness (ECTC) recommendations and report. While there was no direct input from union representatives into the revision of that document, there was a continued referral back to the guiding documents – the 2019 approved purpose statement and the 2021 approved ECTC report.

Dr. Beezina asked if there was a reason why the results are not being made available to students?

Ms. Walsh advised that there was quite a lot of concern expressed by various groups. These forms may be useful to instructors in terms of revising their teaching practices. It was decided that they should not be available to students to make decisions about which course or instructor they should or should not be using. The ECTE report is the premise behind the entire review stemming from that report back in 2021.

Dr. E. Fraser noted that we are using these CEQs now and many faculty are expressing disappointment around the limitations of the supplementary questions that can be added. She noted that it was possible to add your own questions to the CEQs but not anything you want. It is quite restrained – there are example questions that you can choose but if those are not what you want, there is no option to put in your own questions. What was the rationale?

Ms. Walsh advised that there has been quite a lot of work done to implement the new CEQs in the new technological solution called Blue by Explorance. Apparently, some of the features are tentative to be rolled out, have been rolled out, and will roll out in a staggered approach. The very first edit of the CEQs was in the Spring Semester and there were only 2 questions that instructors could choose from to add to their supplementary questions. This Fall Semester, there was a pre-selection of about 25 questions that instructors could choose from to add or customize their particular CEQs. A process will roll out in the Winter Semester aiming for feedback from instructors across all campuses regarding the additional questions faculty would like to see added to the CEQs. Expect to see much more of what you were hoping to see in the Winter Semester roll out of the CEQs.

Dr. P. Osmond-Johnston asked for clarity that Deans only receive an aggregated report across the unit and no longer receive the individual CEQs and if it applies to sessional instructors or just to full-time faculty.

Ms. Walsh replied that every course that is a mandated course will have a CEQs tagged to it – courses that belong to a unit would receive reports based on their own courses or the unit's own subject codes as aggregated reports. There is no feedback on the CEQs on an individual level.

Dr. L. Moores asked in the expanded roll out of features, is developing one's own questions an option as opposed to choosing between preset options?

Ms. Walsh advised that question sets will be pre-established. When SCCE reaches out to faculty and you have particular types of questions that you would like to have included – you could participate in the opportunity to get those different questions added to the options or selection. She advised that she would follow up as to whether or not if there are potential options for adding questions of your own.

The motion that Senate approve the revisions to the document “Student Rating of Courses and Instruction Administrative Policies and Procedures” as outlined in item 8.2, including the new title “Senate Policies and Procedures for Student Feedback on Course Experience”.

The motion was moved by Dr. Giwa and second by Dr. Brett; the motion was carried. No members opposed or abstained.

Dr. Walsh advised of the updates to the Terms of Reference. Noted Changes stemming from the updated policies and procedures document, as well as recommendations from the ECTE report, necessitated revisions to the SCCE’s Terms of Reference, including a proposed change of name for the Committee (Senate Committee on Course Experience). A copy of the updated Terms of Reference, with proposed revisions noted in mark-up (tracked changes), is included in Appendix B.

The motion that Senate approve the revisions to the SCCE Terms of Reference as outline in item 8.2, moved by Dr. S Giwa and seconded by Dr. P. Brett; the motion was carried. No members opposed or abstained.

The Chair invited Dr. L. McKivior to present this item.

9.0 Senate Committee on Elections, Committees and By-Laws (SCECB):

9.1 Recommendation to approve part of the membership for the ad-hoc committee regarding “Ode to Newfoundland” (Ode) during the University’s convocation ceremonies; “5 elected academic staff members appointed from among eligible Senators”.

The SCECB received 7 nominations; 2 two of the nominations received were from individuals who are not part of Senate, so they were not considered and the remaining 5 nominations listed below for Senate’s consideration:

- Edwin Bezzina
- Cyr Couturier
- Craig Purchase
- Kati Szego
- Michael Woods

Dr. McKivior advised that the student membership to the committee is currently being considered through a process organized by Memorial’s student unions’. Individual names would be presented to senate for information in January 2024. Also, Dr. McKivior will be contacting committee members in the coming weeks to give them an opportunity to ask questions, to clarify the positions they have been nominated into and the students are fine with this. A meeting with the students would be arranged

as soon as their nominations have been confirmed.

The motion that Senate approve the academic staff members indicated in Item 9.1. for membership for the ad-hoc committee regarding “Ode to Newfoundland” (Ode) during the university’s convocation ceremonies.

The motion was moved by Dr. G. George and seconded by Dr. M. Haghiri; the motion was carried. No members opposed or abstained.

9.2 Nomination to Senate – School of Pharmacy – Dr. John Hawboldt (for information).

157. 10. **Remarks from the Chair of Senate – Question/Comments from Senators.**

Dr. N. Bose, Chair of Senate and President and Vice-Chancellor, *pro tempore* provided the following updates:

- Faculty/Unit visits – brown bag luncheons – have visited the Faculty of Medicine, School of Graduate Studies, School of Pharmacy and the Faculty of Business Administration.
- MUN Pensioner’s Association Tribute Awards reception on December 5. Dr. Steven B. Wolintez was the recipient.
- Board meeting on December 7.
- President’s Awards ceremony 2023 – honouring the teaching, research, public engagement and professional accomplishments of outstanding faculty and staff.
- Search for the Chief Information Officer – Memorial is beginning a search for a permanent CIO. As part of the search, your input regarding the current information technology and information protection environments, as well as criteria you believe is important in selecting the new CIO.

Dr. Bose excused himself from the meeting at 4:37 pm

158. 11. **Remarks from the Deputy Chair of Senate – Question/Comments from Senators**

The Chair invited Dr. J. Lokash, Deputy Chair of Senate to speak.

The Deputy Chair of Senate provided an update on a number of items from the Provost and Vice-President (Academic) portfolio, including:

- Welcome to our newly appointed Deans – Dr. Pamela Osmond-Jones, Dean of Education and started on December 1, 2023; Dr. Anne-Marie Sullivan, Dean of the School of Human Kinetics and Recreation; and Dr. Amy Warren, Associate Vice-President (Academic) and Dean of Graduate Studies.

Dr. Lokash welcomed Mr. Glenn Barnes, Chair of the Board of Regents, to Senate to provide an update on the Presidential Search. She motioned for Senate to approve that Mr. Glenn Barnes, Chair of the Board of Regents, be granted speaking privileges at Senate for the duration of the current Presidential search process.

The motion was moved by Dr. Ride and seconded by Dr. Brown; the motion was carried. No members opposed or abstained.

Dr. Lokash invited Mr. Barnes to speak.

Mr. Barnes thanked Dr. Lokash for the invitation to present an update on the search for Memorial's next President and Vice-Chancellor. He noted that in the spirit of collegial governance, he was pleased to join the meeting to share the latest information on the Presidential search process.

He advised that at the December 7 meeting of the Board of Regents the terms of reference and membership structure for the Presidential Search (PSC) was approved. He shared some context for these decisions:

The *Memorial University Act* Section 51 on the Appointment of the President lays out the Boards authority to conduct the presidential search and appointment; in addition there are the [Presidential Search, Selection and Appointment Policy](#) and related procedures. Most specifically we are committed to the establishment of a Presidential Search Committee that contains a mix of individuals that represents the values of the University and can provide the expertise and experience needed by the PSC. In the selection of the PSC, consideration must be given to the indigenization, equity, diversity, and inclusion goals of the University and evaluate whether the committee is advancing these goals. The PSC, will have representation from several groups, including Regents, faculty, students, academic administrators, non-academic administrators and the general public.

The procedures outline multiple points but most specifically for Senate, ensuring the views of Senate have been captured in the consultation process through the community consultation, representation on the PSC, and though further outreach if deemed necessary;

The actual resolutions of the Board for the 2023 Presidential Search Committee (PSC):

Terms of Reference

To conduct a search for a new President of Memorial University using a process that is transparent and accountable, while maintaining the necessary confidentiality of potential candidates, and that is guided by and in compliance with the letter, spirit and intent of the *Memorial University Act* as well as the Presidential Search, Selection and Appointment Policy and applicable Procedure.

Membership Structure

The Presidential Search Committee shall comprise:

- (a) The Chair of the Board as chair of the Committee;
- (b) Four other Board of Regents members, to be chosen by the Chair*;
- (c) Four members of the faculty, chosen by the Senate, with one member from each of the St. John's Campus, Grenfell Campus, Labrador Campus, and the Marine Institute;
- (d) Two students, chosen by the Chair after consultation with:
 - Memorial University of Newfoundland Students' Union (MUNSU);
 - Marine Institute Students' Union (MISU);
 - Graduate Students' Union (GSU);
 - Grenfell Campus Students' Union (GCSU);
- (e) An academic administrator, chosen by them from among themselves;

- (f) A non-academic administrator, chosen by them from among themselves;
- (g) One member of the public-at-large, chosen by the Chair*;

* Note: There will be a call for expressions of interest among the Regents and the general public to identify nominees from these groups.

The Secretary of the Board of Regents will serve as Secretary of the Presidential Search Committee and the Executive Director, University Governance Secretariat, will provide advice to and support the work of the Presidential Search Committee.

Mr. Barnes advised Senate that he would be writing Senate very shortly to request the names of four members of faculty (chosen by Senate, with one member from each of the St. John's Campus, Grenfell Campus, Labrador Campus and the Marine Institute) for the Presidential Search Committee (PSC). The time commitment for members who serve on the PSC will be significant over a 6-9 month search process, including attending committee meetings, participating in stakeholder consultation sessions, reviewing applications and interviewing candidates. Attendance at all committee meetings is required. At various points in the search process and with the approval of the PSC, he would provide further updates and would consult with Senate at various stages of the search process.

Questions from the Floor

Mr. J. Chowdhury asked for clarity regarding "chosen by Chair"? He questioned whether collegial governance could happen this way. The Board of Regents has recognized that there are four student union groups, why is it only 2 student representatives are being asked to sit on this committee?

Mr. Barnes noted that having 2 student representatives on the PSC was consistent with past searches and trying to ensure that the PSC does not get too large. Also, the University's policy currently dictates that the Board Chair makes the final selection – after a public and group wide expressions of interest – is the way the policy reads. Mr. Barnes mentioned that the policy can be changed, noting that policies can be changed at any time but at this juncture that is the policy. We can look at changing it in the future but to change it now would slow down the search process.

Dr. M. Woods noted that it was good to have this interaction with the Board. He asked how are you going to improve on trying to get more potentially appropriate candidates?

Mr. Barnes noted he could not speak on behalf of the search committee, which has yet to be comprised, he mentioned he thought more consultation, time, information and updates with Senate and the Board would be needed during this Search. Also, he would suggest to the PSC to consider potential candidates who are passionate about Memorial, committed to Newfoundland and Labrador and want to be Memorial's President and suggest to the PSC not only read CVs, reference checks, but to ask as many questions as possible i.e., are they visionaries, are they good managers, do they get along with people – things that are not apparent on CVs and in interviews.

Dr. Woods then asked if the plan was to use head hunters or search consultant firms?

Mr. Barnes replied that this would be one of the first discussions and decisions of the PSC. He did mention that Memorial's internal Human Resources consultants may not have the skill sets, experiences, network of contacts, needed to assist with a Presidential search. External search consultants, tend to have that wide network, they tend to know who is out there and who is seeking this type of employment. The PSC will decide.

Dr. E. Fraser asked if faculty members sitting on the PSC need to be on Senate or just selected by Senate?

Mr. Barnes replied that it was his understanding that the faculty members were selected by Senate and open to any faculty member.

Dr. E. Bezzina asked if the search would be an open or closed search?

Mr. Barnes replied that it would be a decision made by the PSC. He did express that there were some pros and cons with either an open or closed search.

Dr. P. Dold wanted to express her support from Mr. Chowdhury's request for additional student representation on the PSC. She wanted to stress the importance of finding ways to ensure that students have a loud strong voice in this search process.

Mr. Barnes replied that the fact that the Board of Regents (BOR) has already approved the number of student representation on the PSC does not mean that he cannot go back to the BOR and ask them to reconsider the number of student representatives on the PSC. He noted that the BOR already had a fair amount of discussion around that very question when the structure was developed and agreed on having two student representatives was also consistent with the last few Presidential searches and the size of the PSC. Mr. Barnes advised he would follow up with the BOR regarding the request to increase the number of student representatives on the PSC.

Ms. Broders echoed the request to reconsider the number of student representatives on the PSC expressed by Mr. Chowdhury and Dr. Dold. She advised that historically it had been thought that having a graduate and undergraduate representative was sufficient. There are four student unions' at this university who represent four different populations of students and it is important to increase the student representation. Also, recognizing that it is the choice of the Chair, she urged the Chair to consult with MUNSU concerning the student elections. They have held internal elections for the Provost search committee and for other on-going search committees. It is important that the number of student representatives on the PSC be increased and also the way that student representatives are appointed by respecting the authority of the student unions. The student unions are here to talk about how to do that best.

Mr. Barnes clarified that the PSC would be asking the student unions' to provide student representatives for the search committee and to keep in that the search is a fairly intense 6 to 9 month process.

Dr. M. Haghiri enquired regarding the criteria of Senator in order to choose a candidate from each constituency – do they need to be tenured, not tenured, assistant professor, associate professor, full professor, part- time, PTA, or TTA – have they been identified?

Mr. Barnes advised that he was unaware. He understood that it is up to faculty to decide their own rules and their own process for selecting their representatives. The Chair did not think it was appropriate for the BOR to dictate who from a constituency should be on the PSC.

Ms. M. Wells asked if part-time faculty be considered to sit on the PSC or per-course instructors?

Mr. Barnes replied that it would be full time faculty members, not part-time or per-course faculty.

Mr. N. Keough noted the need to increase the number of student representatives on the PSC. He advised that the students over the past year have been really frustrated with the actions of upper administration and with the change in upper administration, student unions have been promised that we would see a lot more collegial governance, and not only with faculty but also with students.

Mr. N. Gillingham noted that there were issues with the previous President with authentic indigenous status. Did this exist in the last process and if so, did you revise it?

Mr. Barnes replied that he did not know the answer to that question, because he was not on the search committee the last time. He noted that the University is in the process of an indigenous verification and that the PSC would consult with the Vice-President (Indigenous) when considering that selection.

Dr. N. Hurley inquired about the process by which an academic administrator and non-academic administrator would be selected among consistencies. Is this a nomination process or is this a vote? Can you give more information about that?

Mr. Barnes replied that it was his understanding that there would be an expression of interest within each of those groups, with nominations being forwarded to the PSC. All the details would be finalized and shared when the PSC is established. He thanked the members of Senate for their time.

Dr. Lokash thanked Mr. Barnes and asked that Dr. Bose be asked to come back to the meeting.

The Deputy Chair of Senate continued with her update:

- Happy Holidays Celebration on December 14 from 3 to 6 pm at the Breezeway – and are asked to bring a non-perishable food item or a monetary contribution in support of the campus food bank.
- The traditional carol sing on December 22 from 10:30 am to 11:30 am; which will be followed by refreshments in the lobby of the DF Cook Recital Hall, School of Music.

Dr. Bose, Chair of Senate returned to the meeting at 5:07 pm

159. **Report of the Senate Committee on Honorary Degrees and Ceremonial**

Senate moved into a closed session for this item of business in accordance with *Section IV.E.2. Senate Meetings and Procedures of the Handbook of Senate By-Laws and Procedures* which reads:

Matters of a confidential nature, including honorary degrees, shall be discussed in closed session; observers are not permitted to attend closed sessions.

The names of 8 candidates recommended by the Senate Committee on Honorary Degrees and Ceremonial were presented to the Senate for awarding of doctoral degrees honoris causa. Members were given the opportunity to discuss the merits of each of the candidates before voting. Upon voting by a show of hands, 7 candidates was approved by at least a two-thirds majority vote and 1 candidate was not approved.

The name of 1 candidate recommended by the Senate Committee on Honorary Degrees and Ceremonial was presented to the Senate for the award of title of Professor Emeritus for eventual consideration by the Board of Regents. Members were given the opportunity to discuss the merits of the candidate before voting. Upon voting by a show of hands, the 1 candidate was approved by at least a two-thirds majority vote.

160. **Adjournment:**

It was moved by Dr. M. Woods and seconded by Dr. D. McKeen and carried that the meeting of Senate be adjourned at 5:40 pm.

CHAIR

SECRETARY



Office of the Registrar
St. John's, NL Canada A1C 5S7
Tel: 709 864 8260 Fax: 709 864 2337
www.mun.ca

December 5, 2023

TO: Secretary, Executive Committee of Senate

FROM: Secretary, Senate Committee on Undergraduate Studies

SUBJECT: Calendar Changes 2023-2024 – Faculty of Engineering and Applied Science

At a meeting held on November 23, 2023, the Senate Committee on Undergraduate Studies considered and approved the following items for transmission to the Executive Committee of Senate:

CONSENT AGENDA

Proposed Calendar Changes – Faculty of Business Administration

The Faculty proposed:

- A new range of special topics courses
- Amendments to BUSI 3610

Please be advised that the Senate Committee on Undergraduate Studies has received the information required for the approval of calendar changes.

A handwritten signature in blue ink that reads "Jennifer Porter".

Jennifer Porter
Deputy Registrar and
Secretary to the Committee

JMP/bjh
Attachment

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- New course(s):
- Amended or deleted course(s):
- New program(s):
- Amended or deleted program(s):
- New, amended or deleted Glossary of Terms Used in the Calendar entries
- New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- New, amended or deleted General Academic Regulations (Undergraduate)
- New, amended or deleted Faculty, School or Departmental regulations X Other: Request for new block of numbers for special topics

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new

funding for the appropriate academic unit.

Signature of Dean/Vice-President:



2023-Nov-03

Date:

Date of approval by Faculty/Academic Council: 2023-Oct-20

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Senate Summary Page for Courses

COURSE NUMBER AND TITLE

BUSI 2020 – BUSI 2030 Special Topics in Business Administration
BUSI 3020 – BUSI 3030 Special Topics in Business Administration
BUSI 4022 – BUSI 4031 Special Topics in Business Administration
BUSI 5021 – BUSI 5029 Special Topics in Business Administration

RATIONALE

In the 2022-2023 calendar, all BUSI course numbers were updated so that the first digit of the course number would represent the suggested academic year in which any undergraduate student should take a course.

At this time, our approved block of special topics numbers was not updated. This has led to two key issues:

1. Our special topics are all BUSI 6XXX (with BUSI 6056, 6057, 6058, 6059 and 6060 remaining available). We have no regularized courses at this level. This is confusing to students, as it sends a signal that these are high level courses. However, many special topics courses are designed to be at the introductory level, and the confusion is negatively impacting our registrations.
2. Some of our special topic courses are designed for non-business students and currently, students in this demographic are not able to register for BUSI courses. All BUSI courses at the 3000 level and higher are [restricted](#) to students who have been admitted to one of the programs. This clause prevents non-business students from accessing current special topic courses.

To address these issues the Faculty of Business Administration (FBA) is requesting new blocks of special topics numbers; one at the 2XXX, 3XXX, 4XXX and 5XXX levels to align with the structure of our regularized courses.

ANTICIPATED EFFECTIVE DATE 202401

CALENDAR CHANGES

11 Course Descriptions

[BUSI 2020 – BUSI 2030 Special Topics is a range of special topics courses announced by the Faculty.](#)

BUSI 3020 – BUSI 3030 Special Topics is a range of special topics courses announced by the Faculty.

BUSI 4022 – BUSI 4031 Special Topics is a range of special topics courses announced by the Faculty.

BUSI 5021 – BUSI 5029 Special Topics is a range of special topics courses announced by the Faculty.

CALENDAR ENTRY AFTER CHANGES

BUSI 2020 – BUSI 2030 Special Topics is a range of special topics courses announced by the Faculty.

BUSI 3020 – BUSI 3030 Special Topics is a range of special topics courses announced by the Faculty.

BUSI 4022 – BUSI 4031 Special Topics is a range of special topics courses announced by the Faculty.

BUSI 5021 – BUSI 5029 Special Topics
is a range of special topics courses announced by the Faculty.

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Appendix Page

CONSULTATIONS SOUGHT

Academic Unit	Response
Humanities and Social Sciences	Yes
Education	Yes
Engineering and Applied Science	Yes
Human Kinetics and Recreation	No
Medicine	Yes
Music	No
Nursing	Yes
Pharmacy	Yes
Science	Yes
Social Work	No
Library	Yes
Grenfell Campus	

Arts and Social Science	Yes
Science and the Environment	Yes
Fine Arts	No
Marine Institute	
	No
Labrador Institute	
Arctic and Subarctic Studies	No

The attached Calendar change Proposal was sent to Academic units for feedback:

Humanities and Social Sciences: hss@mun.ca

Education: muneduc@mun.ca

Engineering and Applied Science: enrconsult@mun.ca

Human Kinetics and Recreation: hkrdean@mun.ca

Medicine: DeanofMedicine@mun.ca

Music: kbulmer@mun.ca

Nursing: deanNurse@mun.ca

Pharmacy: pharminfo@mun.ca

Science: deansci@mun.ca

Social Work: adeanugradswk@mun.ca Grenfell

Campus:

Arts and Social Science: kjacobse@grenfell.mun.ca

Science and the Environment: ssedean@grenfell.mun.ca

Fine Arts: pride@grenfell.mun.ca

Marine Institute: miugconsultations@mi.mun.ca Labrador

Institute:

Arctic and Subarctic Studies: ashlee.cunsolo@mun.ca

The following consultation request was sent on October, 18:

“On behalf of Dr. Erin Oldford, Associate Dean (Undergraduate Programs and Accreditation) please see the attached proposed calendar change from the Faculty of Business Administration that proposes new Special Topics ranges at the 2000 and 3000

level. If you could please provide any feedback to me by November, 01, that would be much appreciated. You can email me at busicugs@mun.ca".

The following responses were received:

From: Bruce-Robertson, Lawrence <lbrucerobertson@grenfell.mun.ca>

Sent: October 18, 2023 11:40 AM

To: busicugs <busicugs@mun.ca>

Subject: feedback on Business special topics numbers This proposal seems imminently sensible to me.

Yours truly,

Lawrence Bruce-Robertson For
Philosophy at Grenfell.

Lawrence Bruce-Robertson, M.D., Ph.D.

Assistant Professor

Philosophy

Grenfell Campus of Memorial University

On Oct 30, 2023, at 4:18 PM, busicugs <busicugs@mun.ca> wrote:

Good afternoon,

We very much appreciate your response.

Yuliya

From: Bruce-Robertson, Lawrence <lbrucerobertson@grenfell.mun.ca>

Sent: October 30, 2023 7:03 PM

To: busicugs <busicugs@mun.ca>

Subject: Re: feedback on Business special topics numbers

You are welcome - looks like spell-check missed things up - I meant the proposal looks eminently sensible to me!

From: Engineering Consult <enqrconsult@mun.ca>

Sent: October 18, 2023 11:51 AM

To: busicugs <busicugs@mun.ca>

Cc: George, Glyn <glyn@mun.ca>; Edmunds, Jayde <edmundsj@mun.ca>; Qiu, Wei <qiuw@mun.ca>

Subject: Re: Faculty of Business Administration Calendar Change Proposal (Special Topics)

Dear Ms. Byrka,

Your consultation request arrived too late for this month's meeting of Engineering's Committee on Undergraduate Studies. Next month's meeting is not until Nov. 15.

As the Chair of the Engineering CUGS, I support the proposal to renumber your block of special topics courses.

Will you retain the existing BUSI 6000-6029 block, or do you propose to delete that block?

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland On
2023-10-18 16:05, **Oldford, Erin wrote:**

Hi Glyn,

Thank you for your feedback. It is our intention to retain the 6000-level as well, and this is for two main reasons. First, we use some of these special topics numbers for independent study courses, and we would like to continue to do so. Second, we may in the future, wish to run an advanced level independent course, and for that, we would use a 6000-level number. Best, Erin

Erin Oldford, PhD

Associate Dean of Undergraduate Programs and Accreditation
Associate Professor of Finance
Faculty of Business Administration
Memorial University

From: Engineering Consult <enrconsult@mun.ca>

Date: October 20, 2023 at 7:54:02 AM NDT

To: "Oldford, Erin" <eoldford@mun.ca>

Subject: Re: Faculty of Business Administration Calendar Change Proposal (Special Topics)

Thank you for the clarification.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science
Memorial University of Newfoundland St.
John's NL A1B 3X5

From: Dold, Patricia <pdold@mun.ca>

Sent: October 18, 2023 3:04 PM

To: busicugs <busicugs@mun.ca>

Subject: FW: Faculty of Business Administration Calendar Change Proposal (Special Topics)

HSS has no concerns.

PD

Patricia Dold (she/her)
Associate Professor, Religious Studies
Associate Dean, Curriculum and Programs
Humanities and Social Sciences
Memorial University

From: medvicedean <medvicedean@mun.ca>

Sent: October 19, 2023 9:06 AM

To: basicugs <basicugs@mun.ca>

Cc: Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>

Subject: Re: Faculty of Business Administration Calendar Change Proposal (Special Topics)

Hi,

Many thanks for the opportunity to review the proposed changes. There are no concerns from the Faculty of Medicine.

Thanks, Danielle

Danielle O'Keefe MD CCFP FCFP MSc/ Vice Dean, Education and Faculty Affairs

Faculty of Medicine

Memorial University of Newfoundland|

Faculty of Medicine Building | Room M2M311

From: DeanNurse <DeanNurse@mun.ca>

Sent: October 19, 2023 1:49 PM

To: basicugs <basicugs@mun.ca>

Subject: RE: Faculty of Business Administration Calendar Change Proposal (Special Topics)

Good morning Yuliya.

Dr. April Pike, our interim dean at the Faculty of Nursing, tells me that she has reviewed the calendar change proposal and that nursing has no comments or concerns. Thank you for your time, I hope you have a great day! Jane

From: Iain J McGaw <ijmcgaw@mun.ca>

Sent: October 20, 2023 11:53 AM

To: basicugs <basicugs@mun.ca>

Subject: Re: FW: Faculty of Business Administration Calendar Change Proposal (Special Topics)

Changes look fine - I have no further concerns Iain McGaw

Professor

Department of Ocean Sciences

0 Marine Lab Road

Memorial University

From: Milley, Rebecca <rmilley@grenfell.mun.ca>

Sent: October 23, 2023 8:49 AM

To: basicugs <basicugs@mun.ca>

Subject: Re: Faculty of Business Administration Calendar Change Proposal (Special Topics)

Hello,

The School of Science and Environment at Grenfell Campus has no comments or concerns on this proposal.

Rebecca Milley,

Chair, Committee on Academic Programming,

School of Science & Environment

Rebecca Milley, PhD

Chair, Mathematics

Grenfell Campus, Memorial University of Newfoundland

From: Davis,Erin <emdavis@mun.ca>

Sent: October 23, 2023 2:50 PM

To: basicugs <basicugs@mun.ca>

Subject: FW: Faculty of Business Administration Calendar Change Proposal (Special Topics)

Thank you for the opportunity to review the proposed changes. They should not affect pharmacy programs or students so we have no concerns.

Erin

Dr. Erin Davis BSc (Pharm), PharmD

Associate Dean Undergraduate Studies

Associate Professor

Memorial University School of Pharmacy

From: Martin, Garrett Gregory <g.martin@mun.ca>

Sent: October 31, 2023 9:51 AM

To: basicugs <basicugs@mun.ca>

Cc: Faculty of Education, Academic Programs Office <muneduc@mun.ca>

Subject: Re: Faculty of Business Administration Calendar Change Proposal (Special Topics)

No impact for the Faculty of Education.

Regards,

GARRETT MARTIN, B.Sc.

MANAGER OF ACADEMIC PROGRAMS

Office of Academic Programs

Faculty of Education

G.A. Hickman Building, ED 2020

Memorial University

LIBRARY REPORT

The following consultation request was sent on October, 18:

“On behalf of Dr. Erin Oldford, Associate Dean (Undergraduate Programs and Accreditation) please see the attached proposed calendar change from the Faculty of Business Administration that proposes new Special Topics ranges at the 2000 and 3000 level. If you could please provide any feedback to me by November, 01, that would be much appreciated. You can email me at busicugs@mun.ca”.

The following response was received October 26, 2023:

To: Dr. Erin Oldford, Associate Dean (Undergraduate Programs and Accreditation)

From: Ryan Lewis, Social Sciences Liaison Librarian

Subject: Calendar Change, Special Topics Block

“I have reviewed the proposed changes to the courses BUSI 2020 – BUSI 2030, BUSI 3020 – BUSI 3030, BUSI 4022 – BUSI 4031, and BUSI 5021 – BUSI 5029, all of which are to be changed in the calendar to be Special Topics. I do not foresee any implications for Library resources”.

RESOURCE IMPLICATIONS

None

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- New course(s):
- Amended or deleted course(s):
- New program(s):
- Amended or deleted program(s):
- New, amended or deleted Glossary of Terms Used in the Calendar entries
- New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- New, amended or deleted General Academic Regulations (Undergraduate)
- New, amended or deleted Faculty, School or Departmental regulations
- Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President:



Date:

2023-Nov-03

Date of approval by Faculty/Academic Council: 2023-Oct-20

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Senate Summary Page for Courses

COURSE NUMBER AND TITLE

BUSI 3610 Regulatory and Taxation Issues for Small Business

REVISED COURSE NUMBER AND TITLE

BUSI 3610 Taxation and Legal Issues for Entrepreneurs and Small Businesses

ABBREVIATED COURSE TITLE

Tax&Lgl Issues Ent & Smll Bus

RATIONALE

The Faculty of Business Administration completed a large program review in 2021 resulting in many calendar updates. It has come to our attention that the changes included in that package for BUSI 3610 were based on the wrong calendar description; 2020-21 University Calendar was used. Changes to the course description should have been based on the 2021-2022 University Calendar. This change is to correct this error. Faculty who teach this course have been consulted and support this change.

ANTICIPATED EFFECTIVE DATE

Fall 2024

CALENDAR CHANGES

BUSI 3610 ~~Regulatory and~~ Taxation and Legal Issues for Entrepreneurs and Small Business ~~is designed for non-accounting students and provides knowledge of various tax and regulatory issues considered in starting a business. The role of tax in decision making is examined as well as types of corporate funding to establish a new business through government grants, conventional loans and tax credits as provided under the Income Tax Act. Alternative corporate structures, aspects of employee compensation, business valuations and practical aspects of starting a business will also be examined.~~

provides students with general knowledge of the main tax and legal issues that should be considered when starting a business. The range of issues examined relevant to startups include tax matters, forms of business organizations, shareholder agreements, employee compensation, non-disclosure agreements, contracts (including equity and licensing agreements), and business valuation. Practical aspects of starting one's own business, such as registration requirements, will also be examined. This course is designed for non-accounting students.

EQ: BUSI 5610

PR: successful completion of at least 48 credit hours

CALENDAR ENTRY AFTER CHANGES

BUSI 3610 Taxation and Legal Issues for Entrepreneurs and Small Business

provides students with general knowledge of the main tax and legal issues that should be considered when starting a business. The range of issues examined relevant to startups include tax matters, forms of business organizations, shareholder agreements, employee compensation, non-disclosure agreements, contracts (including equity and licensing agreements), and business valuation. Practical aspects of starting one's own business, such as registration requirements, will also be examined. This course is designed for non-accounting students.

EQ: BUSI 5610

PR: successful completion of at least 48 credit hours

Memorial University of Newfoundland

Undergraduate Calendar Change Proposal Form

Appendix Page

CONSULTATIONS SOUGHT

Academic Unit	Response
Humanities and Social Sciences	Yes
Education	Yes
Engineering and Applied Science	Yes
Human Kinetics and Recreation	No
Medicine	No
Music	No
Nursing	No
Pharmacy	Yes
Science	Yes
Social Work	No
Library	Yes
Grenfell Campus	
Arts and Social Science	No
Science and the Environment	No

Fine Arts	No
Marine Institute	
	No
Labrador Institute	
Arctic and Subarctic Studies	No

The attached Calendar change Proposal was sent to Academic units for feedback:

Humanities and Social Sciences: hss@mun.ca

Education: muneduc@mun.ca

Engineering and Applied Science: engrconsult@mun.ca

Human Kinetics and Recreation: hkrdean@mun.ca

Medicine: DeanofMedicine@mun.ca

Music: kbulmer@mun.ca

Nursing: deanNurse@mun.ca

Pharmacy: pharminfo@mun.ca

Science: deansci@mun.ca

Social Work: adeanugradswk@mun.ca

Grenfell Campus:

Arts and Social Science: kjacobse@grenfell.mun.ca

Science and the Environment: ssedean@grenfell.mun.ca

Fine Arts: pride@grenfell.mun.ca

Marine Institute: miugconsultations@mi.mun.ca

Labrador Institute:

Arctic and Subarctic Studies: ashlee.cunsolo@mun.ca

The following consultation request was sent on October, 17: *“On behalf of Dr. Erin Oldford, Associate Dean (Undergraduate Programs and Accreditation) please find attached a proposed calendar change from the Faculty of Business Administration related to a change to the description of BUSI3610 that addresses an error in a previous proposal.*

If you could please provide any feedback by October, 30, that would be much appreciated”.

The following responses were received:

“Changes look fine they do not affect Ocean Sciences Iain McGaw”, Dr. Iain J McGaw, Professor, Department of Ocean Sciences, October 17, 2023

“Thank you for the opportunity to review the proposed calendar change. We do not anticipate it will affect pharmacy programs or students and have no concerns”, Erin Davis, Associate Professor, Associate Dean, Undergraduate, Chair, Committee on Undergraduate Studies, School of Pharmacy Clinical Assistant Professor, Faculty of Medicine, Discipline of Family Medicine, October 18, 2023.

“No concerns from HSS”, Patricia Dold, Associate Professor, Religious Studies, Associate Dean, Curriculum and Programs, Humanities and Social Sciences, October 18, 2023.

“Thank you for the opportunity to comment on the proposed Calendar change for BUSI 3610. This change has no impact on our programs”, Dr. Glyn George, Chair Committee on Undergraduate Studies, Faculty of Engineering and Applied Science, October 18, 2023.

“No impact for the Faculty of Education. Cheers”, Garrett Martin, Manager of Academic Programs, Office of Academic Programs, Faculty of Education, October 31, 2023.

LIBRARY REPORT

The following consultation request was sent on October, 17: *“On behalf of Dr. Erin Oldford, Associate Dean (Undergraduate Programs and Accreditation) please find attached a proposed calendar change from the Faculty of Business Administration related to a change to the description of BUSI3610 that addresses an error in a previous proposal.*

If you could please provide any feedback by October, 30, that would be much appreciated”.

24 October, 2023

To: Dr. Erin Oldford, Associate Dean (Undergraduate Programs and Accreditation)

From: Ryan Lewis, Social Sciences Liaison Librarian

Subject: Change to the Description of BUSI 3610 Regulatory and Taxation Issues for Small Business

“I have reviewed the proposal to change the description BUSI 3610, and I have determined that Memorial University Library system does have sufficient resources to support this course. This is not a new course, and student research will continue to be well-supported by Library holdings.

The Library has access to leading Business article indexes, such as Business Source Complete, CBCA Business, ABI Inform, Econ Papers, and EconLit. There are numerous supplementary resources available through these indexes that will support student research assignments. Resources not available can be requested through the document delivery services in the Library. Additional resources may be purchased as needed, within existing budget allocations.

A search of relevant book subject headings in the Library catalogue produced many hundreds of results, including: Accounting (4227 titles), Small business finance (196

titles), Small business taxation (52 titles), and Taxation (9383 titles). There is also an Accounting Libguide available on the Library website that will link students to other resources that will be relevant for this course. The Libguide can be viewed here: <https://guides.library.mun.ca/c.php?g=724832>

The resources listed here are only a portion of the library holdings available through the Memorial University Libraries system. The Library can support this course. Resources not available can be requested through the document delivery services in the Library, or may be considered on a case-by-case basis for purchase. This course will continue to be well supported by existing and future resources in the library within existing budget allocations”.

RESOURCE IMPLICATIONS

None

To: Dr. Lee Ann McKivor
Interim Secretary of Senate

From: Dr. Robert Bailey
Secretary, Academic Council, School of Science and the Environment

Date: December 7, 2023

Subject: Constitution of Academic Council, School of Science and the Environment

At its regular meeting on December 6, 2023, the Academic Council of the School of Science and the Environment approved the attached changes to its Constitution, for consideration by the Senate and the Board of Regents.

In summary, the changes are as follows:

- Adding the Grenfell Campus Registrar to the voting membership; as a non-voting member, they are currently unable to make motions (in particular, to approve graduating students), which is an oversight that the Council wished to correct.
- Adding Honorary Research Professors and Professors Emeriti to the non-voting membership.
- Removing the Associate Vice-President (Academic) and Director of Student Services and Retention from the non-voting membership, as those positions no longer exist.
- Updating titles of various positions, as well as clarifying that certain positions are at Grenfell Campus.
- Correcting an omission in the call for nominations for Officers of the Academic Council to include the Secretary.
- Removing some language about elections of Officers, as these are discussed in more detail in the By-Laws, so are unnecessary in the Constitution.
- Amending the period of time needed to propose amendments to the Constitution from 21 days to 14, in order to match the time specified for amendments to the By-Laws.
- Minor editorial changes to ensure consistent and precise use of language and punctuation.



Robert Bailey
Secretary, Academic Council
School of Science and the Environment
Grenfell Campus

Constitution of the Academic Council, School of Science and the Environment

(Draft approved by Council on December 6, 2023 – amendments highlighted)

Preamble

The School of Science and the Environment (the School) was established on September 1, 2016 as one of three schools with a decanal structure at Grenfell Campus. This constitution provides the fundamental principles for governance of the School of Science and the Environment. These principles form the foundation for the meetings of Academic Council, the By-Laws, the Strategic Plan, and all other guiding documents developed and implemented by the School.

1. Function

The function of the Academic Council of the School of Science and the Environment (the Council) is to approve, for recommendation to Senate, all regulations, courses and programs of the School of Science and the Environment, and to discuss and make recommendations on any other academic matters affecting the School.

2. Membership

The voting membership of the Academic Council shall be:

- i) The Dean of the School and all persons in the School ~~of Science and the Environment~~ who are considered “Academic Staff Members” (ASMs) as used by the current MUN-MUNFA Collective Agreement.
- ii) Two undergraduate students to be nominated by the Grenfell Campus Student Union (GCSU). The tenure of office for students shall be one year, and the student members are eligible to be nominated and serve one additional year. Only students who are registered full time in a program within the School ~~of Science and the Environment~~ and have completed at least 60 credit hours of courses will be eligible to serve.
- iii) One graduate student to be nominated by the Grenfell Campus members of the Graduate ~~Students~~ Students’ Union (GSU). The tenure of office for students shall be one year, and the student members are eligible to be nominated and serve one additional year. Only students who are registered full time in a program within the School, or elsewhere at the University and whose primary supervisor is an ASM in the School, and who are beyond semester 1 of their programs will be eligible to serve.
- iv) One post-doctoral fellow in the School to be appointed by that group. The tenure of office for a postdoctoral fellow shall be one year.
- v) Up to three representatives from staff in the School, two of whom shall normally be nominated from the pool of Laboratory Instructors (LIs) and Instructional Assistants (IAs), and one from other staff in the School.

- vi) One representative from among ~~those persons currently teaching at least one semester course~~ [the Per-Course Instructors](#) in the School ([as used in the current MUN-LUMUN Collective Agreement](#)), to be appointed in a manner determined by that group.
- vii) [The Grenfell Campus Registrar \(or delegate\)](#).
- viii) Others whom the Academic Council may decide to admit as voting members.

The non-voting membership of the Academic Council shall be:

- i) The President;~~;~~ Vice-President (Grenfell Campus);~~;~~ ~~Associate Vice-President (Academic)~~; Associate Vice-President ([Grenfell Campus](#)) Research [and Graduate Studies](#); ~~); Registrar~~; [Associate Vice-President \(Academic\)](#) and Dean of Graduate Studies;~~;~~ or delegates for these positions.
- ii) The Grenfell Campus ~~Associate University Librarian~~ [Associate Dean of Libraries](#) (or delegate) ~~and the Director of Student Services and Retention (or delegate)~~.
- iii) Adjunct Professors, [Honorary Research Professors](#), [Professors Emeriti](#), and cross-appointed [faculty](#) members ~~of in~~ the School.
- iv) One member from the community or alumni engaged in relevant activities with members of the School and nominated by a member of the Council. The tenure of office would be one year and eligible to serve one additional year.
- v) One representative from each of the School of Fine Arts, School of Arts and Social Science, and the Western Regional School of Nursing (WRSON) to be appointed by their respective Academic Councils.
- vi) Others whom the Academic Council may decide to admit as non-voting members.

3. Committees

The Academic Council shall establish standing committees as it deems appropriate and determine the terms of reference for each committee.

The Dean shall establish other types of committees as ~~he/she deems~~ [they deem](#) appropriate and determine the terms of reference for each committee.

4. Officers

The officers of the Academic Council shall be the Dean as Chair, an elected Vice-Chair, and an elected Secretary. Call for nominations for the ~~vice-chair~~ [Vice-Chair and Secretary](#) shall be made at the same time as the call for nominations for the standing committees [as stated in the By-Laws](#). ~~Nominations shall be received by e-mail before the first council meeting, or from the floor at the first meeting, and an election (if necessary) would follow.~~

5. Meetings

Meetings of the Academic Council shall be held as stated in the ~~By-laws~~ [By-Laws](#) and 35% of the voting membership of the Council shall constitute a quorum.

6. By-Laws

By-Laws may be introduced and amended only at a regular meeting of the Academic Council, by a two-thirds majority of those present and voting, providing that the proposed By-Law or amendment has been submitted in writing and circulated to all members not less than fourteen days prior to the meeting.

7. Amendments to the Constitution

Recommendations for amendments to the Constitution shall be by two-thirds majority of those present and voting, providing that notice of the proposed amendment has been given at the previous meeting of the Academic Council and that the proposed amendment has been submitted in writing and circulated to all members not less than ~~twenty-one~~ fourteen days prior to the meeting of the Council. Changes to the Constitution require approval by the Senate and by the Board of Regents before they take effect.

Constitution of the Academic Council, School of Science and the Environment

(Draft approved by Council on December 6, 2023 – clean version)

Preamble

The School of Science and the Environment (the School) was established on September 1, 2016 as one of three schools with a decanal structure at Grenfell Campus. This constitution provides the fundamental principles for governance of the School of Science and the Environment. These principles form the foundation for the meetings of Academic Council, the By-Laws, the Strategic Plan, and all other guiding documents developed and implemented by the School.

1. Function

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2. Membership

The voting membership of the Academic Council shall be:

- i) The Dean of the School and all persons in the School who are considered “Academic Staff Members” (ASMs) as used by the current MUN-MUNFA Collective Agreement.
- ii) Two undergraduate students to be nominated by the Grenfell Campus Student Union (GCSU). The tenure of office for students shall be one year, and the student members are eligible to be nominated and serve one additional year. Only students who are registered full time in a program within the School and have completed at least 60 credit hours of courses will be eligible to serve.
- iii) One graduate student to be nominated by the Grenfell Campus members of the Graduate Students’ Union (GSU). The tenure of office for students shall be one year, and the student members are eligible to be nominated and serve one additional year. Only students who are registered full-time in a program within the School, or elsewhere at the University and whose primary supervisor is an ASM in the School, and who are beyond semester 1 of their programs will be eligible to serve.
- iv) One post-doctoral fellow in the School to be appointed by that group. The tenure of office for a postdoctoral fellow shall be one year.
- v) Up to three representatives from staff in the School, two of whom shall normally be nominated from the pool of Laboratory Instructors (LIs) and Instructional Assistants (IAs), and one from other staff in the School.
- vi) One representative from among the Per-Course Instructors in the School (as used in the current MUN-LUMUN Collective Agreement), to be appointed in a manner determined by that group.

- vii) The Grenfell Campus Registrar (or delegate).
- viii) Others whom the Academic Council may decide to admit as voting members.

The non-voting membership of the Academic Council shall be:

- i) The President; Vice-President (Grenfell Campus); Associate Vice-President (Grenfell Campus) Research and Graduate Studies; Associate Vice-President (Academic) and Dean of Graduate Studies; or delegates for these positions.
- ii) The Grenfell Campus Associate Dean of Libraries (or delegate).
- iii) Adjunct Professors, Honorary Research Professors, Professors Emeriti, and cross-appointed faculty members in the School.
- iv) One member from the community or alumni engaged in relevant activities with members of the School and nominated by a member of the Council. The tenure of office would be one year and eligible to serve one additional year.
- v) One representative from each of the School of Fine Arts, School of Arts and Social Science, and the Western Regional School of Nursing (WRSON) to be appointed by their respective Academic Councils.
- vi) Others whom the Academic Council may decide to admit as non-voting members.

3. Committees

The Academic Council shall establish standing committees as it deems appropriate and determine the terms of reference for each committee.

The Dean shall establish other types of committees as they deem appropriate and determine the terms of reference for each committee.

4. Officers

The officers of the Academic Council shall be the Dean as Chair, an elected Vice-Chair, and an elected Secretary. Call for nominations for the Vice-Chair and Secretary shall be made at the same time as the call for nominations for the standing committees as stated in the By-Laws.

5. Meetings

Meetings of the Academic Council shall be held as stated in the By-Laws and 35% of the voting membership of the Council shall constitute a quorum.

6. By-Laws

By-Laws may be introduced and amended only at a regular meeting of the Academic Council, by a two-thirds majority of those present and voting, providing that the proposed By-Law or amendment has been submitted in writing and circulated to all members not less than fourteen days prior to the meeting.

7. Amendments to the Constitution

Recommendations for amendments to the Constitution shall be by two-thirds majority of those present and voting, providing that notice of the proposed amendment has been given at the previous meeting of the Academic Council and that the proposed amendment has been submitted in writing and circulated to all members not less than fourteen days prior to the meeting of the Council. Changes to the Constitution require approval by the Senate and by the Board of Regents before they take effect.



November 27, 2023

Dr. Amy Warren
School of Graduate Studies
Memorial University of Newfoundland and Labrador
St. John's, NL

Dear Dr. Warren:

On November 23, 2023, the Marine Institute Academic Council reviewed and approved the attached proposal for changes to the Graduate Diploma in Applied Ocean Technology (Ocean Mapping) & Master of Applied Ocean Technology programs.

This proposal is respectfully submitted to the Academic Council of the School of Graduate Studies for consideration and approval.

Sincerely,

Jennifer Howell Digitally signed by Jennifer
Howell
Date: 2023.11.27 10:10:03 -03'30'

Jennifer Howell
Secretary, Marine Institute Academic Council

Cc: Ms. Annette Williams, School of Graduate Studies
Ms. Charlene Walsh, Chair, MI Graduate Studies Committee



Proposed Calendar Changes

Graduate Diploma in Applied Ocean Technology (Ocean Mapping)

Master of Applied Ocean Technology


October 26, 2023

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Signatures

Joe Singleton

 Digitally signed by Joe Singleton
Date: 2023.11.09 15:13:37 -03'30'


Joe Singleton, Head, School of Ocean Technology

Georgina White

 Digitally signed by Georgina
White
Date: 2023.11.09 14:44:45 -03'30'


Georgina White, Acting Assistant Head, School of Ocean Technology

Chris Batten

 Digitally signed by Chris Batten
Date: 2023.11.09 14:03:08
-03'30'

Chris Batten, Program Coordinator, School of Ocean Technology

Paul Elliott

 Digitally signed by Paul Elliott
Date: 2023.10.27 15:27:57 -03'30'

Paul Elliott, Academic Director, Graduate Diploma in Applied Ocean Technology (Ocean Mapping) and
Master of Applied Ocean Technology

Proposed Calendar Changes

Graduate Diploma in Applied Ocean Technology (Ocean Mapping)

Master of Applied Ocean Technology

Introduction

Please accept this submission for a change to the Graduate Diploma in Applied Ocean Technology (Ocean Mapping) and the Master of Applied Ocean Technology (Ocean Mapping) programs. Below is a summary of the proposed change. Also included are the proposed Calendar Regulations showing the modification, as well as the revised Calendar Regulations without markups.

Changes are indicated as

Additions:
Deletions:

Summary of Changes

The **OTEC 6002 Geodesy and Positioning** previously listed a prerequisite (**OTEC 6016 Mathematics for Ocean Technology**). It is necessary to schedule both courses (OTEC 6002 and OTEC 6016) in the same semester, and therefore OTEC 6016 is proposed to be a corequisite for OTEC 6002, instead of a prerequisite. Consultations with instructors in both courses confirm that the necessary mathematical concepts are covered in OTEC 6016 prior to the start of components of OTEC 6002 where the mathematical concepts are needed.

Graduate Diploma in Applied Ocean Technology (Ocean Mapping)
Course changes noted below impact on courses completed by students in the graduate diploma program. Courses are, however, only listed in the calendar regulations for the master’s program.
Master of Applied Ocean Technology
6.2.5 Courses
6.2.5.1 Core Courses
6.2.5.1 Core Courses <ul style="list-style-type: none"> • OTEC 6000 Applied Oceanography • OTEC 6001 Marine Geospatial Science • OTEC 6002 Geodesy and Positioning (prerequisite <u>corequisite</u> OTEC 6016)

- OTEC 6003 Hydrography
- OTEC 6005 Applied Underwater Acoustics
- OTEC 6008 Geostatistics and Seabed Characterization
- OTEC 6010 Marine Geoscience
- OTEC 6013 Ocean Observation
- OTEC 6016 Mathematics for Ocean Technology
- OTEC 6200 Ocean Mapping Project (prerequisites OTEC 6000, 6001, 6002, 6003, 6005, 6008, 6010, 6013, and 6016)

REVISED CALENDAR REGULATIONS – Changes Tracked

6.2 Master of Applied Ocean Technology

- 6.2.1 Admission Requirements
- 6.2.2 Program of Study
 - 6.2.2.1 Project Route
 - 6.2.2.2 Course Route
- 6.2.3 Transfer Credits
- 6.2.4 Evaluation
- 6.2.5 Courses
 - 6.2.5.1 Core Courses
 - 6.2.5.2 Electives
 - 6.2.5.3 Project Course

The Degree of Master of Applied Ocean Technology (Ocean Mapping) is an applied and technical program offered by the School of Ocean Technology, at the Fisheries and Marine Institute. The Master of Applied Ocean Technology is offered, at present, in Ocean Mapping. This program is for students who aim to pursue a career in ocean mapping and includes specialized skills training that will empower students to conduct industry-ready tasks and applied research in any aspect of ocean mapping.

These regulations must be read in conjunction with the **General Regulations** of the School of Graduate Studies of Memorial University of Newfoundland.

6.2.1 Admission Requirements

Admission to the program is on a limited and competitive basis.

1. To be considered for admission to the program an applicant will normally possess a relevant second class or better undergraduate degree in the areas of science, technology, engineering or equivalent, both in achievement and depth of study, from an institution recognized by the Senate.
2. Any other applicant may be considered for admission provided that:
 - a. The applicant has completed a second-class or equivalent undergraduate degree from an institution recognized by the Senate;
 - b. The applicant demonstrates a satisfactory level of knowledge of math and science through undergraduate or graduate course work; and

- c. The applicant demonstrates in a statement of interest, a commitment and passion for ocean mapping and related technology through combined efforts of prior technical training in a relevant ocean technology field and employment or experience in field schools, research programs, the ocean technology industry, regulatory agencies or government departments, non-governmental organizations, consulting activities, or other relevant activities.

Completion of additional course work in math, science, and/or related technology may be required for applicants applying under this clause.

3. Applicants who did not complete a baccalaureate or post-graduate degree at a recognized university where English is the primary language of instruction must normally complete either the:
 - a. Test of English as a Foreign Language (TOEFL) and achieve a paper-based score of 580 (or higher), computer-based score of 237 (or higher), or Internet based score of 92-93 (or higher); or
 - b. International English Language Testing System (IELTS) and achieve a score of 7 (or higher).

Information regarding the TOEFL is available from the Educational Testing Service at www.ets.org. IELTS information is available at www.ielts.org. It is noted that other equivalent tests acceptable to the School of Graduate Studies will also be considered.

6.2.2 Program of Study

Students in the Master of Applied Ocean Technology program are required to complete 36 credit hours of course work through either the **Project Route** or the **Course Route**.

The program is offered primarily on-campus and includes a field course component during which attendance at the Marine Institute Campus is required. Students will normally register on a full-time basis. The program can be completed on a part-time basis.

6.2.2.1 Project Route

The Project Route is comprised of 36 credit hours (30 credit hours of course work and a comprehensive capstone course (6 credit hours)) as follows:

1. Ten **Core Courses**, 30 credit hours: OTEC 6000, 6001, 6002, 6003, 6005, 6008, 6010, 6013, 6016, and 6200;
2. Capstone Course (**Project Course**), 6 credit hours: OTEC 610A/B.

OTEC 610A/B is normally completed after all other program requirements have been met. In addition, the Academic Director/Program Chair will approve the student's Project Supervisor. Students will choose a topic/project in consultation with the Academic Director and Project Supervisor. The project report will be evaluated by two examiners.

Students may be required to take additional courses.

Courses required for the Master of Applied Ocean Technology (Ocean Mapping) are listed in the **Courses** section.

6.2.2.2 Course Route

The Course Route is comprised of 36 credit hours as follows:

1. Ten **Core Courses**, 30 credit hours: OTEC 6000, 6001, 6002, 6003, 6005, 6008, 6010, 6013, 6016, and 6200;
2. Two **Electives** (6 credit hours).

Students may be required to take additional courses.

Courses required for the Master of Applied Ocean Technology (Ocean mapping) are listed in the **Courses** section.

6.2.3 Transfer Credits

Up to three relevant elective courses (9 credit hours) may be transferred into the Master of Applied Ocean Technology program from other graduate programs within the School of Graduate Studies or from other post-secondary institutions recognized by Senate, subject to the approval of the Dean of Graduate Studies on the recommendation of the Academic Director.

6.2.4 Evaluation

1. Students in the Master of Applied Ocean Technology program must obtain a grade of 'B' or better in all program courses.
2. Students who receive a grade of less than 'B' in any course will be permitted to remain in the program provided the course is repeated and passed with a grade of 'B' or better. Alternatively, the student may, on the recommendation of the Academic Director, and with the approval of the Dean of Graduate Studies, substitute another graduate course. Only one course repetition or substitution will be permitted during the student's program after which the student shall be required to withdraw from the program.

6.2.5 Courses

6.2.5.1 Core Courses

- OTEC 6000 Applied Oceanography
- OTEC 6001 Marine Geospatial Science
- OTEC 6002 Geodesy and Positioning (~~prerequisite-corequisite~~ OTEC 6016)
- OTEC 6003 Hydrography
- OTEC 6005 Applied Underwater Acoustics
- OTEC 6008 Geostatistics and Seabed Characterization
- OTEC 6010 Marine Geoscience
- OTEC 6013 Ocean Observation
- OTEC 6016 Mathematics for Ocean Technology
- OTEC 6200 Ocean Mapping Project (prerequisites OTEC 6000, 6001, 6002, 6003, 6005, 6008, 6010, 6013, and 6016)

6.2.5.2 Electives

- GEOG 6821 Advanced Computer Mapping
- MSTM 6001 Fisheries Ecology
- MSTM 6011 Introduction to Integrated Coastal and Ocean Management / Marine Spatial Planning
- MSTM 6015 Marine Protected Areas
- MARI 6027 Coastal and Ocean Environmental Policies
- TECH 6039 Sustainability and Environmental Responsibility
- OCSC 7100 Biological Oceanography
- OTEC 6007 Marine Robotics and Autonomous Systems
- OTEC 6014 Introduction to Marine Renewable Energy (MRE) (*credit restricted with MSTM 4055*)

6.2.5.3 Project Course

- OTEC 610A/B Ocean Technology Capstone (6 credit hours)

REVISED CALENDAR REGULATIONS – Clean Copy

6.2 Master of Applied Ocean Technology

- 6.2.1 Admission Requirements
- 6.2.2 Program of Study
 - 6.2.2.1 Project Route
 - 6.2.2.2 Course Route
- 6.2.3 Transfer Credits
- 6.2.4 Evaluation
- 6.2.5 Courses
 - 6.2.5.1 Core Courses
 - 6.2.5.2 Electives
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These regulations must be read in conjunction with the **General Regulations** of the School of Graduate Studies of Memorial University of Newfoundland.

6.2.1 Admission Requirements

Admission to the program is on a limited and competitive basis.

4. To be considered for admission to the program an applicant will normally possess a relevant second class or better undergraduate degree in the areas of science, technology, engineering or equivalent, both in achievement and depth of study, from an institution recognized by the Senate.
5. Any other applicant may be considered for admission provided that:
 - a. The applicant has completed a second-class or equivalent undergraduate degree from an institution recognized by the Senate;
 - b. The applicant demonstrates a satisfactory level of knowledge of math and science through undergraduate or graduate course work; and
 - c. The applicant demonstrates in a statement of interest, a commitment and passion for ocean mapping and related technology through combined efforts of

prior technical training in a relevant ocean technology field and employment or experience in field schools, research programs, the ocean technology industry, regulatory agencies or government departments, non-governmental organizations, consulting activities, or other relevant activities.

Completion of additional course work in math, science, and/or related technology may be required for applicants applying under this clause.

6. Applicants who did not complete a baccalaureate or post-graduate degree at a recognized university where English is the primary language of instruction must normally complete either the:
 - a. Test of English as a Foreign Language (TOEFL) and achieve a paper-based score of 580 (or higher), computer-based score of 237 (or higher), or Internet based score of 92-93 (or higher); or
 - b. International English Language Testing System (IELTS) and achieve a score of 7 (or higher).

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The program is offered primarily on-campus and includes a field course component during which attendance at the Marine Institute Campus is required. Students will normally register on a full-time basis. The program can be completed on a part-time basis.

6.2.2.1 Project Route

The Project Route is comprised of 36 credit hours (30 credit hours of course work and a comprehensive capstone course (6 credit hours)) as follows:

3. Ten **Core Courses**, 30 credit hours: OTEC 6000, 6001, 6002, 6003, 6005, 6008, 6010, 6013, 6016, and 6200;
4. Capstone Course (**Project Course**), 6 credit hours: OTEC 610A/B.

OTEC 610A/B is normally completed after all other program requirements have been met. In addition, the Academic Director/Program Chair will approve the student's Project Supervisor. Students will choose a topic/project in consultation with the Academic Director and Project Supervisor. The project report will be evaluated by two examiners.

Students may be required to take additional courses.

Courses required for the Master of Applied Ocean Technology (Ocean Mapping) are listed in the **Courses** section.

6.2.2.2 Course Route

The Course Route is comprised of 36 credit hours as follows:

3. Ten **Core Courses**, 30 credit hours: OTEC 6000, 6001, 6002, 6003, 6005, 6008, 6010, 6013, 6016, and 6200;
4. Two **Electives** (6 credit hours).

Students may be required to take additional courses.

Courses required for the Master of Applied Ocean Technology (Ocean mapping) are listed in the **Courses** section.

6.2.3 Transfer Credits

Up to three relevant elective courses (9 credit hours) may be transferred into the Master of Applied Ocean Technology program from other graduate programs within the School of Graduate Studies or from other post-secondary institutions recognized by Senate, subject to the approval of the Dean of Graduate Studies on the recommendation of the Academic Director.

6.2.4 Evaluation

3. Students in the Master of Applied Ocean Technology program must obtain a grade of 'B' or better in all program courses.
4. Students who receive a grade of less than 'B' in any course will be permitted to remain in the program provided the course is repeated and passed with a grade of 'B' or better. Alternatively, the student may, on the recommendation of the Academic Director, and with the approval of the Dean of Graduate Studies, substitute another graduate course. Only one course repetition or substitution will be permitted during the student's program after which the student shall be required to withdraw from the program.

6.2.5 Courses

6.2.5.1 Core Courses

- OTEC 6000 Applied Oceanography
- OTEC 6001 Marine Geospatial Science
- OTEC 6002 Geodesy and Positioning (*corequisite OTEC 6016*)
- OTEC 6003 Hydrography
- OTEC 6005 Applied Underwater Acoustics
- OTEC 6008 Geostatistics and Seabed Characterization
- OTEC 6010 Marine Geoscience
- OTEC 6013 Ocean Observation
- OTEC 6016 Mathematics for Ocean Technology
- OTEC 6200 Ocean Mapping Project (*prerequisites OTEC 6000, 6001, 6002, 6003, 6005, 6008, 6010, 6013, and 6016*)

6.2.5.2 Electives

- GEOG 6821 Advanced Computer Mapping
- MSTM 6001 Fisheries Ecology
- MSTM 6011 Introduction to Integrated Coastal and Ocean Management / Marine Spatial Planning
- MSTM 6015 Marine Protected Areas
- MARI 6027 Coastal and Ocean Environmental Policies
- TECH 6039 Sustainability and Environmental Responsibility
- OCSC 7100 Biological Oceanography
- OTEC 6007 Marine Robotics and Autonomous Systems
- OTEC 6014 Introduction to Marine Renewable Energy (MRE) (*credit restricted with MSTM 4055*)

6.2.5.3 Project Course

- OTEC 610A/B Ocean Technology Capstone (6 credit hours)

Appendix A: Course Approval Form

A course approval form – showing the change to co/prerequisite information for:

- OTEC 6002



SCHOOL OF
GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form. Download the latest version: <http://get.adobe.com/reader>. (1) Save the form by clicking on the diskette icon on the upper left side of the screen; (2) Ensure that you are saving the file in PDF format; (3) Specify where you would like to save the file, e.g. Desktop; (4) Review the [How to create and insert a digital signature](#) webpage for step by step instructions; (5) Fill in the required data and save the file; (6) Send the completed form by email to: sgs@mun.ca.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: Regular Course Special/Selected Topics Course

Course No.: OTEC 6002

Course Title: Geodesy and Positioning

I. To be completed for all requests:

A. Course Type: Lecture course Lecture course with laboratory
 Laboratory course Undergraduate course¹
 Directed readings Other (please specify)

B. Can this course be offered by existing faculty? Yes No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? Yes No
 If yes, please specify:

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? Yes No

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

This course will evaluate, assess, and enhance theoretical and practical application of geodesy and positioning within a marine geomatics context. Students will develop an in-depth understanding of the concepts associated with physical geodesy, satellite positioning methods, coordinate systems and datums, land surveying methods, map projections (corequisite: OTEC 6016).

G. Method of evaluation:	Written	Percentage	Oral
Class tests	15		
Assignments and Labs	55		
Other (specify):			
Final examination:	30		
Total		100	

¹ Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

Instructor's initials

- 1. duplication of thesis work _____
- 2. double credit _____
- 3. work that is a faculty research product _____
- 4. overlap with existing courses _____

Recommended for offering in the Fall Winter Spring 20 ____

Length of session if less than a semester:

III. This course proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies

Salem Morsy Digitally signed by Salem Morsy
Date: 2023.10.10 09:44:52 -02'30'

 Course instructor

October 10, 2023

 Date

Digitally signed by Joe Singleton
Date: 2023.10.11 16:01:45 -02'30' **Joe Singleton**

 Approval of the head of the academic unit

October 11, 2023

 Date

IV. This course proposal was approved by the Faculty/School/Council

 Secretary, Faculty/School/Council

 Date

Appendix B: Consultations

Consultations with the Academic Advisory Committee

From: Paul Elliott

Sent: October 8, 2023 11:26:01 AM

To: Sean Mullan; Jai Ragunathan; Ray Roche; Jamieson, John W; zedel@mun.ca

Cc: Charlene Walsh

Subject: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

Hello Everyone,

Hope all is well, I realize it is a long weekend, but I wanted to bring two items to your attention:

First - for those of you who are unaware, our Master of Applied Ocean Technology (Ocean Mapping) program is now **internationally recognized** as an **IBSC S-5 (Hydrographic Surveyor) Cat-A** program and is only one of a very small number of graduate-level programs in the world with this distinction, which is a huge accomplishment for SOT/MI/MUN.

Second – we have one item for review and approval by the Academic Advisory Committee (AAC), and if you can review and respond to this email by mid-week, it would be greatly appreciated....The item in question relates to the pre-requisite of OTEC 6016 (Mathematics for Ocean Technology) listed for OTEC 6002 – Geodesy and Positioning within the MUN calendar as seen in the graphic below. I also attached both course outlines for your review as well that can be tidied up internally after the fact.

6.2.5.1 Core Courses

- OTEC 6000 Applied Oceanography
- OTEC 6001 Marine Geospatial Science
- OTEC 6002 Geodesy and Positioning (*prerequisite OTEC 6016*)
- OTEC 6003 Hydrography
- OTEC 6005 Applied Underwater Acoustics
- OTEC 6008 Geostatistics and Seabed Characterization
- OTEC 6010 Marine Geoscience
- OTEC 6013 Ocean Observation
- OTEC 6016 Mathematics for Ocean Technology
- OTEC 6200 Ocean Mapping Project (*prerequisites OTEC 6000, 6001, 6002, 6003, 6005, 6008, 6010, 6013, and 6016*)

For background purposes, OTEC 6002 and OTEC 6016 are both Term 1 courses...OTEC 6016 was added as a pre-requisite to OTEC 6002 for two reasons: 1) because OTEC 6002 required the math components completed prior to covering the geodesy and positioning aspects that are math-dependent and 2) OTEC 6002 was also going to be moved from term 1 to term 2, which would make sense for having the pre-requisite enforced...

However, OTEC 6002 is going to remain in Term 1 along with OTEC 6016 so we need to change the prerequisite to a **corequisite**. I also met with both instructors of OTEC 6002 and OTEC 6016 and the method of teaching the content of both courses works well and all the required OTEC 6016 math components needed for OTEC 6002 will be covered before being utilized in OTEC 6002, so it makes sense to change the prerequisite to a corequisite.

Based upon this notion, can each member of the AAC please respond with their decision (approve or reject) to the following statements:

1. **Remove** OTEC 6016 (Mathematics for Ocean Technology) as a **prerequisite** for OTEC 6002 (Geodesy and Positioning)
2. **Add** OTEC 6016 (Mathematics for Ocean Technology) as a **corequisite** to OTEC 6002 (Geodesy and Positioning) in Term 1
3. **Add** OTEC 6002 (Geodesy and Positioning) as a **corequisite** to OTEC 6016 (Mathematics for Ocean Technology) in Term 1

If you can respond as soon as you can, it would be greatly appreciated as the next steps after AAC approval is to prepare additional documentation to go through the Senate approval process, which can be a very timely process. This change will hopefully be approved though Senate before the deadline for MUN calendar changes so it can officially come into effect for the Fall 2024 cohort.

Thank you all in advance and if you have any further questions, please let me know at any time.

Happy Thanksgiving!!!

Paul

Paul Elliott | B.Sc | B. Ed (I-S) | B. Ed (P-S) | M. Ed (IT) | Dip. Tech. Ed. | Dip. GIS (Post Grad) | Ph.D. Student

Academic Director / Instructor – Master of Applied Ocean Technology (Ocean Mapping)

Instructor – Diploma of Technology (Ocean Mapping)

School of Ocean Technology

Marine Institute of Memorial University of Newfoundland

155 Ridge Road

St. John's, NL

A1C 5R3

Ph: 709.778.0506

Fx: 709.778.0794

Em: Paul.Elliott@mi.mun.ca

From: Sean Mullan <Sean.Mullan@mi.mun.ca>

Sent: Sunday, October 8, 2023 4:58 PM

To: Paul Elliott <Paul.Elliott@mi.mun.ca>; Jai Ragunathan <Jai.Ragunathan@mi.mun.ca>; Ray Roche <Ray.Roche@mi.mun.ca>; Jamieson, John W <jjamieson@mun.ca>; zedel@mun.ca

Cc: Charlene Walsh <Charlene.Walsh@mi.mun.ca>

Subject: Re: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

I'll accept all three.

Happy Thanksgiving,

Sean

**MARINE INSTITUTE
OF MEMORIAL
UNIVERSITY**

155 Ridge Road, P.O. Box 4920
St. John's, NL Canada
A1C 5R3

ISO 9001 Registered
www.mi.mun.ca

Sean Mullan, PhD
Ocean Mapping Instructor,
School of Ocean Technology

he/him/his

Sean.Mullan@mi.mun.ca

709 757 0635
709 351 3627 (cell)

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

From: Jai Ragunathan <Jai.Ragunathan@mi.mun.ca>

Sent: Monday, October 9, 2023 7:27 AM

To: Sean Mullan <Sean.Mullan@mi.mun.ca>

Cc: Paul Elliott <Paul.Elliott@mi.mun.ca>; Ray Roche <Ray.Roche@mi.mun.ca>; Jamieson, John W <jjamieson@mun.ca>; zedel@mun.ca; Charlene Walsh <Charlene.Walsh@mi.mun.ca>

Subject: Re: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

I agree and I approve.

Jai

From: Len Zedel <zedel@mun.ca>

Sent: Monday, October 9, 2023 12:46 PM

To: Sean Mullan <Sean.Mullan@mi.mun.ca>

Cc: Paul Elliott <Paul.Elliott@mi.mun.ca>; Jai Ragunathan <Jai.Ragunathan@mi.mun.ca>; Ray Roche <Ray.Roche@mi.mun.ca>; Jamieson, John W <jjamieson@mun.ca>; Charlene Walsh <Charlene.Walsh@mi.mun.ca>

Subject: Re: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

Paul,

First, congratulations on the hydrographic surveyor recognition, that's great to hear.

Second, all these slight course adjustments sound fine so I support all three.

Lastly, happy thanksgiving!

Len

From: Jamieson, John W <jjamieson@mun.ca>

Sent: Monday, October 9, 2023 11:50 AM

To: Len Zedel <zedel@mun.ca>; Sean Mullan <Sean.Mullan@mi.mun.ca>

Cc: Paul Elliott <Paul.Elliott@mi.mun.ca>; Jai Ragunathan <Jai.Ragunathan@mi.mun.ca>; Ray Roche <Ray.Roche@mi.mun.ca>; Charlene Walsh <Charlene.Walsh@mi.mun.ca>

Subject: Re: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

I also approve.

Happy Thanksgiving!

John

From: Ray Roche <Ray.Roche@mi.mun.ca>

Sent: Wednesday, October 11, 2023 7:49 AM

To: Paul Elliott <Paul.Elliott@mi.mun.ca>

Subject: RE: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

Hello Paul,

I agree with the change as proposed below.

Regards,

Ray

From: Charlene Walsh <Charlene.Walsh@mi.mun.ca>
Sent: Friday, October 20, 2023 12:25 PM
To: Paul Elliott <Paul.Elliott@mi.mun.ca>
Subject: Proposal re OTEC 6002 and 6016

Hi Paul,

Happy Friday!

I am working on your proposal for changes to the OTEC 6002 and OTEC 6016 courses. It is close to being ready to share.

But.... I've been looking at some courses that have corequisites and noted that many are not reciprocated. In other words, OTEC 6002 can require a corequisite of 6016, but 6016 *doesn't need to have* a corequisite of 6002. I should have checked on this prior to advising you back in September. Apologies.

I am assuming, perhaps incorrectly, that the Math course could be done by someone without also being enrolled in the 6002 course (e.g., as it was previously a prerequisite for 6002).

Could you check with Ray to see if he is okay with 6016 having the corequisite of the geodesy and positioning course (6002), or should we remove that notation?

A rationale for keeping 6002 as a corequisite for 6016 might be that the applied nature of the 6016 course will have more relevance to students if they take this course alongside the Geodesy course.

A rationale for not having 6002 as a corequisite for 6016 might be that the 6016 course materials can be successfully completed without the simultaneous coverage of content from 6002. OTEC 6016 could function quite well, for example, as a prerequisite or a corequisite for 6002 – for students who are part-time versus full-time.

Let me know what you think.

If you and Ray decide that there is no need for a corequisite of 6002 for the Math course (6016), you might need to go back to the AAC with a friendly amendment to your email motion, noting consultation with Math and curriculum folks. We would then just remove the change requested to the 6016 course.

Let me know if you'd like to chat about this on Monday. And apologies for any confusion.

Cheers,

Charlene

Charlene Walsh (she/her) | Instructor
Academic and Student Affairs | Fisheries and Marine Institute
Memorial University of Newfoundland
St. John's, Newfoundland, Canada | A1C 5R3
T 709-778-0784 | F 709-778-0394 | Charlene.Walsh@mi.mun.ca

From: Paul Elliott <Paul.Elliott@mi.mun.ca>
Sent: Monday, October 23, 2023 10:53 AM
To: Charlene Walsh <Charlene.Walsh@mi.mun.ca>
Cc: Ray Roche <Ray.Roche@mi.mun.ca>
Subject: FW: Proposal re OTEC 6002 and 6016

Thanks Ray, much appreciated.

Charlene – please see Rays email below.

Thanks,

Paul

From: Ray Roche <Ray.Roche@mi.mun.ca>
Sent: Monday, October 23, 2023 9:46 AM
To: Paul Elliott <Paul.Elliott@mi.mun.ca>
Subject: RE: Proposal re OTEC 6002 and 6016

Hello Paul,

No, I don't see any reason why students would need to complete the Geodesy course before – or even at the same time as – the math course. So we do not need any pre- or co-req on OTEC 6016.

After a little more thought ☺ I realized the problem with the double co-req – students would not be able to do either course before the other so both would *have to* be done at the same time.

Regards,

Ray

From: Charlene Walsh <Charlene.Walsh@mi.mun.ca>
Sent: Monday, October 23, 2023 4:21 PM
To: Paul Elliott <Paul.Elliott@mi.mun.ca>
Subject: RE: Proposal re OTEC 6002 and 6016

Thanks for this Paul!

Should we go back to the AAC. I can do that if you like. We could just forward the conversation from below. They won't have a problem with this friendly amendment.

Since the corequisite won't be added to the 6016 course, we don't need to submit that course approval form. So we don't need a new signed form.

Cheers,

Charlene

From: Paul Elliott <Paul.Elliott@mi.mun.ca>
Sent: Tuesday, October 24, 2023 9:26 AM
To: Charlene Walsh <Charlene.Walsh@mi.mun.ca>
Subject: RE: Proposal re OTEC 6002 and 6016

Hi Charlene,

Thanks for the update...if you don't mind, you can follow up with the AAC as this minor modification shouldn't be an issue. Let me know if you need anything else.

Thanks,

Paul

From: Charlene Walsh
Sent: Tuesday, October 24, 2023 9:49 AM
To: Paul Elliott <Paul.Elliott@mi.mun.ca>; Len Zedel <zedel@mun.ca>; Sean Mullan <Sean.Mullan@mi.mun.ca>
Cc: Jai Rangunathan <Jai.Rangunathan@mi.mun.ca>; Ray Roche <Ray.Roche@mi.mun.ca>; Jamieson, John W <jjamieson@mun.ca>
Subject: RE: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

Hi all,

I am working with Paul on the submission to the Graduate Studies Committee regarding the changes to the prerequisite/corequisite information for OTEC 6002 and 6016, as noted in the conversation below.

I am hoping you will be okay with an amendment to the proposed three items (changes to the Calendar Regulations). Based on reconsideration of the corequisite requirement for the Math courses (OTEC 6016), we realized that the Math course does not need to list OTEC 6002 as a corequisite. Ray has

confirmed (see the email chain attached) that students can do this math course successfully without doing it alongside 6002.

Could you confirm over email that you okay with the changes to the calendar regulations now being:

1. Remove OTEC 6016 (Mathematics for Ocean Technology) as a prerequisite for OTEC 6002 (Geodesy and Positioning) and
2. Add OTEC 6016 (Mathematics for Ocean Technology) as a corequisite to OTEC 6002 (Geodesy and Positioning

We will no longer need to ~~(3) Add OTEC 6002 (Geodesy and Positioning) as a corequisite to OTEC 6016 (Mathematics for Ocean Technology)~~

Thanks for your consideration.

Charlene

From: Jamieson, John W <jjamieson@mun.ca>

Sent: Tuesday, October 24, 2023 9:49 AM

To: Charlene Walsh <Charlene.Walsh@mi.mun.ca>

Subject: Automatic reply: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

Thank you for your message. I am at sea with limited email access until Dec. 1st. Responses may be delayed during this time.

Follow us at #MappingGalapagosVents

John

From: Ray Roche <Ray.Roche@mi.mun.ca>

Sent: Tuesday, October 24, 2023 9:51 AM

To: Charlene Walsh <Charlene.Walsh@mi.mun.ca>; Paul Elliott <Paul.Elliott@mi.mun.ca>; Len Zedel <zedel@mun.ca>; Sean Mullan <Sean.Mullan@mi.mun.ca>

Cc: Jai Ragunathan <Jai.Ragunathan@mi.mun.ca>; Jamieson, John W <jjamieson@mun.ca>

Subject: RE: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

Hello Charlene,

I am in agreement with the proposed change.

Regards,

Ray

From: Len Zedel <zedel@mun.ca>

Sent: Tuesday, October 24, 2023 9:56 AM

To: Charlene Walsh <Charlene.Walsh@mi.mun.ca>; Paul Elliott <Paul.Elliott@mi.mun.ca>; Sean Mullan <Sean.Mullan@mi.mun.ca>

Cc: Jai Rangunathan <Jai.Rangunathan@mi.mun.ca>; Ray Roche <Ray.Roche@mi.mun.ca>; 'Jamieson, John W' <jjamieson@mun.ca>

Subject: RE: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

Charlene,

I approve of these changes.

Regards, Len Zedel

From: Sean Mullan <Sean.Mullan@mi.mun.ca>

Sent: Tuesday, October 24, 2023 1:02 PM

To: Len Zedel <zedel@mun.ca>; Charlene Walsh <Charlene.Walsh@mi.mun.ca>; Paul Elliott <Paul.Elliott@mi.mun.ca>

Cc: Jai Rangunathan <Jai.Rangunathan@mi.mun.ca>; Ray Roche <Ray.Roche@mi.mun.ca>; 'Jamieson, John W' <jjamieson@mun.ca>

Subject: Re: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

I agree, and I approve.

-Sean

From: Jai Rangunathan <Jai.Rangunathan@mi.mun.ca>

Sent: Tuesday, October 24, 2023 4:48 PM

To: Charlene Walsh <Charlene.Walsh@mi.mun.ca>; Paul Elliott <Paul.Elliott@mi.mun.ca>; Len Zedel <zedel@mun.ca>; Sean Mullan <Sean.Mullan@mi.mun.ca>

Cc: Ray Roche <Ray.Roche@mi.mun.ca>; Jamieson, John W <jjamieson@mun.ca>

Subject: RE: Quick Item for AAC Review and Approval - Master of Applied Ocean Technology (Ocean Mapping)

I am in agreement as well.

Jai

Consultations with MAOT Faculty

From: Paul Elliott

Sent: Tuesday, September 19, 2023 2:40 PM

To: Joe Singleton <joe.singleton@mi.mun.ca>; Georgina White <Georgina.White@mi.mun.ca>

Cc: Ray Roche <Ray.Roche@mi.mun.ca>; Salem Morsy <Salem.Morsy@mi.mun.ca>

Subject: OTEC 6002 and OTEC 6016 Math Review

Hello All,

I met with Salem today to discuss the math content in OTEC 6002 and OTEC 6016. Salem reviewed both course outlines and indicated that if the first three units of OTEC 6016 (Geometry, Linear Algebra, and Differential/Integral Calculus) is covered by early-mid November, then all the math requirements will be covered before he needs it in OTEC 6002...this shouldn't be a problem, but I will wait to hear from Ray to see if this timeline will work for him

If so, no structural changes to the course outlines are needed, and no lectures/labs will require any re-ordering and can continue to follow the prescribed path illustrated on the course outlines.

Based upon this, I think we should change OTEC 6016 to a **co-requisite** instead of a pre-requisite to OTEC 6002 since they can both remain in Term 1...if this is agreeable by everyone, I will work with Charlene to get this change officially approved...

If anyone has any comments/suggestions/thoughts, please let me know.

Thanks,

Paul

Paul Elliott | B.Sc | B. Ed (I-S) | B. Ed (P-S) | M. Ed (IT) | Dip. Tech. Ed. | Dip. GIS (Post Grad) | Ph.D. Student

Academic Director / Instructor – Master of Applied Ocean Technology (Ocean Mapping)

Instructor – Diploma of Technology (Ocean Mapping)

School of Ocean Technology

Marine Institute of Memorial University of Newfoundland

155 Ridge Road

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A1C 5R3

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Fx: 709.778.0794

Em: Paul.Elliott@mi.mun.ca

From: Paul Elliott <Paul.Elliott@mi.mun.ca>
Sent: Wednesday, October 11, 2023 9:25 AM
To: Charlene Walsh <Charlene.Walsh@mi.mun.ca>
Subject: FW: OTEC 6002 and OTEC 6016 Math Review

Hi Charlene,

See my email below to Joe/Georgina relating to this change...I spoke to Ray directly on this the day after I met with Salem and he also agrees with the content in the email below.

Thanks,

Paul

**Memorial University of Newfoundland
School of Graduate Studies Calendar Change Proposal Form**

PROGRAM TITLE

12.11 Ethnomusicology
28.5 Master of Music
44.15 Ethnomusicology

RATIONALE

We will be adding Folklore 6060 Foundations of Performance Studies to the Area and Genre Studies sections of both the M.A. and Ph.D. in Ethnomusicology programs. This proposal is in response to students needing additional options under the Area and Genre Studies section. Folklore courses currently listed under this section have limitations on enrollment or are offered infrequently. The subject matter of Folklore 6060 (Issues in Performance Studies) makes it a logical course by which students can meet this program requirement. This course will now be an option for students to complete toward the following degree requirements:

12.11.2.1.a.iii. One area or genre studies course (3 credit hours) relevant to the research of the student.

44.15.2.1.b. Twelve credit hours of electives selected from courses listed below or from relevant courses offered in another discipline (with the approval of the Interdisciplinary Advisory Committee). Ph.D. students may take up to two courses (6 credit hours) in a cognate discipline.

Additionally, this proposal requests the removal of the cross-level listing for Music in Canada MUS 7012 which will result in the complete removal of this course from the School of Graduate Studies calendar. In the updated undergraduate Music curriculum, Music in Canada has been re-numbered as MUS 2007 (formerly MUS 3016).

The Dean and faculty members on the Curriculum Committee and the Interdisciplinary Advisory Committee agree that cross-leveling a 2000-level course with a graduate course is inappropriate. This is in response to current practices within the curriculum (currently only 3000+-level courses are cross-leveled) and committee members' wariness of setting a precedent for other 2000-level courses. Additionally, a 2000-level course would not be in line with the level of other MA courses in ethnomusicology and folklore.

CALENDAR CHANGES

12.11.3 Courses

Area and Genre Studies:

Music 7010 Musics of Asia and Oceania
Music 7011 Musics of Africa and the Americas
~~Music 7012 Music in Canada~~
Music 7013 Music and Culture
Music 7017 Folksong
Music 7018 History of Jazz
Folklore 6060 Foundations of Performance Studies

October 19, 2023

GRENFELL
CAMPUS



TO: Members of the School of Arts and Social Science Academic Council
FROM: Carolyn Parsons, Registrar of Grenfell Campus
SUBJECT: **ALA Course Proposals**

The Committee on Academic Programming wishes to present the following motions at the October 2023 special meeting of the School of Arts and Social Science Academic Council:

MOTION #1

Motion to endorse the approval of the new Graduate Studies course ALA 6117: Early Canadian Literature: Recovering and Reassessing.

MOTION #2

Motion to endorse the approval of a block of Special Topics courses for ALA.

A handwritten signature in cursive script that reads "Carolyn Parsons".

Carolyn Parsons
Registrar, Grenfell Campus

/dh

cc. Dr. K. Jacobsen, Dean, School of Arts and Social Science



Request for Approval of a Graduate Course

SCHOOL OF GRADUATE STUDIES

Adobe Reader, minimum version 8, is required to complete this form. Download the latest version: <http://get.adobe.com/reader>. (1) Save the form by clicking on the diskette icon on the upper left side of the screen; (2) Ensure that you are saving the file in PDF format; (3) Specify where you would like to save the file, e.g. Desktop; (4) Review the [How to create and insert a digital signature](#) webpage for step by step instructions; (5) Fill in the required data and save the file; (6) Send the completed form by email to: sgs@mun.ca.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: Regular Course Special/Selected Topics Course

Course No.: ALA 6117

Course Title: Early Canadian Literature: Recovering and Reassessing

I. To be completed for all requests:

A. Course Type: Lecture course Lecture course with laboratory
 Laboratory course Undergraduate course¹
 Directed readings Other (please specify)

B. Can this course be offered by existing faculty? Yes No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? Yes No
If yes, please specify:

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? Yes No

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):
See attached pages

G. Method of evaluation:	Written	Percentage	Oral
Class tests			
Assignments	40		30
Other (specify):	30% Applied component working on Winnifred Eaton Archive Projects		
Final examination:			

Total 100

¹ Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

Instructor's initials

1. duplication of thesis work _____
2. double credit _____
3. work that is a faculty research product _____
4. overlap with existing courses _____

Recommended for offering in the Fall Winter Spring 2024

Length of session if less than a semester:

III. This course proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies

 2023/08/30

Course instructor

Date

Approval of the head of the academic unit

Date

IV. This course proposal was approved by the Faculty/School/Council

Secretary, Faculty/School/Council

Date

Memorial University of Newfoundland Graduate Calendar Change Proposal Form Senate Summary Page for Courses

COURSE NUMBER AND TITLE

ALA 6117: Early Canadian Literature: Recovering and Reassessing

ALA 6502 – 6515: Special Topics in Applied Literary Arts

ABBREVIATED COURSE TITLE

ALA 6117: Early Cdn Lit.

RATIONALE

ALA 6117 is a new graduate course that will expand the course offerings for MALA students. This course will focus on Canadian literary history beginning with questions of what constitutes Canadian literature, Canadian nationalism, Canadian canon formation, and how Canadian literature came to be a field of study. This course will look at various Canadian literary histories written at different historical moments and from different ideological viewpoints and how they are contested and reconstructed through questions of Canadian nationalism, postcolonial theory and Indigenous and multicultural perspectives on what constitutes Canadian.

ALA 6502 – 6515: Special Topics in Applied Literary Arts will provide flexibility to add courses that will normally be offered on a one-time basis.

CALENDAR CHANGES

5.6 Courses

ALA 6100 **Arts Management**

ALA 6101 **Literary Production**

ALA 6102 **Literary Adaptations**

ALA 6103 **Anthology Building**

ALA 6104 **Children's Literature and Market Politics**

ALA 6105 **Fan Cultures and Fan Studies**

ALA 6106 **Film in Theory, Film in Practice**
ALA 6107 **Documentary Film: Theory and Practice**
ALA 6108 **Life Writing**
ALA 6109 **Literature and Industry**
ALA 6110 **Literary Tourism**
ALA 6111 **Magazine Writing**
ALA 6112 **Print Culture**
ALA 6113 **Asian Literature in the Diaspora and in Translation: Memorials, Museums, and Dark Tourism**
ALA 6114 **Literature and Aging**
ALA 6115 **Writing and Publishing**
ALA 6117 **Early Canadian Literature: Recovering and Reassessing**
ALA 6200 **Introduction to Playwriting**
ALA 6201 **Introduction to Dramaturgy**
ALA 6202 **How to Start a Small Theatre Company**
ALA 6300 **Introduction to Information Management: Principles and Practices**
ALA 6301 **Cultural and Heritage Tourism Development**
ALA 6302 **Culinary Tourism**
ALA 6303 **Special Interest Tourism**
ALA 6304 **Introduction to Curatorial and Museum Studies**
ALA 6502 – 6515 **Special Topics in Applied Literary Arts**

CALENDAR ENTRY AFTER CHANGES

5.6 Courses

ALA 6100 **Arts Management**
ALA 6101 **Literary Production**
ALA 6102 **Literary Adaptations**
ALA 6103 **Anthology Building**
ALA 6104 **Children's Literature and Market Politics**
ALA 6105 **Fan Cultures and Fan Studies**
ALA 6106 **Film in Theory, Film in Practice**
ALA 6107 **Documentary Film: Theory and Practice**

ALA 6108 **Life Writing**

ALA 6109 **Literature and Industry**

ALA 6110 **Literary Tourism**

ALA 6111 **Magazine Writing**

ALA 6112 **Print Culture**

ALA 6113 **Asian Literature in the Diaspora and in Translation: Memorials, Museums, and Dark Tourism**

ALA 6114 **Literature and Aging**

ALA 6115 **Writing and Publishing**

ALA 6117 **Early Canadian Literature: Recovering and Reassessing**

ALA 6200 **Introduction to Playwriting**

ALA 6201 **Introduction to Dramaturgy**

ALA 6202 **How to Start a Small Theatre Company**

ALA 6300 **Introduction to Information Management: Principles and Practices**

ALA 6301 **Cultural and Heritage Tourism Development**

ALA 6302 **Culinary Tourism**

ALA 6303 **Special Interest Tourism**

ALA 6304 **Introduction to Curatorial and Museum Studies**

ALA 6502 – 6515 **Special Topics in Applied Literary Arts**

Library Review: ALA 6117: Early Canadian Literature: Recovering and Reassessing

Date: September 12, 2023

I have reviewed the proposal for the new graduate level course ALA 6117: Early Canadian Literature: Recovering and Reassessing. The library does not have a budget specifically for the new Masters of Applied Literary Arts. Purchases have been coming out of the collection's budget for English. However, the library does have significant existing holdings in Canadian literature. I have identified some resources (eBooks, films, etc.) that would need to be purchased, but many others are already in our collection. Our current budget has the capacity to support the new course.

The library is responsible for copyright clearance for course materials and uses our e-reserves system for clearance and tracking of material used in courses, and checks the licenses for our online materials. We always encourage Instructors to submit their reading list to us so that students will be able to access all their course materials.

Please do not hesitate to contact me should you require further information or clarification or to identify resources you would like the library to purchase.

Crystal Rose
Associate Dean of Libraries,
Grenfell & Harlow Campuses
Memorial University of Newfoundland
crose@grenfell.mun.ca
(709) 637-2183

ALA 6117 Early Canadian Literature: Recovering and Reassessing

This course will focus on Canadian literary history beginning with questions of what constitutes Canadian literature, Canadian nationalism, and Canadian canon formation, and how Canadian literature came to be a field of study. This course will look at various Canadian literary histories written at different historical moments and from different ideological viewpoints, and how they are contested and reconstructed through questions of Canadian nationalism, postcolonial theory, and Indigenous and multicultural perspectives on what constitutes Canadian. This course will ask these questions in part through reading works by particular Canadian authors who have been popular or canonical and fallen out of favour, and/or been recovered. Students will contribute to this process of reassessing and recovering Early Canadian literature through being trained in and contributing to the transcription and coding of the literary work of Winnifred Eaton/Onoto Watanna for the Winnifred Eaton Archive project.

Method of Evaluation/ Marks and Assignments:

Literary History Presentation (15%): Please prepare a PowerPoint presentation of 15-20 minutes on one of the literary histories of Canada. There will be one presentation every week at the beginning of class. At times the class will read the literary history and at other times you will simply present the information from the literary history. Please consider the following critical questions as part of the presentation: What does this literary history say about the publishing and reception of Canadian works? How does this literary history contribute to Canadian literary canon formation or formation of Canadian literary identity? You may also consider the attitudes of the author towards women's writing, Indigenous writing, multicultural writing, Canadian content, and other forms of identity addressed by way of Canadian literary history making and canon formation. Please hand in notes on BrightSpace and in hard copy before the presentation.

Author's Biography Presentation (15%): Please sign up in the first week(s) of class. Please prepare a PowerPoint presentation of 15-20 minutes on one of the early Canadian literary authors under consideration. There are in most cases at least one or more biographies and autobiographies about the author and numerous articles. Please consider their place in the "Canadian literary canon" and how they came to be considered canonical Canadian authors. Please also consider how they contribute to building Canadian identity. What struggles did they face as Canadian authors and how did their particular identity shape their writing and publishing history? You will want to consider questions of economics, gender, education, and the particular historical moment in your discussion of the author. How were they received in their day and how are they viewed now? What in Canada's literary history impacted their reception and how and why or has this changed? Please hand in notes on BrightSpace and in hard copy before the presentation.

Paper and Presentation on Primary Text and Permutations of this text (20%): (The paper constitutes 15% and the presentation 5%) Please prepare a 30-minute presentation on one of the primary texts by an author under consideration in this course. You will need to hand in notes both in hard copy and on Brightspace before your presentation, and a hard copy of your essay and a copy to BrightSpace within 1 week of your presentation. The paper should be 8-12 pages in length, double-spaced, Times New Roman, 12 pt font, MLA format. You will sign up for this in the first week(s) of class. You may take any theoretical approach or historical approach to reading the primary text, but you will want to consider the literary history of the work and the reception of the work both in its day and today. You will want to consider the criticism of the work and its current status in the literary world.

Archival Transcription and Presentation on this primary recovery work (30%): You will transcribe (i.e. record the appearance of a handwritten text accurately) original pieces for the Onoto Watanna archive, and you will distribute copies of the work you did for the class. You will discuss the significance of the work you transcribed and your experience of participating in the project. Your transcriptions should amount to a significant contribution (as defined by you) based on your effort, time, and learning. While the professor determines the final grade for this assignment, one component of the grade will be based a peer grading exercise: that is, having read all of the contributions of your classmates, you will assign a grade to yourself and to each of your classmates on their contributions to the project. These grades are kept confidential, seen only by the professor. This feedback will be taken into consideration in the professor's grading of your work. This is an opportunity for you to think about grading criteria, and you will be given credit for your efforts to fairly assess both your own and your peers' contributions. You will also receive publication credits for each transcription you make. This may mean a few publication credits for shorter pieces or perhaps fewer credits for longer pieces. Your overall output and input is up to you, but please consider that it is worth 30% of your grade and is the applied portion of this class and will contribute to your CV.

In-Class work and Group work and Discussion Questions (20%): These will be assigned weekly in class and worked on in class or assigned as homework or reading questions. These are due to be handed in as hard copies at the end of class or before class on Brightspace and then as hard copies at the beginning of class.

Primary Texts:

Anahareo, and Sophie McCall. *Devil in Deerskins : My Life with Grey Owl*. University of Manitoba Press, 2014.

Atwood, Margaret. *The Burgess Shale : the Canadian Writing Landscape of the 1960s*. First edition., University of Alberta Press, 2017.

Blondin, George. *Yamoria the Lawmaker : Stories of the Dene*. 1st ed., NeWest Press, 1997.

De la Roche, Mazo. *Possession*. A.L. Burt, 1923.

McClung, Nellie L. *Purple Springs*. University of Toronto Press, 1992.

Mealing, S. R., et al. *The Jesuit Relations and Allied Documents a Selection*. Carleton University Press, 1997, <https://doi.org/10.1515/9780773573420>.

Montgomery, L. M. (Lucy Maud). *Emily of New Moon*. Frederick A. Stokes company, 1923.

O'Hagan, Howard, and Michael Ondaatje. *Tay John*. M & S, 1989.

Pratt, E. J. (Edwin John). *Brébeuf and His Brethren*. Macmillan of Canada, 1966.

Salverson, Laura Goodman. *Confessions of an Immigrant's Daughter*. University of Toronto Press, 1981.

Watanna, Onoto. *Cattle*. A. L. Burt Co., 1924.

Watanna, Onoto. *The Honorable Miss Moonlight*. Harper, 2018.

Secondary Texts:

“New Work on Early Canadian Literature [Special Issue].” *Canadian Literature*, vol. 213, 2012, p. 1–.

Atwood, Margaret. *The Burgess Shale : the Canadian Writing Landscape of the 1960s*. First edition., University of Alberta Press, 2017.

Atwood, Margaret. *The Journals of Susanna Moodie*. Oxford University Press, 1970.

Atwood, Margaret, and Charles. Pachter. *The Journals of Susanna Moodie*. Macfarlane Walter & Ross, 1997.

Atwood, Margaret. *Survival : a Thematic Guide to Canadian Literature*. M & S, 2004.

Bailey, Alfred, et al. *Literary History of Canada : Canadian Literature in English (Second Edition) Volume I*. Edited by Alfred Bailey et al., University of Toronto Press,, 2019, <https://doi.org/10.3138/9781487589356>.

Ballstadt, Carl. *The Search for English-Canadian Literature: An Anthology of Critical Articles from the Nineteenth and Early Twentieth Centuries*. University of Toronto Press, 1975.

Bentley, D. M. R.. *The Confederation Group of Canadian Poets, 1880-1897*. University of Toronto Press, 2004, <https://doi.org/10.3138/9781442680876>.

Bentley, D. M. R.. “Reflections on the Situation and Study of Early Canadian Literature in the Long Confederation Period.” *Home Ground and Foreign Territory*, University of Ottawa Press, 2014, p. 17–.

Berger, Carl F., et al. *Literary History of Canada : Canadian Literature in English, Volume IV (Second Edition)*. Edited by Carl F. Berger et al., University of Toronto Press,, 2019, <https://doi.org/10.3138/9781487589547>.

Betts, Gregory. *Avant-Garde Canadian Literature : The Early Manifestations*. University of Toronto Press, 2017, <https://doi.org/10.3138/9781442696907>.

Birchall, Diana. *Onoto Watanna : the Story of Winnifred Eaton*. University of Illinois Press, 2001.

Blodgett, E. ... *Five-Part Invention: A History of Literary History in Canada*. University of Toronto Press, 2005, <https://doi.org/10.3138/9781442674950>.

Bradley, Nicholas, et al. *Greening the Maple : Canadian Ecocriticism in Context*. University of Calgary Press, 2013.

Brooke, Frances. *The History of Emily Montague*. Printed for J. Dodsley ..., 2018.

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Watanna, Onoto. *Me a Book of Remembrance*. Century Co., 1915.

Zichy, Francis. "The 'Complex Fate' of the Canadian in Howard O'Hagan's Tay John." *Essays on Canadian Writing*, vol. 79, no. 79, 2003, p. 199–.

Films:

Beresford, Bruce., et al. *Black Robe*. Alliance Films, 2013.

Brosnan, Pierce, et al. *Grey Owl*. Special edition., Columbia TriStar Home Video, 1999.

Duncan Campbell Scott, the Poet and the Indians. Icarus Films., 1995.

Ellenwood, Lisa, et al. *Sisters in the Wilderness*. Directed by Susan Dando, Canadian Broadcasting Corporation, 2003.

Gallus, Maya, et al. *The Mystery of Mazo de La Roche*. National Film Board of Canada, 2012.

Reading and Presentation Schedule:

Week 1: Introduction to the recovery and reassessment of Early Canadian Literature

Selections from George Blondin's *Yamoria the Lawmaker : Stories of the Dene*; discussion of writing and recording oral history; watch *Village of Widows*

Week 2: What is Canadian Nationalism? Discuss the Literary History of Canada and the publishing history of Canadian literature

Read Cynthia Sugars introduction to *Unhomely States: Theorizing English-Canadian Postcolonialism*

Read George Grant's *Lament for a Nation: The Defeat of Canadian Nationalism* (1965)

Read Northrop Frye's "From Conclusion to *A Literary History of Canada* (1965/1971)"

Read Margaret Atwood's "From *Survival: A Thematic Guide to Canadian Literature* (1972)"

(these selections can all be found on pages 3-26 of *Unhomely States: Theorizing English-Canadian Postcolonialism*) on BrightSpace and on Reserve

Margaret Atwood's *The Burgess Shale : the Canadian Writing Landscape of the 1960s*. Literary History Presentation

Week 3: Read *The Jesuit Relations and Allied Documents a Selection* and E.J. Pratt's *Brébeuf and His Brethren* Presentation

Biography Presentation: Please consider the rewritings on *The Jesuit Relations* in your discussion. You will want to consider E.J. Pratt's *Brebeuf and His Brethren*, and Brian Moore's *Black Robe* (and the film version). How did these documents contribute to nation building? Please consider Part III "What is Canadian Postcolonialism" and Part IV "Settler-Invader Postcolonialism" from *Unhomely States: Theorizing English-Canadian Postcolonialism* in your discussion of these documents. You may also want to consider the case of Joseph Boyden and his rewriting of Jesuit contact. You may also want to consider Nichols' dramatic take in *St. Marie Among the Hurons*.

Literary History Presentation: Carl Ballstadt's *The Search for English-Canadian Literature: An Anthology of Critical Articles from the Nineteenth and Early Twentieth Centuries*

Week 4: Read Onoto Watanna's *Cattle* and *The Honourable Miss Moonlight* (or other Japanese Romance) Presentation

Biography Presentation: Please consider the works by Dominika Ferens, Diana Birchall, and Watanna's own autobiographical writing (*Me* and *Marion*). You may also consider articles about the author. You will want to consider discussions of race and racial passing as discussed by numerous critics.

Literary History Presentation: Fiamengo and Hodd's edited Special Issue in *Canadian Literature* on "New Work on Early Canadian Literature (vol. 213, 2012); Everyone please read at least one article from this issue. The presentation will encompass a number of the articles and perspectives from this issue.

Week 5: Introduction to archival project on Winnifred Eaton with talks from archivists and project coordinators from University of Calgary and University of British Columbia. There will be training on transcription and coding for the archive and you can then begin work on your transcription of original documents for the archive. You will be given publication credit for these transcriptions. You will prepare to present on your work on the archive in the final week of class.

Read Onoto Watanna's *Cattle* and *The Honourable Miss Moonlight* (and/or other Japanese Romance) Presentation

Week 6: Read Anahareo's *Devil in Deerskins : My Life with Grey Owl*. Presentation:

Biographical Presentation: You will want to consider Lovet Dickinson's biography of Grey Owl, Armand Ruffo's revisiting of this figure in poetry through *Grey Owl* and the film version of *Grey Owl*. You will want to consider the reception and treatment of the figure of Grey Owl in the context of Indigenous writing and appropriation of Indigenous identity. Please consider Part V "First Nation Subjects" of Cynthia Sugars' *Unhomely States: Theorizing English-Canadian Postcolonialism* in your presentation.

Literary History Presentation: Janice Fiamengo's *Home Ground and Foreign Territory Essays on Early Canadian Literature*

Week 7: Read Nellie McClung's *Purple Springs* Presentation

Biographical Presentation: Charlotte Gray's *Nellie McClung* among other articles.

Literary History Presentation: Blodgett's *Five-Part Invention: A History of Literary History in Canada*

Literary History Presentation: Wendy Roy's *The Next Instalment : Serials, Sequels, and Adaptations of Nellie L. McClung, L.M. Montgomery, and Mazo de La Roche*

Week 8: Read Howard O'Hagan's *Tay John* Presentation

Literary History Presentation: Gregory Betts' *Avant-Garde Canadian Literature : The Early Manifestations*

Week 9: Read L.M. Montgomery's *Emily of New Moon*

Biography Presentation: Rubio's biography and other biographies on L.M. Montgomery. You may want to consider her autobiography or her journals, as well as collections of essays on topics such as gender and readership outside of Canada.

Literary History Presentation: Wanda Campbell's "Island Ecology and Early Canadian Women Writers" in *Studies in Canadian Literature*, vol. 39, no. 1, 2014, p. 40–, <https://doi.org/10.7202/1062354ar> and Jennifer Chamber's *Diversity and Change in Early Canadian Women's Writing*.

Week 10: Read Mazo De la Roche's *Possession*

Biography Presentation: You will want to consider the biographies including George Hendrick's *Mazo de La Roche* and Heather Kirk's *Mazo de La Roche: Rich and Famous Writer*.

Literary History Presentation: Please consider the role of literary awards in publishing history and how they impact readership and canon formation. For starters you might read David Plevelrin's *The Governor General's Literary Awards of Canada: A Bibliography*.

Week 11: Read Laura Salverson's *Confessions of an Immigrant's Daughter*. Presentation

Literary History Presentation: Sandra Campbell's "Through the Depression to Greater Autonomy: Publishing Frederick Philip Grove and Laura Goodman Salverson, 1933–1954." *Both Hands*, MQUP, 2013, pp. 341–59, <https://doi.org/10.1515/9780773588646-019>.

Carole Gerson's "Writers Without Borders: The Global Framework of Canada's Early Literary History in *Canadian Literature*, vol. 201, no. 201, 2009, p. 15–.

Roy, Wendy. *The Next Instalment : Serials, Sequels, and Adaptations of Nellie L. McClung, L.M. Montgomery, and Mazo de La Roche*. Wilfrid Laurier University Press, 2019.

Week 12: Read Madge Macbeth's *The Patterson Limit* Presentation (you will want to consider the secondary material in the critical edition of *Shackles*):

Literary History (as well as work and ecocritical history) Presentation: Elizabeth Smyth's *Challenging Professions : Historical and Contemporary Perspectives on Women's Professional Work*

You might also consider the ecocritical implications through Bradley, Nicholas Bradley's *Greening the Maple : Canadian Ecocriticism in Context*

Week 13: Wrap up and presentations on the Winnifred Eaton Literary Archive contributions. Discussion of recovering and reassessing the Canadian Literary Canon.

Classroom Policies:

Submitted Work:

For an assignment to be marked you must hand in both a paper and an electronic copy to the correct folder. Failure to hand in either one of these will result in late marks or the work not being marked.

Late Policy:

There will be 10% deducted from the final mark for the first day the assignment is late and 5% deducted from the final mark on each subsequent day the work is late. Late or missed major assignments will only be considered in the following circumstances:

<https://www.mun.ca/university-calendar/university-regulations-undergraduate/6/7/>

(a) the student produces documentation in accordance with Memorial's Calendar Regulations or (b) permission for an extension is obtained in consultation with the instructor at least ONE WEEK prior to the due date of the assignment.

If you know in advance that you will not be available to write an in-class essay or questions, it is your responsibility to make the appropriate arrangements with the instructor at least one week in advance. If you hand in an assignment late you will not be given written feedback. Assignments will not be accepted after they have been returned to your classmates.

Classroom Atmosphere/Regulations:

https://www.mun.ca/student/media/production/memorial/administrative/student-life/files/supports-services/respect/Student_Code_of_Conduct_May_11_2017.pdf

I like to maintain a classroom atmosphere that is conducive to discussion. That means maintaining a level of respect that will allow all students to feel comfortable about sharing ideas. Sexism, racism, homophobia or hate speech of any kind in the classroom will not be tolerated and will result in disciplinary action in accordance with the Student Code of Conduct

Classroom Etiquette:

Phones are not permitted to be used during class time. Please refrain from talking unless you are participating in class discussion.

Academic Misconduct/Plagiarism:

<https://www.mun.ca/university-calendar/school-of-graduate-studies/school-of-graduate-studies/4/12/>

Instances of academic misconduct, including plagiarism and other forms of academic dishonesty, will not be tolerated. Moreover, these offenses are punishable in accordance with Memorial University regulations and may result in the immediate failure of the assignment and/or course, marks on the student's permanent record, suspension, or expulsion. For more information, please refer to the Memorial University Calendar, School of Graduate Studies section 4.12

If you have questions about how to properly cite source materials, or if you are unsure what specifically constitutes academic misconduct, always err on the side of caution and consult your professor for assistance.

Note: in this class all instances of plagiarism will result in a grade of zero on the essay. Rewrites will not be granted under any circumstance, even if the instance of plagiarism amounts to only a couple of lines from a website. Do not plagiarize; cite ALL sources, even if they are not scholarly sources.

Consultation with Professor:

I am available during office hours and can make arrangements to see you before class or at reasonable times during the week. You are welcome to come by the office during office hours or make an appointment to see me

Folklore 6120 Ballad
Folklore 6600 Folklore of Newfoundland
Folklore 6610 Folklore of Canada
Folklore 6620 Folklore of the United States
Folklore 6630 Folklore of the British Isles
Folklore 6770 The Global and the Local

28.5 Courses

A selection of the following graduate courses will be offered to meet the requirements of students, as far as the resources of the School will allow. All courses are 3 credit hours unless otherwise indicated.

6000 Music Research Methods (1 credit hour)
6002 Graduate Seminar (prerequisite: Music 6000)
6005 Performance Practice
6006 Instrumental Ensemble Repertoire
6007 Choral Repertoire
6008 Orchestral Repertoire
6009 Music Literature
6100 Score Study and Analysis
6210 Instrumental Conducting I
6211 Instrumental Conducting II (prerequisite: Music 6210)
6212 Instrumental Conducting Internship I (1 to 3 credit hours)
6213 Instrumental Conducting Internship II (1 to 3 credit hours)
6310 Choral Conducting I
6311 Choral Conducting II (prerequisite: Music 6310)
6312 Choral Conducting Internship I (1 to 3 credit hours)
6313 Choral Conducting Internship II (1 to 3 credit hours)
6400 Music Pedagogy
645A/B Principal Applied Study I (6 credit hours)
646A/B Secondary Principal Applied Study (4 credit hours)
647A/B Principal Applied Study I (6 credit hours)
6500 Chamber Music (2 credit hours per semester. Maximum: 8 credit hours)
6501 Chamber Music (3 credit hours per semester. Maximum: 12 credit hours)
6502 Opera Performance (2 credit hours)
6503 Opera Performance (3 credit hours)
6504 Chamber Music (1 credit hour per semester. Maximum: 4 credit hours)
6505 Conducted Instrumental Ensemble (1 credit hour per semester. Maximum: 4 credit hours)
6507 Jazz Combo (1 credit hour per semester. Maximum: 4 credit hours)
6508 Jazz Combo (2 credit hours per semester. Maximum: 8 credit hours)
6509 Jazz Combo (3 credit hours per semester. Maximum: 12 credit hours)
6510 Seminar in Performance Issues
6600 Pedagogy Seminar
6610 Pedagogy Internship I
6611 Pedagogy Internship II
6700 Career Skills for Musicians
6701 Music in the Community (1 credit hour) (prerequisite: Music 6700)
6702 Music in the Community (2 credit hours) (prerequisite: Music 6700)
6703 Music in the Community (3 credit hours) (prerequisite: Music 6700)
6750 Music Industries Internship (2 credit hours)
6751 Music Industries Internship
6900 Public and Applied Ethnomusicology
7002 Research Paper
7003 Ethnographic Video Methodologies

7007 Music in the Study of Gender, Race and Class
7010 Musics of Asia and Oceania
7011 Musics of Africa and the Americas
~~7012 Music in Canada~~
7013 Music and Culture
7017 Folksong
7018 History of Jazz
7020 Advanced Form
7021 Advanced Post-Tonal Techniques
7210 Instrumental Conducting III (prerequisite: Music 6211)
7310 Choral Conducting III (prerequisite: Music 6311)
745A/B Principal Applied Study II (6 credit hours) (prerequisite: Music 645B)
747A/B Principal Applied Study II (6 credit hours) (prerequisite: Music 647B)
Special Topics Courses
6800-6809
6901-6909
7800-7809

44.15.3 Courses

Area and Genre Studies:

Folklore 6060 Foundations of Performance Studies

Folklore 6120 Ballad

Folklore 6600 Folklore of Newfoundland

Folklore 6610 Folklore of Canada

Folklore 6620 Folklore of the United States

Folklore 6630 Folklore of the British Isles

Folklore 6770 The Global and the Local

CALENDAR ENTRY AFTER CHANGES

12.11.3 Courses

Area and Genre Studies:

Music 7010 Musics of Asia and Oceania

Music 7011 Musics of Africa and the Americas

Music 7013 Music and Culture

Music 7017 Folksong

Music 7018 History of Jazz

Folklore 6060 Foundations of Performance Studies

Folklore 6120 Ballad

Folklore 6600 Folklore of Newfoundland

Folklore 6610 Folklore of Canada

Folklore 6620 Folklore of the United States

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Folklore 6770 The Global and the Local

28.5 Courses

A selection of the following graduate courses will be offered to meet the requirements of students, as far as the resources of the School will allow. All courses are 3 credit hours unless otherwise indicated.

6000 Music Research Methods (1 credit hour)

6002 Graduate Seminar (prerequisite: Music 6000)

6005 Performance Practice

6006 Instrumental Ensemble Repertoire
6007 Choral Repertoire
6008 Orchestral Repertoire
6009 Music Literature
6100 Score Study and Analysis
6210 Instrumental Conducting I
6211 Instrumental Conducting II (prerequisite: Music 6210)
6212 Instrumental Conducting Internship I (1 to 3 credit hours)
6213 Instrumental Conducting Internship II (1 to 3 credit hours)
6310 Choral Conducting I
6311 Choral Conducting II (prerequisite: Music 6310)
6312 Choral Conducting Internship I (1 to 3 credit hours)
6313 Choral Conducting Internship II (1 to 3 credit hours)
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645A/B Principal Applied Study I (6 credit hours)
646A/B Secondary Principal Applied Study (4 credit hours)
647A/B Principal Applied Study I (6 credit hours)
6500 Chamber Music (2 credit hours per semester. Maximum: 8 credit hours)
6501 Chamber Music (3 credit hours per semester. Maximum: 12 credit hours)
6502 Opera Performance (2 credit hours)
6503 Opera Performance (3 credit hours)
6504 Chamber Music (1 credit hour per semester. Maximum: 4 credit hours)
6505 Conducted Instrumental Ensemble (1 credit hour per semester. Maximum: 4 credit hours)
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6703 Music in the Community (3 credit hours) (prerequisite: Music 6700)
6750 Music Industries Internship (2 credit hours)
6751 Music Industries Internship
6900 Public and Applied Ethnomusicology
7002 Research Paper
7003 Ethnographic Video Methodologies
7007 Music in the Study of Gender, Race and Class
7010 Musics of Asia and Oceania
7011 Musics of Africa and the Americas
7013 Music and Culture
7017 Folksong
7018 History of Jazz
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7021 Advanced Post-Tonal Techniques
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7310 Choral Conducting III (prerequisite: Music 6311)
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747A/B Principal Applied Study II (6 credit hours) (prerequisite: Music 647B)
Special Topics Courses

6800-6809

6901-6909

7800-7809

44.15.3 Courses

Area and Genre Studies:

Folklore 6060 Foundations of Performance Studies

Folklore 6120 Ballad

Folklore 6600 Folklore of Newfoundland

Folklore 6610 Folklore of Canada

Folklore 6620 Folklore of the United States

Folklore 6630 Folklore of the British Isles

Folklore 6770 The Global and the Local

APPROVAL

Interdisciplinary Advisory Committee, Ethnomusicology (School of Music and Department of Folklore)
– Friday, November 25, 2022 (Dr. Meghan Forsyth, Graduate Officer for Ethnomusicology)

Committee on Graduate Studies, Master of Music
– Monday, November 27, 2023 (Dr. Michelle Cheramy, Graduate Officer for Master of Music)

School of Music Academic Council
– Tuesday, November 28, 2023 (Dr. Karen Bulmer, Acting Dean School of Music)

Memorial University of Newfoundland and Labrador Undergraduate Calendar Change Proposal Form Cover Page

LIST OF CHANGES

- New course(s):
- Amended or deleted course(s):
- New program(s):
- Amended or deleted program(s):
- New, amended or deleted Glossary of Terms Used in the Calendar entries
- New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- New, amended or deleted General Academic Regulations (Undergraduate)
- New, amended or deleted Faculty, School or Departmental regulations
- Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.



Signature of Dean/Vice-President:

Date:

December 6, 2023

Date of approval by Faculty/Academic Council:

November 24, 2023

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Senate Summary Page for Programs

PROGRAM TITLE

Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS)

RATIONALE

The Labrador Campus and the School of Arctic and Subarctic Studies was created to meet the educational needs, priorities, and demands of Labrador and the North. A key component of our growth and development is the need for a full, interdisciplinary undergraduate program in Labrador, designed around topics of importance and interest to the North, and focused on developing the skills and capacities needed for Northern Leadership. The Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS) will become the anchor undergraduate program for the Labrador Campus, and will introduce the exciting and important opportunity for people in Labrador, as well as from other parts of the province, the country, and around the world, to experience living and studying in the North in a modular-based, interdisciplinary environment.

In addition to the calendar changes related to creation of the new program, the attached changes revised and reorganized the calendar chapter for Labrador Campus to accommodate the first program fully offered by the School of Arctic and Subarctic Studies.

Administration of the Program

This program will be administered by the Dean of the School of Arctic and Subarctic Studies, with support from the Academic Programs Committee and the Senior Assistant Registrar (Labrador Campus and Nunavut Arctic College). Additional administrative support will be provided by the Senior Academic Officer, the Executive Assistant to the Vice-Provost/Dean, and the Administrative Support Specialists at the Labrador Campus. The Vice-Provost/Dean will oversee the overall administration and functioning of the programming. The Recruitment, Retention, and Relationships Officer at the Labrador Campus will support student recruitment and retention, and the Labrador Campus Wellness Navigator will support student wellness.

ANTICIPATED EFFECTIVE DATE

Fall 2024

CALENDAR CHANGES

3 Labrador Campus Description

The Labrador Campus is Memorial University of Newfoundland's newest location. Based in Labrador, the Labrador Campus is a leading centre of research, education, policy, and community partnerships by and for the North. Home to the School of Arctic and Subarctic

Studies and the Pye Centre for Northern Boreal Food Systems, the Labrador Campus provides place-based, Northern-focused, and Indigenous-led education and research opportunities in Labrador and across the North.

The Labrador Campus was officially established in January 2022, building on the 42-year presence of the Labrador Institute in the region. The Labrador Campus is committed to Northern-led, Northern-focused, and Northern-inspired research and education, and works to support the educational aspirations, research priorities, and socio-cultural wellbeing of people in Labrador and throughout the North. Since the Labrador Campus is situated on the homelands of the Innu and Inuit, the Labrador Campus has a special obligation to the Indigenous Peoples of the region, and to working in partnership on Indigenous-driven research and education initiatives.

The School of Arctic and Subarctic Studies is Memorial University of Newfoundland's newest academic unit, and the first in Labrador. Its core mission is to develop and deliver place-based, Northern-focused, and Indigenous-led undergraduate, graduate, and post-graduate degrees, diplomas, certificates, and micro-credential opportunities, focused on meeting the needs and priorities of Labrador and the North. The School is currently offering the four-year Bachelor of Arctic and Subarctic Interdisciplinary Studies, in both general and honours pathways; the four-year Bachelor of Science in Nursing (Collaborative); the Diploma in Northern Peoples, Lands, and Resources; and Engineering One, the first-year of the engineering program; and the Certificate in Northern Technology Stewardship. Multiple programs and courses are currently in development, including: diplomas, certificates, and short courses; undergraduate and programming; graduate programs are under development and courses; joint programming with Nunavut Arctic College; and post-graduate certificates.

The Pye Centre for Northern Boreal Food Systems was established in summer 2019 and is a hub for community-led and Northern-focused food systems research, education, community connections, production, and distribution in Labrador. The Pye Centre works with diverse farmers, researchers, food organizations, communities, and Indigenous, municipal, provincial, and federal government representatives to:

- conduct research that expands and enhances food security, agricultural production and practices, and biodiversity in boreal regions;
- provide undergraduate, graduate, post-graduate, and community education and learning opportunities around Northern farming, agricultural science, food security, and food sovereignty;
- support the agricultural industry in Labrador, both for established farmers and new entrants, through applied research and training; and
- create community gardens, wellness programming, and learning spaces.

Additional information regarding the Labrador Campus is available at www.mun.ca/labradorcampus on its [website](http://www.mun.ca/labradorcampus).

Students must meet all regulations of the Labrador Campus in addition to those stated in the general regulations.

For information concerning fees and charges, admission/readmission to the University, and general academic regulations (undergraduate), refer to [University Regulations \(Undergraduate\)](#).

For information concerning scholarships, bursaries and awards, see www.mun.ca/scholarships/scholarships – the [Scholarships and Awards Office website](#).

4 Description of Programs

The School of Arctic and Subarctic Studies at the Labrador Campus offers rich and deep learning opportunities to facilitate knowledge promotion, protection, creation, and interpretation. These opportunities will enable learners to dream, aspire, and inspire diverse just futures, grounded in Indigenous lands and waters, cultures, practices, philosophies, life journeys, ethics, knowledges, learning pathways, responsibilities, and governances, led by Indigenous partnerships consistent with visions of self-determination. In some areas, programming will be developed uniquely for Labrador; in other areas, programming will be jointly created with other academic units throughout Memorial University of Newfoundland. ~~Programs and courses currently in development include diplomas, certificates, and short courses; undergraduate programming; graduate programs and courses; joint programming with Nunavut Arctic College; and post-graduate certificates.~~

~~4.1 School of Arctic and Subarctic Studies~~

The School of Arctic and Subarctic Studies at the Labrador Campus offers the four-year [Bachelor of Arctic and Subarctic Interdisciplinary Studies](#), the four-year [Bachelor of Science in Nursing \(Collaborative\)](#); the [Diploma in Northern Peoples, Lands and Resources](#); [Engineering One](#), the first-year of the engineering program; and the [Certificate in Northern Technology Stewardship](#).

~~The application for admission or readmission to the University is submitted online at www.mun.ca/undergrad/admissions. Applicants who are new to Memorial University of Newfoundland should follow the application instructions at www.mun.ca/undergrad/apply. Applicants seeking admission to a particular faculty or school may be required to submit additional documents beyond those required for general admission to the University. Applicants should refer to appropriate faculty or school regulations for procedures, deadlines, admission requirements and further information. Applications for admission/readmission should be submitted by the following deadline dates: March 1 for Fall, October 1 for Winter, and February 1 for Spring (14-week, Intersession and Summer session).~~

4.1 Bachelor of Arctic and Subarctic Interdisciplinary Studies

The Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS) provides students with the opportunity to pursue undergraduate learning in an interdisciplinary program that emphasizes place-based and Indigenous learning, with an emphasis on land-based and

experiential learning. This program follows a unique structure, with students learning through two six-week interdisciplinary modules each semester. Students also have 12 credit hours for pursuing student-directed learning options from other Northern institutions, units throughout Memorial University, and professional development opportunities. This program aims to make a strong contribution to understanding and addressing the most pressing needs and priorities of the North, and to training a network of students and learners who will contribute to Northern social, cultural, and economic growth, development, and prosperity. There are two pathways for this program:

1. [General Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies](#)
2. [Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies](#)

4.1.12 Bachelor of Science in Nursing (Collaborative)

~~In cooperation with the Faculty of Nursing, the School of Arctic and Subarctic Studies is offering offers the four-year [Bachelor of Science in Nursing \(Collaborative\)](#) degree program in Happy Valley-Goose Bay at the Labrador Campus. Information regarding admission to the program is available at the [Faculty of Nursing website](#) and in the University Calendar at Faculty of Nursing, Admission/Readmission Regulations for the Bachelor of Science in Nursing (Collaborative) Program and Program Regulations.~~

~~Students must meet all regulations of the Faculty of Nursing and Labrador Campus in addition to those stated in the general regulations. For information concerning admission/readmission to the University and general academic regulations (undergraduate), refer to University Regulations (Undergraduate).~~

4.1.23 Diploma in Northern Peoples, Lands, and Resources

The Diploma in Northern Peoples, Lands and Resources is administered by the School of Arctic and Subarctic Studies at the Labrador Campus in partnership with the [Faculty of Humanities and Social Sciences](#).

The Diploma in Northern Peoples, Lands, and Resources provides a foundation in the understanding of issues relevant to the North, including Labrador, the provincial and territorial Norths in Canada, and the Circumpolar North. The program emphasizes content and approaches that are specifically relevant to understanding Northern and Indigenous societies, economies, and landscapes. Students take courses in multiple disciplines and develop a broad base of knowledge and skills relevant to Northern studies, careers, leadership, and community- and place-based relationships. ~~Information regarding admission to the program is available at the Faculty of Humanities and Social Sciences website and in the University Calendar at Faculty of Humanities and Social Sciences, Diploma Programs, Diploma in Northern Peoples, Lands, and Resources.~~

~~Students must meet all regulations of the Faculty of Humanities and Social Sciences and Labrador Campus in addition to those stated in the general regulations. For information~~

~~concerning admission/readmission to the University and general academic regulations (undergraduate), refer to University Regulations (Undergraduate).~~

4.1.34 Engineering One

~~The [Faculty of Engineering and Applied Science](#) and the School of Arctic and Subarctic Studies offers [Engineering One](#), the first-year of the engineering program, at the Labrador Campus. Information regarding admission to the program is available at the Faculty of Engineering and Applied Science website and in the University Calendar at Faculty of Engineering and Applied Science, Description of Program.~~

~~Students must meet all regulations of the Faculty of Engineering and Applied Science and Labrador Campus in addition to those stated in the general regulations. For information concerning admission/readmission to the University and general academic regulations (undergraduate), refer to University Regulations (Undergraduate).~~

4.1.5 Certificate in Northern Technology Stewardship

The Certificate in Northern Technology Stewardship is administered by the Faculty of Engineering and Applied Science in cooperation with the School of Arctic and Subarctic Studies. The certificate is intended for students in any major of the Bachelor of Engineering (B.Eng.) program who are interested in learning about the particular implications of engineering in Arctic and Subarctic regions.

For information regarding the Certificate in Northern Technology Stewardship, refer to Faculty of Engineering and Applied Science, Certificate in Northern Technology Stewardship.

5 Admission/Readmission Regulations for Labrador Campus

The application for admission or readmission to the University is submitted [online](#). Applicants who are new to Memorial University of Newfoundland should follow the [application instructions](#). Applications for admission/readmission should be submitted by the following deadline dates: March 1 for Fall, October 1 for Winter, and February 1 for Spring (14-week, Intersession, and Summer session). Applications received later than the stated deadline dates will be processed as time and resources permit. For further information refer to [University Regulations \(Undergraduate\)](#), [Admission/Readmission to the University \(Undergraduate\)](#).

5.1 Bachelor of Arctic and Subarctic Interdisciplinary Studies

1. In addition to the regulations governing admission to the University available at [University Regulations \(Undergraduate\)](#), [Admission/Readmission to the University \(Undergraduate\)](#), students entering the Bachelor of Arctic and Subarctic Interdisciplinary

Studies program (General or Honours) must have completed a high school diploma or equivalent, and will normally hold an overall average of 70% or higher.

2. Students who do not meet this requirement may still be considered for admission into the program based on professional and leadership contributions to Arctic and Subarctic regions. Students should consult [University Regulations \(Undergraduate\), Applicants Who Are Requesting Special Admission](#) for information regarding special admissions to the University.
3. Students who have previously been admitted to the Bachelor of Arctic and Subarctic Interdisciplinary Studies program and have not registered for courses for three consecutive semesters must submit an application for readmission to the University in order to resume studies in the Program. Students should consult [University Regulations \(Undergraduate\), Admission/Readmission Information](#) for more information regarding applications for readmission.

5.2 Bachelor of Science in Nursing

Information regarding admission to the program is available on the [Faculty of Nursing website](#) and in the University Calendar at [Faculty of Nursing, Admission/Readmission Regulations for the Bachelor of Science in Nursing \(Collaborative\) Program](#).

5.3 Diploma in Northern Peoples, Lands, and Resources

Information regarding admission to the program is available on the [Faculty of Humanities and Social Sciences website](#) and in the University Calendar at [Faculty of Humanities and Social Sciences, Diploma in Northern Peoples, Lands, and Resources](#).

5.4 Engineering One

Information regarding admission to programs is available on the [Faculty of Engineering and Applied Science website](#) and in the University Calendar at [Faculty of Engineering and Applied Science, Description of Program](#).

5.5 Certificate in Northern Technology Stewardship

Information regarding the certificate is available ~~in~~on the Faculty of Engineering and Applied Science section of ~~this calendar in~~ the University Calendar at [Certificate in Northern Technology Stewardship](#).

6 Program Regulations

6.1 Bachelor of Arctic and Subarctic Interdisciplinary Studies

1. All students in the Bachelor of Arctic and Subarctic Interdisciplinary Studies must complete a total of 120 credit hours, including 108 credit hours of set modules and courses (12 modules), and 12 credit hours of student-directed learning.
2. Each module contains courses that are classroom-based, land-based, and/or experiential, for a total of 9 credit hours per module. Each of the modules are structured to be interdisciplinary, bringing together learning on each topic from diverse perspectives and disciplines in an integrative way.
3. Each of these modules are six weeks in duration, with a one week break between. This means that each semester, students will complete two modules, and earn a total of 18 credit hours. This accelerated–yet supportive and intuitive–learning structure means that most students will finish their program in three years.

6.1.1 Program Pathways

Students may complete either the General Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies or the Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies.

6.1.1.1 The General Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies

1. The General Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies consists of 108 credit hours of required courses in 12 modules, with an additional 12 credit hours of electives and professional development options, taken from: a list of approved Northern-focused courses from throughout Memorial University; other Northern post-secondary universities (with approval of the Dean of the School of Arctic and Subarctic Studies); and other professional- and skills-development options (with approval of the Dean of the School of Arctic and Subarctic Studies). This provides the opportunity for students to pursue their own learning and interests within this interdisciplinary program.
2. To be considered for graduation with the General Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies, students must successfully complete the courses identified in [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#), including:
 - a. SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies (3 credit hours)
 - b. SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies (6 credit hours), which requires completion of a community-based and community-led project.

6.1.1.2 The Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies

1. The Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies consists of 108 credit hours of required courses in 12 modules, with an additional 12 credit hours of electives and professional development options taken from: a list of approved Northern-focused courses from throughout Memorial University; other Northern post-secondary universities (with approval of the Dean of the School of Arctic and Subarctic Studies); and other professional- and skills-development options (with approval of the Dean of the School of Arctic and Subarctic Studies).
2. The Honours degree provides the opportunity, over and above the requirements of the General degree, for learners to pursue a research-focused concentration at an advanced level in an approved area, consisting of in-depth learning and community-focused research in the North. An Honours degree is an advantage for students who may wish to pursue additional research through graduate studies, have a clear commitment to and/or passions for a particular area of study, and who plan to advance work in chosen areas of professional interest.
3. Students interested in pursuing the Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies must apply for entry to the Honours program through the Office of the Registrar. Students accepted in the Honours program must arrange their program in consultation with the Dean of the School of Arctic and Subarctic Studies and/or the faculty advisor.
4. To be considered for graduation with the Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies, students must successfully complete the courses identified in [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#), including:
 - a. SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies (3 credit hours) with a minimum grade of 75%,
 - b. SASS 4302 Thesis Project in Arctic and Subarctic Interdisciplinary Studies (6 credit hours), which requires completion of a community-based and community-led thesis project, including a presentation and defense, with a minimum grade of 75%.

6.1.2 Modules and Courses in the Bachelor of Arctic and Subarctic Interdisciplinary Studies

6.1.2.1 Module 1: Peoples of What is Now Called Labrador I

Module 1 engages students in interdisciplinary and Indigenous forms of knowledge and scholarship to strengthen their understanding of the unique histories, cultures, and places of the Innu of Nitassinan and Inuit of Nunatsiavut and NunatuKavut. This module is structured over the first half of the Fall Semester in Year 1.

- Classroom-Based Courses:
 - SASS 1000: Indigenous Peoples, Places, and Cultures in What is Now Called Labrador
 - SASS 1001: Indigenous Governance in Labrador (6 Credit Hours)

6.1.2.2 Module 2: Peoples of What is Now Called Labrador II

Module 2 introduces students to decolonial, Indigenous and Western forms of knowledge and scholarship to strengthen their understanding of the natural and human history of what is now called Labrador. This module is structured over the second half of the Fall Semester in Year 1.

- Classroom-Based Course:
 - SASS 1002: A Timeline of Human History in What is Now Called Labrador
- Land-Based Courses:
 - SASS 1500: Fall Camp I
 - SASS 1501: Fall Camp II

6.1.2.3 Module 3: The Circumpolar North

Module 3 engages students with diverse knowledges and scholarship from Indigenous and settler artists, academics, community and political leaders, and local experts from these regions to stimulate interest in and understanding of the complex issues facing the Circumpolar North. This module is structured over the first half of the Winter Semester in Year 1.

- Classroom-Based Courses:
 - SASS 1003: An Introduction to the Circumpolar North
 - SASS 1004: Peoples of the Circumpolar North
- Land-Based Course:
 - SASS 1502: Lands and Waters of the Circumpolar North

6.1.2.4 Module 4: Stories of the North

Module 4 engages students with Labrador storytellers, narrative styles, and knowledge representations, and immerses them in land-based learning. This module is structured over the second half of the Winter Semester in Year 1.

- Classroom-Based Course:

- SASS 2000: Narratives of Labrador
- Land-Based Course:
 - SASS 2500: Land Stories
- Experiential Course:
 - SASS 2700: Storying Labrador Futures

6.1.2.5 Module 5: Strengthening Indigenous & Northern Health, Healing, and Wellbeing

Module 5 introduces students to key issues in concepts of Arctic and Northern Indigenous health and healing, health policies, health equity, from Indigenous and land-based approaches to health and wellness. This module is structured over the first half of the Fall Semester in Year 2.

- Classroom-Based Course:
 - SASS 2001: Northern and Indigenous Health and Healing I
- Land-Based Course:
 - SASS 2501: Northern and Indigenous Health and Healing II (6 Credit Hours)

6.1.2.6 Module 6: Colonization and Reconciliation

Module 6 engages students with leading national and Indigenous-led policy and advocacy efforts, creating space for the practical application of key concepts like colonization and reconciliation in context. This module is structured over the second half of the Fall Semester in Year 2.

- Classroom-Based Courses:
 - SASS 2002: Studies in the History of Colonialism in Canada
 - SASS 2003: Reconciliation and Indigenous-Colonial Relations in Canada
- Land-Based Course:
 - SASS 2502: Learning through Relationship

6.1.2.7 Module 7: Resistance, Resilience, and Reclamation

Module 7 introduces students to Northern and Indigenous theories, concepts and practices that strengthen interdisciplinary understandings of Indigenous resistance, resilience, and reclamation. This module is structured over the first half of the Winter Semester in Year 2.

- Classroom-Based Course:
 - SASS 3000: Critical Issues in Decolonization
- Experiential Course:
 - SASS 3700: Studies in Reclamation and Resurgence in the North (6 Credit Hours)

6.1.2.8 Module 8: Arctic and Subarctic Ways of Knowing, Doing, & Being

Module 8 enables students to explore the ways in which the land teaches, governs, and balances all life. This module is structured over the second half of the Winter Semester in Year 2, and begins with a two-week land camp.

- Classroom-Based Courses:
 - SASS 3001: Healing the Land
 - SASS 3002: Land as Teacher
- Land-Based Course:
 - SASS 3500: Land and Learning

6.1.2.9 Module 9: Relational Connections with Wildlife, Fish, & Plants

Module 9 explores co-management theory and practices across Northern Canada, emphasizing Labrador and Inuit Nunangat. This module is structured over the first half of the Fall Semester in Year 3.

- Classroom-Based Courses:
 - SASS 3003: Critical Issues in Co-Management in the North
 - SASS 3004: Co-Management in Theory & Practice
- Land-Based Course:
 - SASS 3501: Indigenous-Led Conservation & Stewardship in the North

6.1.2.10 Module 10: Relationships & Responsibilities

Module 10 provides students with opportunities to participate in learning experiences with Elders, Knowledge Holders, Land, and the more-than-human entities of Place. This module is structured over the second half of the Fall Semester in Year 3.

- Classroom-Based Courses:

- SASS 4000: Relational Accountabilities & Responsibilities
- SASS 4001: Reclaiming Land
- Experiential Course:
 - SASS 4700: Narrating Our Relational Accountability to Land

6.1.2.11 Module 11: Sustainable Self-Determined Futures

Module 11 involves interdisciplinary learning opportunities that engage key concepts and theories in the field of self-determination as it intersects with governance, laws, and justice among Northern and Indigenous Peoples. This module is structured over the first half of the Winter Semester in Year 3.

- Classroom-Based Courses:
 - SASS 4002: Studies in Indigenous Governance in Canada I: Laws and Justice
 - SASS 4003: Studies in Indigenous Governance in Canada II: Sustainable Self-Determination (6 Credit Hours)

6.1.2.12 Module 12: Building Your Own Futures

Module 12 is structured over the second half of the Winter Semester in Year 3 and into the spring semester. Students have the opportunity to pursue their own independent learning, research, and/or community project, focused on building from their learning from the other modules, and following their own interests and ideas. This module has two pathways: one for General degree students and one for Honours degree students.

- Classroom-Based Courses:
 - SASS 4300: Applied Research in Arctic and Subarctic Interdisciplinary Studies
 - SASS 4301: Major Project in Arctic and Subarctic Interdisciplinary Studies (6 Credit Hours) or
 - SASS 4302: Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies (6 Credit Hours)

6.1.2.13 Student-Directed Learning (12.0 Credit Hours).

In addition to the above modules, students will also have the opportunity to pursue their own learning interests with the equivalent of 12 credit hours available for student-directed learning. This can include taking other Memorial University courses at other campuses, looking for educational opportunities at the other Northern post-secondary

institutions in Canada or throughout the Circumpolar North, or taking skills-based learning and training opportunities relevant to living and working in the North (e.g. Wilderness First Aid, Guardian training). Students will be provided with a list of suggested possibilities upon entering the program, and will be supported throughout their degree to complete these additional 12 credit hours in ways that align with their personal and professional interests and aspirations. External learning opportunities will be assessed under [Transfer Credit](#) or [Prior Learning Assessment and Recognition \(PLAR\)](#) regulations as appropriate. Given the accelerated and immersive nature of the modules in the program, students should plan to complete this program component during spring semesters or times when they are not completing other program requirements.

Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies

<u>Term</u>	<u>Modules</u>	<u>Courses</u>
<u>Fall, Year 1</u> <u>Modules 1 & 2</u>	<u>Peoples of What is Now Called Labrador I</u>	<u>Classroom: SASS 1000, 1001 (6CH)</u>
	<u>Peoples of What is Now Called Labrador II</u>	<u>Classroom: SASS 1002</u> <u>Land: SASS 1500, 1501</u>
<u>Winter, Year 1</u> <u>Modules 3 & 4</u>	<u>The Circumpolar North</u>	<u>Classroom: SASS 1003, 1004</u> <u>Land: SASS 1502</u>
	<u>Stories of the North</u>	<u>Classroom: SASS 2000</u> <u>Land: SASS 2500</u> <u>Experiential: SASS 2700</u>
<u>Fall, Year 2</u> <u>Modules 5 & 6</u>	<u>Strengthening Indigenous & Northern Health, Healing, and Wellbeing</u>	<u>Classroom: SASS 2001</u> <u>Land: SASS 2501 (6CH)</u>
	<u>Colonization and Reconciliation</u>	<u>Classroom: SASS 2002, 2003</u> <u>Land: SASS 2502</u>
<u>Winter, Year 2</u> <u>Modules 7 & 8</u>	<u>Resistance, Resilience, and Reclamation</u>	<u>Classroom: SASS 3000</u> <u>Experiential: SASS 3700 (6CH)</u>
	<u>Arctic and Subarctic Ways of Knowing, Doing, & Being</u>	<u>Classroom: SASS 3001, 3002</u> <u>Land: SASS 3500</u>
<u>Fall, Year 3</u> <u>Modules 9 & 10</u>	<u>Relational Connections with Wildlife, Fish, & Plants</u>	<u>Classroom: SASS 3003, 3004</u> <u>Land: SASS 3501</u>
	<u>Relationships & Responsibilities</u>	<u>Classroom: SASS 4000, 4001</u> <u>Experiential: SASS 4700</u>

<u>Winter, Year 3 Modules 11 & 12</u>	<u>Sustainable Self-Determined Futures</u>	<u>Classroom: SASS 4002, 4003 (6CH)</u>
	<u>Building Your Own Futures</u>	<u>Classroom: SASS 4300, 4301 (6CH) or 4302 (6CH)</u>
<p><u>Student Directed Learning (12CH): Students will be provided with a list of suggested possibilities upon entering the program, and will be supported throughout their degree to complete this component of the degree in ways that align with their personal and professional interests and aspirations. Given the accelerated and immersive nature of the modules in the program, students should plan to complete this program component during spring semesters or times when they are not completing other program requirements.</u></p>		

6.2 Bachelor of Science in Nursing (Collaborative)

Students must meet all regulations of the Faculty of Nursing and Labrador Campus in addition to those stated in the general regulations. For information concerning the Bachelor of Nursing (Collaborative) program, refer to [Faculty of Nursing, Program Regulations](#).

6.3 Diploma in Northern Peoples, Lands, and Resources

Students must meet all regulations of the Faculty of Humanities and Social Sciences and Labrador Campus in addition to those stated in the general regulations. For information concerning the Diploma in Northern Peoples, Lands, and Resources, refer to [Faculty of Humanities and Social Sciences, Diploma in Northern Peoples, Lands, and Resources](#).

6.4 Engineering One

Students must meet all regulations of the Faculty of Engineering and Applied Science and Labrador Campus in addition to those stated in the general regulations. For information concerning Engineering One, refer to [Faculty of Engineering and Applied Science, Promotion Status \(Engineering One\)](#) and [Faculty of Engineering and Applied Science, Program Regulations](#).

6.5 Certificate in Northern Technology Stewardship

For information regarding the Certificate in Northern Technology Stewardship, refer to [Faculty of Engineering and Applied Science, Certificate in Northern Technology Stewardship](#).

7 Promotion Regulations

7.1 Bachelor of Arctic and Subarctic Interdisciplinary Studies

1. Students in the Bachelor of Arctic and Subarctic Interdisciplinary Studies must meet [University Continuance](#) criteria at the end of each semester in which they complete modules in the Program.
2. Students must successfully complete all courses in Modules 1 and 2 prior to registering for courses in Modules 3 through 11.
3. Students who do not successfully complete courses in Modules 3 through 11 must successfully complete those courses prior to registering for courses in Module 12, either as additional courses during subsequent Modules or following Module 11. Students are advised to refer to [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#) for timing of course availability when planning to repeat courses that were not completed successfully.
4. Students who wish to take a leave of absence from the Bachelor of Arctic and Subarctic Interdisciplinary Studies program are advised that the courses and Modules in the Program are offered in the semesters indicated in [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#) and that a leave of absence may result in the need to complete the remainder of the program in a different sequence than prescribed in [Modules and Courses in the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#).

7.2 Bachelor of Science in Nursing

Students must meet all regulations of the Faculty of Nursing and Labrador Campus in addition to those stated in the general regulations. For information concerning promotion in the Bachelor of Science in Nursing, refer to [Faculty of Nursing, Promotion Regulations](#).

7.3 Diploma in Northern Peoples, Lands and Resources

Students must meet all regulations of the Faculty of Humanities and Social Sciences and Labrador Campus in addition to those stated in the general regulations. For information concerning the Diploma in Northern Peoples, Lands, and Resources, refer to [Faculty of Humanities and Social Sciences, Diploma in Northern Peoples, Lands, and Resources](#).

7.4 Engineering One

Students must meet all regulations of the Faculty of Engineering and Applied Science and Labrador Campus in addition to those stated in the general regulations. For information concerning promotion from Engineering One, refer to [Faculty of Engineering and Applied Science, Promotion Status \(Engineering One\)](#).

7.5 Certificate in Northern Technology Stewardship

For information regarding the Certificate in Northern Technology Stewardship, refer to [Faculty of Engineering and Applied Science, Certificate in Northern Technology Stewardship](#).

8 Graduation

Upon meeting the qualifications for the program, students must apply to graduate on the prescribed "Application for Graduation" form. This form may be obtained online at [selfservice.mun.ca](#). [Memorial Self Service](#). The deadlines for application submission are July 15 for Fall (October) graduation, January 3 for Winter (February) in-absentia graduation, and January 15 for Spring (May) graduation. Applications received after these dates will be processed as time and resources permit. Additional information is available from the [Office of the Registrar](#) at [www.mun.ca/regoff/graduation](#). Information regarding Convocation, including the dates of the ceremony, is available at [www.mun.ca/convocation](#) on the [Convocation website](#).

69 Waiver of Campus Regulations

A student has the right to request waiver of ~~Campus~~ regulations. The requirement for a specific course, or courses, may in special circumstances, and upon individual request, be waived by the ~~Curriculum and Programming Committee on Undergraduate Studies~~. Such waivers shall not reduce the total number of credits required for the Degree or Diploma.

A student wishing waiver of University academic regulations should refer to [University Regulations \(Undergraduate\), Waiver of Regulations](#).

710 Appeal of Decisions

Any student whose request for waiver of ~~Campus~~ regulations has been denied has the right to appeal. For further information refer to [University Regulations \(Undergraduate\), Appeal of Decisions](#).

11 Course Descriptions

School of Arctic and Subarctic Studies courses are identified by a four-digit numbering system, with the second digit denoting the following:

<u>0,1,2: Classroom-based courses</u>
<u>3: Research courses</u>
<u>4: Language courses</u>

5,6: Land-based courses
7,8: Experiential Courses

11.1 Classroom-Based Courses

All courses in the BASIS program are completed in six-week modules. Students should consult [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#) to determine whether the course is normally completed in the first six weeks or the final six weeks of the semester.

SASS 1000 Indigenous Peoples, Places, and Cultures in What is Now Called Labrador

explores the diverse histories, cultures, traditions, and stories of the diverse Indigenous Peoples in what is now known as Labrador, who have occupied the lands, waters, and sea ice for millennia. Students will be guided by interdisciplinary and Indigenous forms of knowledge and scholarship to strengthen their understanding of the unique histories, cultures, and places of the Innu of Nitassinan and Inuit of Nunatsiavut and NunatuKavut.

PR: Enrolment in the BASIS program.

SASS 1001 Indigenous Governance in Labrador

provides opportunities to become familiar with traditional and modern forms of Indigenous governance and Peoples. Indigenous and local experts, knowledge keepers, and Elders will contribute to rich learning in areas of importance to Labrador Indigenous Peoples, and place-based learning activities will ensure students experience people, place, and culture in meaningful, culturally relevant ways. Through course materials and dialogue, students will strengthen critical reading and writing skills through engaged writing assignments on local, Indigenous governance.

CH: 6

PR: Enrolment in the BASIS program

SASS 1002 A Timeline of Human History in What is Now Called Labrador

introduces students to western and Indigenous knowledges related to the long-term history, both environmental and human, of what is now called Labrador. Students will learn about and compare academic and local knowledge on topics related to environmental transformation, archaeological/human history, and human adaptation spanning millennia.

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

SASS 1003 An Introduction to the Circumpolar North

familiarizes students with Arctic and Subarctic lands, waters, peoples, and issues, including Indigenous Peoples whose ancestors inhabited these lands prior to colonization and who continue to live there today – including Inuit, Sami, Cree, Dene, and Innu Peoples. Students will engage with knowledges and scholarship from Indigenous and settler artists, academics, community and political leaders, and local experts from these regions to explore issues including decolonization and reconciliation, climate change, resource exploitation, militarization, and sociopolitical transformation.

PR: Modules 1 and 2 of the BASIS program

SASS 1004 Peoples of the Circumpolar North

introduces participants to the contemporary and traditional cultures, places, and societies of the Circumpolar world through interdisciplinary studies of Indigenous and Western knowledges of the North. Participants will engage with local and academic data that highlights continuity and transformation within the cultures, histories, and societies of the North, including peoples' adaptation to climate change, industrialization, and self-determination.

PR: Modules 1 and 2 of the BASIS program

SASS 2000 Narratives of Labrador

engages students with Labrador storytellers in a broad range of narrative formats including oral stories, written stories, plays, film, and songs that reflect the land of Labrador, the life of the land, and the human experiences of place. Students will engage with Labrador storytellers to explore the techniques used in interweaving Arctic and Subarctic lands, waters, ice, and snow into Labrador stories.

PR: Modules 1 and 2 of the BASIS program

SASS 2001 Northern and Indigenous Health and Healing I

provides students with a critical understanding of Indigenous and Circumpolar wellness including social determinants of health and the innovative, strength-based approaches of Indigenous and Northern-led cultural and land-based initiatives that promote well-being. Students will learn from Indigenous Knowledge Holders and cultural leaders, as they explore concepts of well-being, cultural healing practices, and interconnectivity to land through cultural knowledge and land-based skills within and across regions of the Circumpolar North.

PR: Modules 1 and 2 of the BASIS program

SASS 2002 Studies in the History of Colonialism in Canada

explores critical and anti-colonial scholarship to facilitate dialogue and reflection in the study of colonialism in Canada. Students will engage with and explore in-depth the meaning of

concepts like colonization while engaging diverse experiences and perspectives from Indigenous community members to enrich their learning.

PR: Modules 1 and 2 of the BASIS program

SASS 2003 Reconciliation and Indigenous-Colonial Relations in Canada

explores the topic of reconciliation in Canada in both theory and praxis, while engaging in critical reflection and learning to enhance understandings of the diverse experiences and perspectives related to reconciliation in the context of Indigenous-non-Indigenous relations.

PR: Modules 1 and 2 of the BASIS program

SASS 3000 Issues in Decolonization

explores leading Indigenous scholarship on decolonial practices. Students will enhance critical thinking and analytical skills as they engage with decolonizing theories as a tool to critically examine assimilative power structures in the context of Indigenous community and political resistance efforts. Students will participate in place-based learning activities that enhance their understanding of community led reclamation and strengthen understanding of diverse Indigenous realities.

PR: Modules 1 and 2 of the BASIS program

SASS 3001 Healing the Land

is a course in which students will engage with Elders and Knowledge Holders in exploring how humans are deeply connected to all aspects of life on the Land, gaining a deeper understanding of the dynamics through which Land regulates, balances, and heals life.

PR: Modules 1 and 2 of the BASIS program

SASS 3002 Land as Teacher

explores the ways in which knowing, doing, and being are directly linked to the Land. The course centers on land as governing life as it teaches people what they need to know to live in an Arctic or Subarctic ecosystem; provides the necessities of life; and informs language and humanities

PR: Modules 1 and 2 of the BASIS program

SASS 3003 Critical Issues in Co-Management in the North

critically examines community-based co-management and provides an in-depth perspective of actual co-management scenarios giving learners the opportunity to engage with real content and critically important issues for resource users. The course will use a cultural keystone species to illustrate the concepts of community-based co-management.

PR: Modules 1 and 2 of the BASIS program

SASS 3004 Co-Management in Theory & Practice

provides students with a hands-on learning experience researching a critical species from a particular perspective (federal government, provincial government, Indigenous government, community), and then presenting and negotiating recommendations in a mock consensus-based decision-making exercise. Through this course, students will work with co-management professionals, Indigenous leaders and Knowledge Holders, and provincial and federal government representatives to understand and hone their perspectives and recommendations, and prepare for the mock decision-making process.

PR: Modules 1 and 2 of the BASIS program

SASS 4000 Relational Accountabilities & Responsibilities

engages students in exploring the complex and dynamic network of interconnected life within Northern lands and considering the role of humans within these relationships. During sessions with Elders, Knowledge Holders, and Indigenous scholars, students will explore the theoretical concepts and understandings of relational accountability to one another and to all others.

PR: Modules 1 and 2 of the BASIS program

SASS 4001 Reclaiming Land

deepens students' understanding of how colonialism has impacted human connection to the Land and the significance of the current Landback movement. In this course, students will examine how Land is integral to Indigenous self-determination, the ways in which Land nurtures and sustains culture, and the evidence of reciprocity and responsibility in stewardship.

PR: Modules 1 and 2 of the BASIS program

SASS 4002 Studies in Indigenous Governance in Canada I: Laws and Justice

critically engages students in discussion, research and writing that centres Indigenous concepts of law and justice. This course examines how Indigenous Nations, organizations, and governments are working to revitalize their traditional legal systems and concepts following centuries of colonization and are incorporating legal systems into modern systems of governance and justice.

PR: Modules 1 and 2 of the BASIS program

SASS 4003 Studies in Indigenous Governance in Canada II: Sustainable Self-Determination

combines leading Indigenous scholarship and diverse community perspectives to facilitate reflective dialogue and writing that strengthens holistic understandings of sustainable self-determination, while critically engaging Canadian policy and legislation in areas that impact Indigenous rights and self-determination efforts.

CH: 6

PR: Modules 1 and 2 of the BASIS program

SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies

provides students with the foundation required to complete Arctic and Subarctic Interdisciplinary research in the 21st century. This will be accomplished through the study of contemporary research issues in the North, and through completion of a project proposal.

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe.

SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies

is the course in which participants work with a faculty supervisor to complete a major critical/creative project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies. The project must be rooted in Northern-focused research and culminate in a critical/creative contribution to a chosen area of study.

CH: 6

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe.

SASS 4302 Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies

is the course in which participants work with a faculty supervisor to complete the Thesis Research project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies. The research project must be rooted in Northern-focused research and culminate in a thesis, including a presentation and defense.

CH: 6

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe.

11.2 Land-Based Courses

All courses in the BASIS program are completed in six-week modules. Students should consult [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#) to determine whether the course is normally completed in the first six weeks or the final six weeks of the semester.

Due to the immersive, location-based nature of the learning experience, attendance is required for each of the following courses.

SASS 1500 Fall Camp I

initiates students to the land, people, and waters of coastal Labrador. Participants will spend 48 hours on the land and waters of coastal Labrador with a host community, organization, or family. In this time students will work together to set up tents, procure food, water, and wood, prepare meals, and participate in coastal-based cultural activities and learning.

AR: Attendance is required

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

SASS 1501 Fall Camp II

initiates students to the land, people, and waters of interior Labrador. Participants will spend 48 hours on the land and waters in the Labrador interior with a host community, organization, or family. In this time students will work together to set up tents, procure food, water, and wood, prepare meals, and participate in interior-based cultural activities and learning.

AR: Attendance is required

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

SASS 1502 Lands and Waters of the Circumpolar North

introduces students to the past and present climatic and environmental conditions, and future predictions in the Circumpolar North. Students will learn about the long-term climatic and

environmental history, current conditions and future predictions of Northern lands and waters through Indigenous, settler and western art, history, and science.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

SASS 2500 Land Stories

is a land-based course in which students explore the Land as the wellspring of Northern narratives and examine the ways in which stories inform human understanding and consciousness of place.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

SASS 2501 Northern and Indigenous Health and Healing II

provides students with opportunities to learn with and from Labrador and Northern lands, waters, and Peoples through a 72-hour land-based intensive experience. They will learn how lands and waters are points of health, healing, and wellness, and engage in holistic ways of understanding connections between Northern and Indigenous cultures, knowledges, and wellbeing. Experiential learning opportunities will connect land-based and cultural skills with multiple dimensions of health and wellness specific to Northern ways of living and learning.

AR: Attendance is required

CH: 6

PR: Modules 1 and 2 of the BASIS program

SASS 2502 Learning through Relationship

is an experiential, place-based course that will introduce students to traditional knowledge holders/Elders from Indigenous communities in Labrador. Engaged learning, either on the land or in other traditional settings, will facilitate opportunities for knowledge sharing and storytelling, which are important forms of teaching and learning and support critical reflection and growth on matters of reconciliation and relationships.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

SASS 3500 Land and Learning

is a land-based camp in which students will explore learning on the Land. They will investigate the skills, shared over generations, that are needed to live in the Arctic and Subarctic. Students will also have an opportunity to experience travel by dogsled.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

SASS 3501 Indigenous-Led Conservation & Stewardship in the North

introduces students to a variety of issues, challenges, and opportunities for Indigenous-led natural resource management and conservation in the North. Through hands-on learning experiences on the land, students will connect with a variety of Indigenous leaders and knowledge holders and conservation and stewardship practitioners, while spending time on the land working with fish, wildlife, and plants.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

11.3 Experiential Courses

All courses in the BASIS program are completed in six-week modules. Students should consult [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#) to determine whether the course is normally completed in the first six weeks or the final six weeks of the semester.

Due to the experiential nature of the following courses, attendance is required for each course.

SASS 2700 Storying Labrador Futures

is an experiential course in which students collaborate to envision possible Labrador futures. Based on these ideas, the students will develop narratives which they will enact through the creative arts.

AR: Attendance is required

PR: Enrolment in the BASIS program

SASS 3700 Studies in Reclamation and Resurgence in the North

engages critical Indigenous scholarship to support and enrich learning around matters of Indigenous resilience and reclamation. Through experiential and applied cultural learning, co-led with Indigenous communities in Labrador, students will participate in place-based learning and creation activities that enhance their understanding of community-led reclamation and strengthen understanding of diverse Indigenous realities. Students will create and complete projects related to cultural expression, reclamation, and resurgence.

AR: Attendance is required

CH: 6

PR: Modules 1 and 2 of the BASIS program

SASS 4700 Narrating Our Relational Accountability to Land

is a course in which students use oral storytelling and spoken word to explore voice as a tool in communicating the role of humans in the interconnectivity of all Life. Students will develop and share narratives that demonstrate their understanding of relational accountability, responsibility, and reciprocity within Arctic and Subarctic Lands.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

3 Labrador Campus Description

The Labrador Campus is Memorial University of Newfoundland's newest location. Based in Labrador, the Labrador Campus is a leading centre of research, education, policy, and community partnerships by and for the North. Home to the School of Arctic and Subarctic Studies and the Pye Centre for Northern Boreal Food Systems, the Labrador Campus provides place-based, Northern-focused, and Indigenous-led education and research opportunities in Labrador and across the North.

The Labrador Campus was officially established in January 2022, building on the 42-year presence of the Labrador Institute in the region. The Labrador Campus is committed to Northern-led, Northern-focused, and Northern-inspired research and education, and works to support the educational aspirations, research priorities, and socio-cultural wellbeing of people in Labrador and throughout the North. Since the Labrador Campus is situated on the homelands of the Innu and Inuit, the Labrador Campus has a special obligation to the Indigenous Peoples of the region, and to working in partnership on Indigenous-driven research and education initiatives.

The School of Arctic and Subarctic Studies is Memorial University of Newfoundland's newest academic unit, and the first in Labrador. Its core mission is to develop and deliver place-based, Northern-focused, and Indigenous-led undergraduate, graduate, and post-graduate degrees, diplomas, certificates, and micro-credential opportunities, focused on meeting the needs and priorities of Labrador and the North. The School is currently offering the four-year Bachelor of Arctic and Subarctic Interdisciplinary Studies, in both general and honours pathways; the four-year Bachelor of Science in Nursing (Collaborative); the Diploma in Northern Peoples, Lands, and Resources; Engineering One, the first-year of the engineering program; and the Certificate in Northern Technology Stewardship. Multiple programs and courses are currently in development, including: diplomas, certificates, and short courses; undergraduate programming;

graduate programs and courses; joint programming with Nunavut Arctic College; and post-graduate certificates.

The Pye Centre for Northern Boreal Food Systems was established in summer 2019 and is a hub for community-led and Northern-focused food systems research, education, community connections, production, and distribution in Labrador. The Pye Centre works with diverse farmers, researchers, food organizations, communities, and Indigenous, municipal, provincial, and federal government representatives to:

- conduct research that expands and enhances food security, agricultural production and practices, and biodiversity in boreal regions;
- provide undergraduate, graduate, post-graduate, and community education and learning opportunities around Northern farming, agricultural science, food security, and food sovereignty;
- support the agricultural industry in Labrador, both for established farmers and new entrants, through applied research and training; and
- create community gardens, wellness programming, and learning spaces.

Additional information regarding the Labrador Campus is available on its [website](#).

Students must meet all regulations of the Labrador Campus in addition to those stated in the general regulations.

For information concerning fees and charges, admission/readmission to the University, and general academic regulations (undergraduate), refer to [University Regulations \(Undergraduate\)](#).

For information concerning scholarships, bursaries and awards, see the [Scholarships and Awards Office website](#).

4 Description of Programs

The School of Arctic and Subarctic Studies at the Labrador Campus offers rich and deep learning opportunities to facilitate knowledge promotion, protection, creation, and interpretation. These opportunities will enable learners to dream, aspire, and inspire diverse just futures, grounded in Indigenous lands and waters, cultures, practices, philosophies, life journeys, ethics, knowledges, learning pathways, responsibilities, and governances, led by Indigenous partnerships consistent with visions of self-determination. In some areas, programming will be developed uniquely for Labrador; in other areas, programming will be jointly created with other academic units throughout Memorial University of Newfoundland.

The School of Arctic and Subarctic Studies at the Labrador Campus offers the four-year [Bachelor of Arctic and Subarctic Interdisciplinary Studies](#), the four-year [Bachelor of Science in Nursing \(Collaborative\)](#); the [Diploma in Northern Peoples, Lands and Resources](#); [Engineering](#)

[One](#), the first-year of the engineering program; and the [Certificate in Northern Technology Stewardship](#).

4.1 Bachelor of Arctic and Subarctic Interdisciplinary Studies

The Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS) provides students with the opportunity to pursue undergraduate learning in an interdisciplinary program that emphasizes place-based and Indigenous learning, with an emphasis on land-based and experiential learning. This program follows a unique structure, with students learning through two six-week interdisciplinary modules each semester. Students also have 12 credit hours for pursuing student-directed learning options from other Northern institutions, units throughout Memorial University, and professional development opportunities. This program aims to make a strong contribution to understanding and addressing the most pressing needs and priorities of the North, and to training a network of students and learners who will contribute to Northern social, cultural, and economic growth, development, and prosperity. There are two pathways for this program:

1. [General Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies](#)
2. [Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies](#)

4.2 Bachelor of Science in Nursing (Collaborative)

In cooperation with the Faculty of Nursing, the School of Arctic and Subarctic Studies offers the four-year [Bachelor of Science in Nursing \(Collaborative\)](#) degree program in Happy Valley-Goose Bay at the Labrador Campus.

4.3 Diploma in Northern Peoples, Lands, and Resources

The Diploma in Northern Peoples, Lands and Resources is administered by the School of Arctic and Subarctic Studies at the Labrador Campus in partnership with the [Faculty of Humanities and Social Sciences](#).

The Diploma in Northern Peoples, Lands, and Resources provides a foundation in the understanding of issues relevant to the North, including Labrador, the provincial and territorial Norths in Canada, and the Circumpolar North. The program emphasizes content and approaches that are specifically relevant to understanding Northern and Indigenous societies, economies, and landscapes. Students take courses in multiple disciplines and develop a broad base of knowledge and skills relevant to Northern studies, careers, leadership, and community- and place-based relationships.

4.4 Engineering One

The [Faculty of Engineering and Applied Science](#) and the School of Arctic and Subarctic Studies offers [Engineering One](#), the first-year of the engineering program, at the Labrador Campus

4.5 Certificate in Northern Technology Stewardship

The Certificate in Northern Technology Stewardship is administered by the Faculty of Engineering and Applied Science in cooperation with the School of Arctic and Subarctic Studies. The certificate is intended for students in any major of the Bachelor of Engineering (B.Eng.) program who are interested in learning about the particular implications of engineering in Arctic and Subarctic regions.

For information regarding the Certificate in Northern Technology Stewardship, refer to [Faculty of Engineering and Applied Science, Certificate in Northern Technology Stewardship](#).

5 Admission/Readmission Regulations for Labrador Campus

The application for admission or readmission to the University is submitted [online](#). Applicants who are new to Memorial University of Newfoundland should follow the [application instructions](#). Applications for admission/readmission should be submitted by the following deadline dates: March 1 for Fall, October 1 for Winter, and February 1 for Spring (14-week, Intersession, and Summer session). Applications received later than the stated deadline dates will be processed as time and resources permit. For further information refer to [University Regulations \(Undergraduate\), Admission/Readmission to the University \(Undergraduate\)](#).

5.1 Bachelor of Arctic and Subarctic Interdisciplinary Studies

1. In addition to the regulations governing admission to the University available at [University Regulations \(Undergraduate\), Admission/Readmission to the University \(Undergraduate\)](#), students entering the Bachelor of Arctic and Subarctic Interdisciplinary Studies program (General or Honours) must have completed a high school diploma or equivalent, and will normally hold an overall average of 70% or higher.
2. Students who do not meet this requirement may still be considered for admission into the program based on professional and leadership contributions to Arctic and Subarctic regions. Students should consult [University Regulations \(Undergraduate\), Applicants Who Are Requesting Special Admission](#) for information regarding special admissions to the University.
3. Students who have previously been admitted to the Bachelor of Arctic and Subarctic Interdisciplinary Studies program and have not registered for courses for three consecutive semesters must submit an application for readmission to the University in order to resume studies in the Program. Students should consult [University Regulations \(Undergraduate\), Admission/Readmission Information](#) for more information regarding applications for readmission.

5.2 Bachelor of Science in Nursing

Information regarding admission to the program is available on the [Faculty of Nursing website](#) and in the University Calendar at [Faculty of Nursing, Admission/Readmission Regulations for the Bachelor of Science in Nursing \(Collaborative\) Program](#).

5.3 Diploma in Northern Peoples, Lands, and Resources

Information regarding admission to the program is available on the [Faculty of Humanities and Social Sciences website](#) and in the University Calendar at [Faculty of Humanities and Social Sciences, Diploma in Northern Peoples, Lands, and Resources](#).

5.4 Engineering One

Information regarding admission to programs is available on the [Faculty of Engineering and Applied Science website](#) and in the University Calendar at [Faculty of Engineering and Applied Science, Description of Program](#).

5.5 Certificate in Northern Technology Stewardship

Information regarding the certificate is available on the Faculty of Engineering and Applied Science section of the University Calendar at [Certificate in Northern Technology Stewardship](#).

6 Program Regulations

6.1 Bachelor of Arctic and Subarctic Interdisciplinary Studies

1. All students in the Bachelor of Arctic and Subarctic Interdisciplinary Studies must complete a total of 120 credit hours, including 108 credit hours of set modules and courses (12 modules), and 12 credit hours of student-directed learning.
2. Each module contains courses that are classroom-based, land-based, and/or experiential, for a total of 9 credit hours per module. Each of the modules are structured to be interdisciplinary, bringing together learning on each topic from diverse perspectives and disciplines in an integrative way.
3. Each of these modules are six weeks in duration, with a one week break between. This means that each semester, students will complete two modules, and earn a total of 18 credit hours. This accelerated–yet supportive and intuitive–learning structure means that most students will finish their program in three years.

6.1.1 Program Pathways

Students may complete either the General Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies or the Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies.

6.1.1.1 The General Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies

1. The General Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies consists of 108 credit hours of required courses in 12 modules, with an additional 12 credit hours of electives and professional development options, taken from: a list of approved Northern-focused courses from throughout Memorial University; other Northern post-secondary universities (with approval of the Dean of the School of Arctic and Subarctic Studies); and other professional- and skills-development options (with approval of the Dean of the School of Arctic and Subarctic Studies). This provides the opportunity for students to pursue their own learning and interests within this interdisciplinary program.
2. To be considered for graduation with the General Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies, students must successfully complete the courses identified in [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#), including:
 - a. SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies (3 credit hours)
 - b. SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies (6 credit hours), which requires completion of a community-based and community-led project.

6.1.1.2 The Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies

1. The Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies consists of 108 credit hours of required courses in 12 modules, with an additional 12 credit hours of electives and professional development options taken from: a list of approved Northern-focused courses from throughout Memorial University; other Northern post-secondary universities (with approval of the Dean of the School of Arctic and Subarctic Studies); and other professional- and skills-development options (with approval of the Dean of the School of Arctic and Subarctic Studies).
2. The Honours degree provides the opportunity, over and above the requirements of the General degree, for learners to pursue a research-focused concentration at an advanced level in an approved area, consisting of in-depth learning and community-focused research in the North. An Honours degree is an advantage for students who may wish to pursue additional research through graduate studies, have a clear commitment to and/or passions for a particular area of study, and who plan to advance work in chosen areas of professional interest.
3. Students interested in pursuing the Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies must apply for entry to the Honours program through the Office of the Registrar. Students accepted in the Honours program must arrange their program

in consultation with the Dean of the School of Arctic and Subarctic Studies and/or the faculty advisor.

4. To be considered for graduation with the Honours Degree of Bachelor of Arctic and Subarctic Interdisciplinary Studies, students must successfully complete the courses identified in [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#), including:
 - a. SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies (3 credit hours) with a minimum grade of 75%
 - b. SASS 4302 Thesis Project in Arctic and Subarctic Interdisciplinary Studies (6 credit hours), which requires completion of a community-based and community-led thesis project, including a presentation and defense, with a minimum grade of 75%.

6.1.2 Modules and Courses in the Bachelor of Arctic and Subarctic Interdisciplinary Studies

6.1.2.1 Module 1: Peoples of What is Now Called Labrador I

Module 1 engages students in interdisciplinary and Indigenous forms of knowledge and scholarship to strengthen their understanding of the unique histories, cultures, and places of the Innu of Nitassinan and Inuit of Nunatsiavut and NunatuKavut. This module is structured over the first half of the Fall Semester in Year 1.

- *Classroom-Based Courses:*
 - SASS 1000: Indigenous Peoples, Places, and Cultures in What is Now Called Labrador
 - SASS 1001: Indigenous Governance in Labrador (6 Credit Hours)

6.1.2.2 Module 2: Peoples of What is Now Called Labrador II

Module 2 introduces students to decolonial, Indigenous and Western forms of knowledge and scholarship to strengthen their understanding of the natural and human history of what is now called Labrador. This module is structured over the second half of the Fall Semester in Year 1.

- *Classroom-Based Course:*
 - SASS 1002: A Timeline of Human History in What is Now Called Labrador
- *Land-Based Courses:*
 - SASS 1500: Fall Camp I

- SASS 1501: Fall Camp II

6.1.2.3 Module 3: The Circumpolar North

Module 3 engages students with diverse knowledges and scholarship from Indigenous and settler artists, academics, community and political leaders, and local experts from these regions to stimulate interest in and understanding of the complex issues facing the Circumpolar North. This module is structured over the first half of the Winter Semester in Year 1.

- *Classroom-Based Courses:*
 - SASS 1003: An Introduction to the Circumpolar North
 - SASS 1004: Peoples of the Circumpolar North
- *Land-Based Course:*
 - SASS 1502: Lands and Waters of the Circumpolar North

6.1.2.4 Module 4: Stories of the North

Module 4 engages students with Labrador storytellers, narrative styles, and knowledge representations, and immerses them in land-based learning. This module is structured over the second half of the Winter Semester in Year 1.

- *Classroom-Based Course:*
 - SASS 2000: Narratives of Labrador
- *Land-Based Course:*
 - SASS 2500: Land Stories
- *Experiential Course:*
 - SASS 2700: Storying Labrador Futures

6.1.2.5 Module 5: Strengthening Indigenous & Northern Health, Healing, and Wellbeing

Module 5 introduces students to key issues in concepts of Arctic and Northern Indigenous health and healing, health policies, health equity, from Indigenous and land-based approaches to health and wellness. This module is structured over the first half of the Fall Semester in Year 2.

- *Classroom-Based Course:*
 - SASS 2001: Northern and Indigenous Health and Healing I

- *Land-Based Course:*
 - SASS 2501: Northern and Indigenous Health and Healing II (6 Credit Hours)

6.1.2.6 Module 6: Colonization and Reconciliation

Module 6 engages students with leading national and Indigenous-led policy and advocacy efforts, creating space for the practical application of key concepts like colonization and reconciliation in context. This module is structured over the second half of the Fall Semester in Year 2.

- *Classroom-Based Courses:*
 - SASS 2002: Studies in the History of Colonialism in Canada
 - SASS 2003: Reconciliation and Indigenous-Colonial Relations in Canada
- *Land-Based Course:*
 - SASS 2502: Learning through Relationship

6.1.2.7 Module 7: Resistance, Resilience, and Reclamation

Module 7 introduces students to Northern and Indigenous theories, concepts and practices that strengthen interdisciplinary understandings of Indigenous resistance, resilience, and reclamation. This module is structured over the first half of the Winter Semester in Year 2.

- *Classroom-Based Course:*
 - SASS 3000: Critical Issues in Decolonization
- *Experiential Course:*
 - SASS 3700: Studies in Reclamation and Resurgence in the North (6 Credit Hours)

6.1.2.8 Module 8: Arctic and Subarctic Ways of Knowing, Doing, & Being

Module 8 enables students to explore the ways in which the land teaches, governs, and balances all life. This module is structured over the second half of the Winter Semester in Year 2, and begins with a two-week land camp.

- *Classroom-Based Courses:*
 - SASS 3001: Healing the Land
 - SASS 3002: Land as Teacher

- *Land-Based Course:*
 - SASS 3500: Land and Learning

6.1.2.9 Module 9: Relational Connections with Wildlife, Fish, & Plants

Module 9 explores co-management theory and practices across Northern Canada, emphasizing Labrador and Inuit Nunangat. This module is structured over the first half of the Fall Semester in Year 3.

- *Classroom-Based Courses:*
 - SASS 3003: Critical Issues in Co-Management in the North
 - SASS 3004: Co-Management in Theory & Practice
- *Land-Based Course:*
 - SASS 3501: Indigenous-Led Conservation & Stewardship in the North

6.1.2.10 Module 10: Relationships & Responsibilities

Module 10 provides students with opportunities to participate in learning experiences with Elders, Knowledge Holders, Land, and the more-than-human entities of Place. This module is structured over the second half of the Fall Semester in Year 3.

- *Classroom-Based Courses:*
 - SASS 4000: Relational Accountabilities & Responsibilities
 - SASS 4001: Reclaiming Land
- *Experiential Course:*
 - SASS 4700: Narrating Our Relational Accountability to Land

6.1.2.11 Module 11: Sustainable Self-Determined Futures

Module 11 involves interdisciplinary learning opportunities that engage key concepts and theories in the field of self-determination as it intersects with governance, laws, and justice among Northern and Indigenous Peoples. This module is structured over the first half of the Winter Semester in Year 3.

- *Classroom-Based Courses:*
 - SASS 4002: Studies in Indigenous Governance in Canada I: Laws and Justice

- SASS 4003: Studies in Indigenous Governance in Canada II: Sustainable Self-Determination (6 Credit Hours)

6.1.2.12 Module 12: Building Your Own Futures

Module 12 is structured over the second half of the Winter Semester in Year 3 and into the spring semester. Students have the opportunity to pursue their own independent learning, research, and/or community project, focused on building from their learning from the other modules, and following their own interests and ideas. This module has two pathways: one for General degree students and one for Honours degree students.

- *Classroom-Based Courses:*
 - SASS 4300: Applied Research in Arctic and Subarctic Interdisciplinary Studies
 - SASS 4301: Major Project in Arctic and Subarctic Interdisciplinary Studies (6 Credit Hours) *or*
 - SASS 4302: Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies (6 Credit Hours)

6.1.2.13 Student-Directed Learning (12.0 Credit Hours).

In addition to the above modules, students will also have the opportunity to pursue their own learning interests with the equivalent of 12 credit hours available for student-directed learning. This can include taking other Memorial University courses at other campuses, looking for educational opportunities at the other Northern post-secondary institutions in Canada or throughout the Circumpolar North, or taking skills-based learning and training opportunities relevant to living and working in the North (e.g. Wilderness First Aid, Guardian training). Students will be provided with a list of suggested possibilities upon entering the program, and will be supported throughout their degree to complete these additional 12 credit hours in ways that align with their personal and professional interests and aspirations. External learning opportunities will be assessed under [Transfer Credit](#) or [Prior Learning Assessment and Recognition \(PLAR\)](#) regulations as appropriate. Given the accelerated and immersive nature of the modules in the program, students should plan to complete this program component during spring semesters or times when they are not completing other program requirements.

Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies

Term	Modules	Courses
Fall, Year 1 Modules 1 & 2	Peoples of What is Now Called Labrador I	Classroom: SASS 1000, 1001 (6CH)

	Peoples of What is Now Called Labrador II	Classroom: SASS 1002 Land: SASS 1500, 1501
Winter, Year 1 Modules 3 & 4	The Circumpolar North	Classroom: SASS 1003, 1004 Land: SASS 1502
	Stories of the North	Classroom: SASS 2000 Land: SASS 2500 Experiential: SASS 2700
Fall, Year 2 Modules 5 & 6	Strengthening Indigenous & Northern Health, Healing, and Wellbeing	Classroom: SASS 2001 Land: SASS 2501 (6CH)
	Colonization and Reconciliation	Classroom: SASS 2002, 2003 Land: SASS 2502
Winter, Year 2 Modules 7 & 8	Resistance, Resilience, and Reclamation	Classroom: SASS 3000 Experiential: SASS 3700 (6CH)
	Arctic and Subarctic Ways of Knowing, Doing, & Being	Classroom: SASS 3001, 3002 Land: SASS 3500
Fall, Year 3 Modules 9 & 10	Relational Connections with Wildlife, Fish, & Plants	Classroom: SASS 3003, 3004 Land: SASS 3501
	Relationships & Responsibilities	Classroom: SASS 4000, 4001 Experiential: SASS 4700
Winter, Year 3 Modules 11 & 12	Sustainable Self-Determined Futures	Classroom: SASS 4002, 4003 (6CH)
	Building Your Own Futures	Classroom: SASS 4300, 4301 (6CH) or 4302 (6CH)
<p>Student Directed Learning (12CH): Students will be provided with a list of suggested possibilities upon entering the program, and will be supported throughout their degree to complete this component of the degree in ways that align with their personal and professional interests and aspirations. Given the accelerated and immersive nature of the modules in the program, students should plan to complete this program component during spring semesters or times when they are not completing other program requirements.</p>		

6.2 Bachelor of Science in Nursing (Collaborative)

Students must meet all regulations of the Faculty of Nursing and Labrador Campus in addition to those stated in the general regulations. For information concerning the Bachelor of Nursing (Collaborative) program, refer to [Faculty of Nursing, Program Regulations](#).

6.3 Diploma in Northern Peoples, Lands, and Resources

Students must meet all regulations of the Faculty of Humanities and Social Sciences and Labrador Campus in addition to those stated in the general regulations. For information concerning the Diploma in Northern Peoples, Lands, and Resources, refer to [Faculty of Humanities and Social Sciences, Diploma in Northern Peoples, Lands, and Resources](#).

6.4 Engineering One

Students must meet all regulations of the Faculty of Engineering and Applied Science and Labrador Campus in addition to those stated in the general regulations. For information concerning Engineering One, refer to [Faculty of Engineering and Applied Science, Promotion Status \(Engineering One\)](#) and [Faculty of Engineering and Applied Science, Program Regulations](#).

6.5 Certificate in Northern Technology Stewardship

For information regarding the Certificate in Northern Technology Stewardship, refer to [Faculty of Engineering and Applied Science, Certificate in Northern Technology Stewardship](#).

7 Promotion Regulations

7.1 Bachelor of Arctic and Subarctic Interdisciplinary Studies

1. Students in the Bachelor of Arctic and Subarctic Interdisciplinary Studies must meet [University Continuance](#) criteria at the end of each semester in which they complete modules in the Program.
2. Students must successfully complete all courses in Modules 1 and 2 prior to registering for courses in Modules 3 through 11.
3. Students who do not successfully complete courses in Modules 3 through 11 must successfully complete those courses prior to registering for courses in Module 12, either as additional courses during subsequent Modules or following Module 11. Students are advised to refer to [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#) for timing of course availability when planning to repeat courses that were not completed successfully.
4. Students who wish to take a leave of absence from the Bachelor of Arctic and Subarctic Interdisciplinary Studies program are advised that the courses and Modules in the Program are offered in the semesters indicated in [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#) and that a leave of absence may result in the need to complete the remainder of the program in a different sequence than prescribed in [Modules and Courses in the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#).

7.2 Bachelor of Science in Nursing

Students must meet all regulations of the Faculty of Nursing and Labrador Campus in addition to those stated in the general regulations. For information concerning promotion in the Bachelor of Science in Nursing, refer to [Faculty of Nursing, Promotion Regulations](#).

7.3 Diploma in Northern Peoples, Lands and Resources

Students must meet all regulations of the Faculty of Humanities and Social Sciences and Labrador Campus in addition to those stated in the general regulations. For information concerning the Diploma in Northern Peoples, Lands, and Resources, refer to [Faculty of Humanities and Social Sciences, Diploma in Northern Peoples, Lands, and Resources](#).

7.4 Engineering One

Students must meet all regulations of the Faculty of Engineering and Applied Science and Labrador Campus in addition to those stated in the general regulations. For information concerning promotion from Engineering One refer to [Faculty of Engineering and Applied Science, Promotion Status \(Engineering One\)](#).

7.5 Certificate in Northern Technology Stewardship

For information regarding the Certificate in Northern Technology Stewardship, refer to [Faculty of Engineering and Applied Science, Certificate in Northern Technology Stewardship](#).

8 Graduation

Upon meeting the qualifications for the program, students must apply to graduate on the prescribed "Application for Graduation" form. This form may be obtained online at [Memorial Self Service](#). The deadlines for application submission are July 15 for Fall (October) graduation, January 3 for Winter (February) in-absentia graduation, and January 15 for Spring (May) graduation. Applications received after these dates will be processed as time and resources permit. Additional information is available from the [Office of the Registrar](#). Information regarding Convocation, including the dates of the ceremony, is available on the [Convocation website](#).

9 Waiver of Regulations

A student has the right to request waiver of regulations. The requirement for a specific course, or courses, may in special circumstances, and upon individual request, be waived by the Curriculum and Programming Committee. Such waivers shall not reduce the total number of credits required for the Degree or Diploma.

A student wishing waiver of University academic regulations should refer to [University Regulations \(Undergraduate\), Waiver of Regulations](#).

10 Appeal of Decisions

Any student whose request for waiver of regulations has been denied has the right to appeal. For further information refer to [University Regulations \(Undergraduate\), Appeal of Decisions](#).

11 Course Descriptions

School of Arctic and Subarctic Studies courses are identified by a four-digit numbering system, with the second digit denoting the following:

0,1,2: Classroom-based courses
3: Research courses
4: Language courses
5,6: Land-based courses
7,8: Experiential Courses

11.1 Classroom-Based Courses

All courses in the BASIS program are completed in six-week modules. Students should consult [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#) to determine whether the course is normally completed in the first six weeks or the final six weeks of the semester.

SASS 1000 Indigenous Peoples, Places, and Cultures in What is Now Called Labrador

explores the diverse histories, cultures, traditions, and stories of the diverse Indigenous Peoples in what is now known as Labrador, who have occupied the lands, waters, and sea ice for millennia. Students will be guided by interdisciplinary and Indigenous forms of knowledge and scholarship to strengthen their understanding of the unique histories, cultures, and places of the Innu of Nitassinan and Inuit of Nunatsiavut and NunatuKavut.

PR: Enrolment in the BASIS program.

SASS 1001 Indigenous Governance in Labrador

provides opportunities to become familiar with traditional and modern forms of Indigenous governance and Peoples. Indigenous and local experts, knowledge keepers, and Elders will contribute to rich learning in areas of importance to Labrador Indigenous Peoples, and place-based learning activities will ensure students experience people, place, and culture in meaningful, culturally relevant ways. Through course materials and dialogue, students will strengthen critical reading and writing skills through engaged writing assignments on local, Indigenous governance.

CH: 6

PR: Enrolment in the BASIS program

SASS 1002 A Timeline of Human History in What is Now Called Labrador

introduces students to western and Indigenous knowledges related to the long-term history, both environmental and human, of what is now called Labrador. Students will learn about and compare academic and local knowledge on topics related to environmental transformation, archaeological/human history, and human adaptation spanning millennia.

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

SASS 1003 An Introduction to the Circumpolar North

familiarizes students with Arctic and Subarctic lands, waters, peoples, and issues, including Indigenous Peoples whose ancestors inhabited these lands prior to colonization and who continue to live there today – including Inuit, Sami, Cree, Dene, and Innu Peoples. Students will engage with knowledges and scholarship from Indigenous and settler artists, academics, community and political leaders, and local experts from these regions to explore issues including decolonization and reconciliation, climate change, resource exploitation, militarization, and sociopolitical transformation.

PR: Modules 1 and 2 of the BASIS program

SASS 1004 Peoples of the Circumpolar North

introduces participants to the contemporary and traditional cultures, places, and societies of the Circumpolar world through interdisciplinary studies of Indigenous and Western knowledges of the North. Participants will engage with local and academic data that highlights continuity and transformation within the cultures, histories, and societies of the North, including peoples' adaptation to climate change, industrialization, and self-determination.

PR: Modules 1 and 2 of the BASIS program

SASS 2000 Narratives of Labrador

engages students with Labrador storytellers in a broad range of narrative formats including oral stories, written stories, plays, film, and songs that reflect the land of Labrador, the life of the land, and the human experiences of place. Students will engage with Labrador storytellers to explore the techniques used in interweaving Arctic and Subarctic lands, waters, ice, and snow into Labrador stories.

PR: Modules 1 and 2 of the BASIS program

SASS 2001 Northern and Indigenous Health and Healing I

provides students with a critical understanding of Indigenous and Circumpolar wellness including social determinants of health and the innovative, strength-based approaches of Indigenous and Northern-led cultural and land-based initiatives that promote well-being. Students will learn from Indigenous Knowledge Holders and cultural leaders, as they explore concepts of well-being, cultural healing practices, and interconnectivity to land through cultural knowledge and land-based skills within and across regions of the Circumpolar North.

PR: Modules 1 and 2 of the BASIS program

SASS 2002 Studies in the History of Colonialism in Canada

explores critical and anti-colonial scholarship to facilitate dialogue and reflection in the study of colonialism in Canada. Students will engage with and explore in-depth the meaning of concepts like colonization while engaging diverse experiences and perspectives from Indigenous community members to enrich their learning.

PR: Modules 1 and 2 of the BASIS program

SASS 2003 Reconciliation and Indigenous-Colonial Relations in Canada

explores the topic of reconciliation in Canada in both theory and praxis, while engaging in critical reflection and learning to enhance understandings of the diverse experiences and perspectives related to reconciliation in the context of Indigenous-non-Indigenous relations.

PR: Modules 1 and 2 of the BASIS program

SASS 3000 Issues in Decolonization

explores leading Indigenous scholarship on decolonial practices. Students will enhance critical thinking and analytical skills as they engage with decolonizing theories as a tool to critically examine assimilative power structures in the context of Indigenous community and political resistance efforts. Students will participate in place-based learning activities that enhance their understanding of community led reclamation and strengthen understanding of diverse Indigenous realities.

PR: Modules 1 and 2 of the BASIS program

SASS 3001 Healing the Land

is a course in which students will engage with Elders and Knowledge Holders in exploring how humans are deeply connected to all aspects of life on the Land, gaining a deeper understanding of the dynamics through which Land regulates, balances, and heals life.

PR: Modules 1 and 2 of the BASIS program

SASS 3002 Land as Teacher

explores the ways in which knowing, doing, and being are directly linked to the Land. The course centers on land as governing life as it teaches people what they need to know to live in an Arctic or Subarctic ecosystem; provides the necessities of life; and informs language and humanities

PR: Modules 1 and 2 of the BASIS program

SASS 3003 Critical Issues in Co-Management in the North

critically examines community-based co-management and provides an in-depth perspective of actual co-management scenarios giving learners the opportunity to engage with real content and critically important issues for resource users. The course will use a cultural keystone species to illustrate the concepts of community-based co-management.

PR: Modules 1 and 2 of the BASIS program

SASS 3004 Co-Management in Theory & Practice

provides students with a hands-on learning experience researching a critical species from a particular perspective (federal government, provincial government, Indigenous government, community), and then presenting and negotiating recommendations in a mock consensus-based decision-making exercise. Through this course, students will work with co-management professionals, Indigenous leaders and Knowledge Holders, and provincial and federal government representatives to understand and hone their perspectives and recommendations, and prepare for the mock decision-making process.

PR: Modules 1 and 2 of the BASIS program

SASS 4000 Relational Accountabilities & Responsibilities

engages students in exploring the complex and dynamic network of interconnected life within Northern lands and considering the role of humans within these relationships. During sessions with Elders, Knowledge Holders, and Indigenous scholars, students will explore the theoretical concepts and understandings of relational accountability to one another and to all others.

PR: Modules 1 and 2 of the BASIS program

SASS 4001 Reclaiming Land

deepens students' understanding of how colonialism has impacted human connection to the Land and the significance of the current Landback movement. In this course, students will examine how Land is integral to Indigenous self-determination, the ways in which Land nurtures and sustains culture, and the evidence of reciprocity and responsibility in stewardship.

PR: Modules 1 and 2 of the BASIS program

SASS 4002 Studies in Indigenous Governance in Canada I: Laws and Justice

critically engages students in discussion, research and writing that centres Indigenous concepts of law and justice. This course examines how Indigenous Nations, organizations, and governments are working to revitalize their traditional legal systems and concepts following centuries of colonization and are incorporating legal systems into modern systems of governance and justice.

PR: Modules 1 and 2 of the BASIS program

SASS 4003 Studies in Indigenous Governance in Canada II: Sustainable Self-Determination

combines leading Indigenous scholarship and diverse community perspectives to facilitate reflective dialogue and writing that strengthens holistic understandings of sustainable self-determination, while critically engaging Canadian policy and legislation in areas that impact Indigenous rights and self-determination efforts.

CH: 6

PR: Modules 1 and 2 of the BASIS program

SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies

provides students with the foundation required to complete Arctic and Subarctic Interdisciplinary research in the 21st century. This will be accomplished through the study of contemporary research issues in the North, and through completion of a project proposal.

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe.

SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies

is the course in which participants work with a faculty supervisor to complete a major critical/creative project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies. The project must be rooted in Northern-focused research and culminate in a critical/creative contribution to a chosen area of study.

CH: 6

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe.

SASS 4302 Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies

is the course in which participants work with a faculty supervisor to complete the Thesis Research project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies. The research project must be rooted in Northern-focused research and culminate in a thesis, including a presentation and defense.

CH: 6

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe.

11.2 Land-Based Courses

All courses in the BASIS program are completed in six-week modules. Students should consult [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#) to determine whether the course is normally completed in the first six weeks or the final six weeks of the semester.

Due to the immersive, location-based nature of the learning experience, attendance is required for each of the following courses.

SASS 1500 Fall Camp I

initiates students to the land, people, and waters of coastal Labrador. Participants will spend 48 hours on the land and waters of coastal Labrador with a host community, organization, or family. In this time students will work together to set up tents, procure food, water, and wood, prepare meals, and participate in coastal-based cultural activities and learning.

AR: Attendance is required

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

SASS 1501 Fall Camp II

initiates students to the land, people, and waters of interior Labrador. Participants will spend 48 hours on the land and waters in the Labrador interior with a host community, organization, or family. In this time students will work together to set up tents, procure food, water, and wood, prepare meals, and participate in interior-based cultural activities and learning.

AR: Attendance is required

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

SASS 1502 Lands and Waters of the Circumpolar North

introduces students to the past and present climatic and environmental conditions, and future predictions in the Circumpolar North. Students will learn about the long-term climatic and environmental history, current conditions and future predictions of Northern lands and waters through Indigenous, settler and western art, history, and science.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

SASS 2500 Land Stories

is a land-based course in which students explore the Land as the wellspring of Northern narratives and examine the ways in which stories inform human understanding and consciousness of place.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

SASS 2501 Northern and Indigenous Health and Healing II

provides students with opportunities to learn with and from Labrador and Northern lands, waters, and Peoples through a 72-hour land-based intensive experience. They will learn how lands and waters are points of health, healing, and wellness, and engage in holistic ways of understanding connections between Northern and Indigenous cultures, knowledges, and wellbeing. Experiential learning opportunities will connect land-based and cultural skills with multiple dimensions of health and wellness specific to Northern ways of living and learning.

AR: Attendance is required

CH: 6

PR: Modules 1 and 2 of the BASIS program

SASS 2502 Learning through Relationship

is an experiential, place-based course that will introduce students to traditional knowledge holders/Elders from Indigenous communities in Labrador. Engaged learning, either on the land or in other traditional settings, will facilitate opportunities for knowledge sharing and storytelling, which are important forms of teaching and learning and support critical reflection and growth on matters of reconciliation and relationships.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

SASS 3500 Land and Learning

is a land-based camp in which students will explore learning on the Land. They will investigate the skills, shared over generations, that are needed to live in the Arctic and Subarctic. Students will also have an opportunity to experience travel by dogsled.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

SASS 3501 Indigenous-Led Conservation & Stewardship in the North

introduces students to a variety of issues, challenges, and opportunities for Indigenous-led natural resource management and conservation in the North. Through hands-on learning experiences on the land, students will connect with a variety of Indigenous leaders and knowledge holders and conservation and stewardship practitioners, while spending time on the land working with fish, wildlife, and plants.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

11.3 Experiential Courses

All courses in the BASIS program are completed in six-week modules. Students should consult [Program of Studies for the Bachelor in Arctic and Subarctic Interdisciplinary Studies](#) to determine whether the course is normally completed in the first six weeks or the final six weeks of the semester.

Due to the experiential nature of the following courses, attendance is required for each course.

SASS 2700 Storying Labrador Futures

is an experiential course in which students collaborate to envision possible Labrador futures. Based on these ideas, the students will develop narratives which they will enact through the creative arts.

AR: Attendance is required

PR: Enrolment in the BASIS program

SASS 3700 Studies in Reclamation and Resurgence in the North

engages critical Indigenous scholarship to support and enrich learning around matters of Indigenous resilience and reclamation. Through experiential and applied cultural learning, co-

led with Indigenous communities in Labrador, students will participate in place-based learning and creation activities that enhance their understanding of community-led reclamation and strengthen understanding of diverse Indigenous realities. Students will create and complete projects related to cultural expression, reclamation, and resurgence.

AR: Attendance is required

CH: 6

PR: Modules 1 and 2 of the BASIS program

SASS 4700 Narrating Our Relational Accountability to Land

is a course in which students use oral storytelling and spoken word to explore voice as a tool in communicating the role of humans in the interconnectivity of all Life. Students will develop and share narratives that demonstrate their understanding of relational accountability, responsibility, and reciprocity within Arctic and Subarctic Lands.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

SECONDARY CALENDAR CHANGES

None



Undergraduate Program Proposal

BACHELOR OF ARCTIC AND SUBARCTIC
INTERDISCIPLINARY STUDIES (BASIS)

Undergraduate Program Proposal: Bachelor of Arctic and Subarctic Interdisciplinary Studies

SCHOOL OF ARCTIC AND SUBARCTIC STUDIES

Submitted By:

- Dr. Ashlee Cunsolo, Vice-Provost, Labrador Campus & Dean, School of Arctic and Subarctic Studies
- Dr. Sylvia Moore, Associate Professor, School of Arctic and Subarctic Studies
- Dr. Scott Neilsen, Associate Professor, School of Arctic and Subarctic Studies and Archaeology
- Dr. Amy Hudson, Assistant Professor, School of Arctic and Subarctic Studies
- Sarah Papple, Public Services Librarian, School of Arctic and Subarctic Studies & Labrador Campus
- Dr. Alexandra Sawatzky, Adjunct Professor, School of Arctic and Subarctic Studies

On Innu and Inuit Lands

The Labrador Campus of Memorial University is situated on the homelands of the Innu and Inuit. We recognize their ancestral and continued ties to these lands and waters and uphold the inherent rights of Innu and Inuit for access to and self-determination in research, education, and learning.

As an institution of higher education in Labrador, we hold shared responsibility for supporting and sustaining the lands, waters, peoples, languages, and cultures of Labrador. As part of our shared responsibilities, the Labrador Campus of Memorial University will support knowledge promotion, protection, creation, and interpretation, enabling diverse just futures, grounded in Indigenous partnerships consistent with visions of self-determination. We are committed to strengthening relationships and to working with the Innu and Inuit in Labrador and Indigenous Peoples across the North to challenge the colonial roots of our institution, our ways of knowing and doing, and our programming.



This proposal is a collaborative effort of the School of Arctic and Subarctic Studies Faculty/Curriculum Committee and the Academic Council, and is supported by Labrador Campus members as well as key partners, staff, faculty, and students in Labrador and across the Memorial University community.

School of Arctic and Subarctic Studies Faculty/Curriculum Committee:

- Dr. Ashlee Cunsolo, Vice-Provost, Labrador Campus & Dean, School of Arctic and Subarctic Studies
- Dr. Sylvia Moore, School of Arctic and Subarctic Studies
- Dr. Scott Neilsen, School of Arctic and Subarctic Studies and Archaeology
- Dr. Amy Hudson, School of Arctic and Subarctic Studies

School of Arctic and Subarctic Studies Academic Council:

- Dr. Ashlee Cunsolo, Vice-Provost, Labrador Campus & Dean, School of Arctic and Subarctic Studies
- Dr. Amy Hudson, School of Arctic and Subarctic Studies
- Dr. Sylvia Moore, School of Arctic and Subarctic Studies
- Dr. Scott Neilsen, School of Arctic and Subarctic Studies and Archaeology
- Sarah Papple, Public Services Librarian (Librarian II), School of Arctic and Subarctic Studies and Labrador Campus
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- Jodie Lane, Director of Education, Department of Education & Economic Development, Nunatsiavut Government
- Alyssa Paul, Chief Administrative Officer, NunatuKavut Community Council
- Dr. Lisa Rankin, Archaeology (cross-appointment)
- Dr. Arn Keeling, Geography (cross-appointment)
- Dr. Daria Boltokova, Anthropology (cross-appointment)
- Dr. Nathaniel Pollock, School of Arctic and Subarctic Studies (adjunct)
- Dr. Alexandra Sawatzky, School of Arctic and Subarctic Studies (adjunct)
- Dr. Jamie Snook, School of Arctic and Subarctic Studies (adjunct)
- Jesse Jacobs, Director, Nunavut Arctic College-Memorial University Partnership

Our sincerest thanks to Larry Bauer in the Registrar's Office for his ongoing support of this program, and his expertise in advising and guiding the program structure and writing the calendar language for this proposal.

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New Undergraduate Program Proposal: Labrador Campus, Memorial University

Name of the program	Bachelor of Arctic and Subarctic Interdisciplinary Studies
Degree name in short form	BASIS
Academic unit offering the program	School of Arctic and Subarctic Studies, Labrador Campus, Memorial University
Administrative home of the program	School of Arctic and Subarctic Studies, Labrador Campus, Memorial University
Proponents	Dr. Ashlee Cunsolo (ashlee.cunsolo@mun.ca) Dr. Scott Neilsen (scott.neilsen@mun.ca) Dr. Sylvia Moore (sylvia.moore@mun.ca) Dr. Amy Hudson (ahudson@mun.ca) Sarah Papple (spapple@mun.ca) Dr. Alexandra Sawatzky (asawatzky@mun.ca)
Date	December 6, 2023
Anticipated start of the program	September 2024

Executive Summary

The School of Arctic and Subarctic Studies is the first academic unit in Labrador, and the core education centre of the Labrador Campus of Memorial University, established in January 2022. With a mission and mandate focused on place-based, Northern-focused, and Indigenous-led research, education, and community relations, the School of Arctic and Subarctic Studies is undertaking a multi-year growth and development process to design and deliver new programming at the undergraduate, graduate, and postgraduate levels.

The proposed undergraduate program in the Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS) is a new and unique anchor program for the School of Arctic and Subarctic Studies. This program will provide students with opportunities to pursue undergraduate learning in a rich learning environment that emphasizes integrating multiple ways of knowing and multiple disciplinary approaches, through classroom-based, land-based, and experiential structures. The proposed program aims to make a strong contribution to understanding and addressing the most pressing needs and priorities of the North, and to training a network of students and learners who will contribute to Northern social, cultural, and economic growth, development, and prosperity.

The proposed learning outcomes and program requirements place particular emphasis on land-based, Northern-focused, and Indigenous-informed pedagogies and learning environments, emphasizing interdisciplinary learning opportunities. The learning outcomes focus on the integration of multiple knowledge systems and multiple ways of knowing, doing, and being and students will be trained in Northern and Indigenous ways of learning, engagement, and knowledge sharing. Students will apply learning outcomes to respond to Northern-identified needs and priorities and to support Northern self-determination, social, cultural, and economic development and empowerment, and community wellbeing and flourishing.

This program prioritizes and serves Indigenization initiatives by centering Indigenous instructors, scholars, knowledge keepers and holders, Elders, and ways of knowing, doing, and being throughout all aspects of the program. This program also aligns with Memorial's *Framework for Indigenization* and is essential to the overall growth and development of the Labrador Campus. This program builds on the constitutional responsibilities of the School of Arctic and Subarctic Studies, which embeds Indigenous principles and priorities into all aspects of the School and the Campus.

There is a substantial and growing demand for Northern-based, Northern-focused and Indigenous-led programs like this, and for access to local undergraduate education opportunities in Labrador and across the North. There is significant potential for growth at the Labrador Campus, and we anticipate this program will be highly marketable as it is the first of its kind in Canada, and a rare offering throughout the Circumpolar North, drawing people to the region from national and international locations. The North continues to grow in population, economic development, and strategic importance, and there is increasing demand for training opportunities to support highly-qualified personnel to work in

education, research, industry, business, non-governmental organizations, and Indigenous, municipal, provincial, territorial, and federal governments. Graduates from this program will be well-trained to pursue diverse career paths, particularly in Northern locations and for Northern-focused and Northern-led organizations.

This program has an exciting and unique structure, focused on promoting deep learning, critical thinking, reading and writing skills, and leadership. In order to support student learning, align with seasonal rhythms and activities of importance in the North, and to move away from the challenges associated with taking multiple discrete courses per semester with minimal overlap, this program is purposefully structured in a modular learning environment. Students participate in two six-week modules per semester, which take key things of critical importance to Arctic and Subarctic regions. Each of the modules is designed to approach critical topics through interdisciplinary approaches that explore the topics from multiple perspectives, including Indigenous, Western, and disciplinary. Courses are designed to be class-based (67%), land-based (24%), and experiential (9%). Students will move through the program in seven semesters (3 1/3 years), and can choose a general degree or an Honour's degree, which will further prepare students in writing, research, and critical thinking skills.

This program is significantly different from, but integrates and complements, existing programs at Memorial University. In addition to its unique structure, it will be the first undergraduate program at Memorial to focus entirely on Arctic and Subarctic regions and will complement ongoing teaching and research in diverse departments throughout the Memorial University system in Northern regions. It will expand the research and knowledge base of Arctic and Subarctic peoples and places for the University through Northern-focused, Northern-inspired, and Northern-led programming. Students will be trained to navigate diverse knowledge systems and integrate multiple ways of knowing, doing, and being to synthesize and create evidence for decision-making to support Northern and Indigenous Peoples, communities, governments, and organizations.

This program is aligned with the mission and strategic goals of Memorial University and the Labrador Campus, and aligns directly with the five core pillars of the *Transforming Our Horizons* strategic framework: Proactive Programs; Inspired Learning; Dynamic Research; Commitment to Communities, and Promotion and Pride. Further, this is an anchor program for the School of Arctic and Subarctic Studies and the Labrador Campus and aligns directly with the [Labrador Campus Strategic Commitments & Responsibilities](#) plan.

The School of Arctic and Subarctic Studies, supported by the Labrador Campus, has the resources and capacity to offer this program. We have the needed faculty and staff resources to offer this program through a financial model that is responsible and innovative and will be successful in the short-, medium-, and long-term. We currently have three faculty members (one 100% appointed, one 60% appointed, and one 50% appointed; one forthcoming faculty member in 2024; one public services librarian; three cross-appointments; and three adjunct appointments. The projected enrolment numbers are initially modest but create a sustainable program that begins to make revenue in year one, and allows room for growth as our Campus and our faculty grow.

The overall quality of the program and its potential for success are reinforced by the strengths of the Labrador Campus and the School of Arctic and Subarctic Studies. The establishment of the proposed program will be transformative for the School of Arctic and Subarctic Studies, the Labrador Campus, Memorial University, Labrador, and the North. It will draw people to the region, and will provide opportunities for flexible, adaptable, and accessible undergraduate-level programming for people in Labrador, people in southern regions wanting to live and work in Northern regions, and those throughout the North looking for a unique, interdisciplinary, Northern-focused, and Northern-led graduate opportunity. This program will join the graduate program in Arctic and Subarctic Futures by providing the full suite of programs—from undergraduate, to Master’s, to PhD—in Labrador. The Labrador Campus has the facilities, academic and research capacities, and community partnerships to make this program a success.

1. Introduction

1.1. Background: The Labrador Campus and the School of Arctic and Subarctic Studies

The Labrador Campus was officially established in January 2022, building on the over 40-year presence of the Labrador Institute in the region. Our campus is committed to Northern-led, Northern-focused, and Northern-inspired research and education, and works to support the educational aspirations, research priorities, and socio-cultural wellbeing of people in Labrador and throughout the North. The Labrador Campus is situated on the homelands of the Innu and Inuit and, as such, has a special obligation to the Indigenous Peoples of the region and to work in partnership on Indigenous-driven and Indigenous-led research and education initiatives.

The Labrador Campus is home to the School of Arctic and Subarctic Studies, Memorial's newest academic unit, and the first in Labrador. The School of Arctic and Subarctic Studies works in partnership with Northern and Indigenous governing organizations and communities to provide accessible, place-based, Northern-focused, and Indigenous-led educational and research opportunities, guided by priorities for education, research, and socio-cultural wellbeing of the diverse peoples of Labrador and throughout the North.

The School of Arctic and Subarctic Studies recently established the Arctic and Subarctic Futures Graduate Program in May 2023 (with pathways at the Master's (coursework), Master's (thesis), PhD, and Diploma levels), and is currently going through a rapid growth and development phase to create additional programming in Labrador, including undergraduate and postgraduate degrees, diplomas, certificates, and micro-credential opportunities. All programming is informed by Indigenous and community partnerships, and offer rich and deep learning opportunities to facilitate knowledge promotion, protection, creation, and interpretation.

The School of Arctic and Subarctic Studies Constitution follows the structures and processes of other academic units at Memorial but, uniquely, also includes elected representatives from the Innu Nation, Nunatsiavut Government, and NunatuKavut Community Council as voting members on the Academic Council. This means, for the first time, Indigenous representatives outside of the University can participate, with voting privileges, on the academic matters of the School of Arctic and Subarctic Studies. Our Constitution places Indigenous self-determination and leadership at the heart of all academic decision-making at the School of Arctic and Subarctic Studies, and enables Indigenous governments to partner with us in the co-design and co-direction of our programming. All curriculum development and approval processes within the School of Arctic and Subarctic Studies are led by the Academic Council in

partnership with the School of Arctic and Subarctic Studies Faculty/Curriculum Development Committee.

1.2. The Opportunity: Northern-led and Northern-focused Undergraduate Programming

Key to addressing inequities in and priorities for access to university education in the North is the creation of Northern-led and Northern-focused post-secondary educational opportunities in Northern communities that reflect the diverse lands, waters, and cultures of Northern regions. Creating university education opportunities in the North, by the North, for the North, means creating opportunities that work for people where they are, to minimize barriers to accessing university education.

Indeed, a major barrier for people in Labrador who are looking to further their post-secondary education is having to make difficult compromises like leaving home, family, and their jobs to travel often significant distances to pursue their educational goals and professional accreditation, frequently at institutions based in southern regions. For many years, Northern and Indigenous governments, communities, and organizations have been advocating for greater access to university education – including graduate opportunities – in Labrador, for programs and courses that reflect their cultural and social contexts, and ways of knowing and learning.

Over the past six and a half years of moving towards and creating an academic unit and campus in Labrador, we have worked with hundreds of leaders, rightsholders, stakeholders, and community partners to identify key educational needs and priorities, and guide the structure of future courses and programs. A key priority and request is for Northern-focused and Northern-led undergraduate-level educational opportunities for learners to develop their knowledge, skills, and leadership capacities at home – a request that the Labrador Campus is uniquely and ideally situated to develop and deliver.

Developing this kind of undergraduate programming in Labrador will contribute to building collective expertise and leadership among Northern communities, enhance existing strengths and skill sets, and help people advance their educations and careers through pathways that would not otherwise be accessible to them. Creating pathways for undergraduate education in Labrador enables people to vision, aspire to, and achieve the futures they want and need in their communities and regions.

Additionally, in the fall of 2021, a series of engagement sessions were held in Northern regions across Canada, initiated by the federal government's Task Force on Northern Post-Secondary Education. Seven engagement sessions were held in Labrador, led by Dr. Ashlee Cunsolo (Vice-Provost, Labrador Campus and Dean, School of Arctic and Subarctic Studies) and Jodie Lane (Academic Council member for Nunatsiavut) with participants ranging from 18 to over 50 years old. The need for Northern-led and Northern-focused interdisciplinary and flexible undergraduate

program opportunities in Labrador was a major priority expressed across these sessions.

Offering the proposed undergraduate program in Arctic and Subarctic Interdisciplinary Studies through the School of Arctic and Subarctic Studies will mean that diverse learners and interests in Labrador will have access to opportunities to pursue the collaborative, place-based learning opportunities they want, without leaving the region. This program will also be attractive to diverse learners from across the North, as well as those who are living in the south and are looking for a distinctly Northern and immersive undergraduate experience.

1.3. The Vision: The Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS) Undergraduate Program

The Arctic and Subarctic Interdisciplinary Studies undergraduate program will build from the already-present research and educational strengths of faculty, staff, and communities in Labrador, and will connect with the goals and vision of the newly-established Arctic and Subarctic Futures Graduate Program (May 2023 launch). Together, these programs will serve as anchors for the School of Arctic and Subarctic Studies and the Labrador Campus, and will reflect our responsibilities to the Innu and Inuit and the lands and waters of Labrador and the North.

The Arctic and Subarctic Interdisciplinary Studies program will be integral in establishing the Labrador Campus as a Northern centre of excellence in Northern-led and Arctic and Subarctic education and research. It will create undergraduate-level learning opportunities that are Northern-focused and Northern-led, and provide educational experiences uniquely suited for Labrador contexts. Further, this program will create a hub of Northern-focused and Indigenous-led research excellence that brings together people who will work on the key challenges and priorities of the North, by the North. It will support new generations of Northern scholars and practitioners, building on the long history of Indigenous and Northern leadership in research that exists in Labrador. Additionally, this program will also draw people to the region, providing and expanding educational opportunities and infrastructure for those looking to connect with and situate their work in the contexts of Northern peoples and places.

The undergraduate program in Arctic and Subarctic Studies is unique in undergraduate programming throughout Memorial University. While some program options include Northern-related and/or Indigenous-focused undergraduate course options (e.g. the Indigenous Studies Certificate through Humanities and Social Sciences and Archaeology, and the Diploma in Northern Peoples, Lands, and Resources through the Labrador Campus, Geography, and Humanities and Social Sciences), and students conduct diverse research in Labrador, there is no full undergraduate program that focuses solely and exclusively on Arctic and Subarctic regions, with a curriculum created by and for people in Labrador and the North (see Section 3.4).

This program presents a distinct and important opportunity for Memorial University to create locally focused, dynamic, and innovative educational programs that are accessible, and prioritize Labrador and Northern communities, knowledges, and needs. The main topics and themes in this program are not currently offered in existing undergraduate programs at Memorial, and, therefore, the Arctic and Subarctic Interdisciplinary Studies program will offer distinct contributions to the existing course offerings, faculty, and resources offered at other Memorial campuses. Further, this program is distinct across Canada, as well as internationally, providing a unique learning experience to draw students in from multiple places and backgrounds (see Section 3.3).

1.4. The Pedagogical Heart: Place-based, Indigenous-led, Northern-Focused, and Modular Programming

Establishing this undergraduate program in Arctic and Subarctic Interdisciplinary Studies responds directly to calls by First Nations, Inuit, and Métis governments, communities, and leaders for place-based and accessible university education that reflects Indigenous Peoples, homelands, cultures, and histories, and that is developed in partnership with Indigenous Peoples themselves. The Arctic and Subarctic Interdisciplinary Studies undergraduate program will offer the opportunity to imagine new pathways and new relationships that support Innu, Inuit, and Indigenous self-determination, sovereignty, and resurgence in Labrador and across the North, improving access to high-quality university education in the region that reflects Indigenous cultures, lands, waters, and ancestors.

Pedagogically, this program is unique for Memorial University, and is premised on and inspired by learner-centered education that celebrates individual gifts and champions the aspirations of each student. Learners are actively engaged in the process of deep learning that begins with their own lived experiences, draws on local and cultural knowledge, and inspires critical thinking as differing ways of knowing are interwoven through the program. This pedagogical approach nurtures collaborative learning for all students; promotes individual, family, and community well-being, and nourishes the transformation experience of education.

As we developed this program, we sought to create a structure that would reflect and respect the seasonal rhythms of life in Arctic and Subarctic regions, while simultaneously creating a more integrated thematic approach to learning and to curriculum delivery. A modular approach was chosen to move away from discrete course offerings to take students into deeper learning and critical thinking opportunities by creating thematic areas of importance to the North, which drive each module.

Each module foregrounds and celebrates diverse learning objectives and forms of assessment, and fosters academic, critical, personal, professional, and cultural skills. Each module focuses on a key theme, and explores the content and curriculum through multiple lenses, including Indigenous and Western approaches,

and multiple disciplines, to create an integrative and interdisciplinary learning environment that promotes deep, critical, and holistic learning. Land-based and experiential opportunities are integrated throughout the entire program, providing a rich, innovative, and leading-edge undergraduate educational experience. And throughout the program, students will be developing critical thinking and reflecting abilities and enhancing and strengthening reading, writing, public speaking, leadership, professional, cultural, research, and self-directed skills through all the modules – all transferable skills academically, professionally, and personally.

The Arctic and Subarctic Interdisciplinary Studies courses and program objectives have been collaboratively designed with Indigenous leaders, educational and research specialists, and communities to ensure the program addresses local needs while also providing culturally-appropriate and land-based pedagogical practices and opportunities. All 12 modules were collaboratively created and designed with Indigenous scholars and educational specialists and designed to be taught by a combination of faculty, Indigenous scholars, Elders, community leaders, and knowledge keepers and holders. The Labrador Campus is also developing an “Elders, Aunties, and Uncles” program, with Elders and knowledge keepers working at the Campus and connecting with students, staff, and faculty. Campus Elders, Aunties, and Uncles will have reserved office space in the building and will be available to connect with the courses and the students in this undergraduate program. Further, these Elders, Aunties, and Uncles can contribute to guest lectures, curricula, and will be compensated for their time as part of the broader Labrador Campus program.

This program aims to develop, enhance, and strengthen academic, professional, personal, and cultural capacities of individuals and communities in Arctic and Subarctic regions, and support people in receiving high-quality, innovative, and rich university education that is in, by, and for the North.

2. Program Description

2.1. Program Structure

The Arctic and Subarctic Interdisciplinary Studies undergraduate program is structured through 12 interdisciplinary learning modules, each six weeks in length, each worth 9 credit hours, as well as an additional 12 credit hours in student-directed learning. In total, the program will take three full academic years, plus an additional spring/summer semester to complete (equivalent of seven semesters of fulltime study).

Within each module, students receive three types of designations on their transcripts: classroom-based (numerically graded); land-based (pass/fail); and experiential (pass/fail). Of the 33 total listed courses (not including the 12 credit

hours for student-directed learning), 67% (n=22) of the courses are classroom based; 24% (n=8) are land-based; and 9% (n=3) are experiential.

This innovative and unique structure provides students with the opportunity to delve deeply into key topics of importance to Labrador and the North, and learn through multiple disciplines, ways of knowing, and perspectives through an integrative, interactive, rigorous, and rich learning environment and structure.

2.1.1. MODULE OVERVIEW

The 12 modules are designed to build on and complement one another, creating interconnected and interdisciplinary Indigenous-led and Northern-focused learning opportunities. Detailed descriptions of these modules and corresponding course listings are provided in **Appendix C**.

- **Module 1: *Peoples of What is Now Called Labrador I*** (9.0 Credit Hours) engages students in interdisciplinary and Indigenous forms of knowledge and scholarship to strengthen their understanding of the unique histories, cultures, and places of the Innu of Nitassinan and Inuit of Nunatsiavut and NunatuKavut. This module is structured over the first half of the Fall Semester in Year 1.
- **Module 2: *Peoples of What is Now Called Labrador II*** (9.0 Credit Hours) introduces students to decolonial, Indigenous and Western forms of knowledge and scholarship to strengthen their understanding of the natural and human history of what is now called Labrador. This module is structured over the second half of the Fall Semester in Year 1.
- **Module 3: *The Circumpolar North*** (9.0 Credit Hours) engages students with diverse knowledges and scholarship from Indigenous and settler artists, academics, community and political leaders, and local experts from these regions to stimulate interest in and understanding of the complex issues facing the Circumpolar North. This module is structured over the first half of the Winter Semester in Year 1.
- **Module 4: *Stories of the North*** (9.0 Credit Hours) engages students with Labrador storytellers, narrative styles, and knowledge representations, and immerses them in land-based learning. This module is structured over the second half of the Winter Semester in Year 1.
- **Module 5: *Strengthening Indigenous & Northern Health, Healing, and Wellbeing*** (9.0 Credit Hours) introduces students to key issues in concepts of Arctic and Northern Indigenous health and healing, health policies, health equity, from Indigenous and land-based approaches to health and wellness. This module is structured over the first half of the Fall Semester in Year 2.
- **Module 6: *Colonization and Reconciliation*** (9.0 Credit Hours) engages students with leading national and Indigenous-led policy and advocacy

efforts, creating space for the practical application of key concepts like colonization and reconciliation in context. This module is structured over the second half of the Fall Semester in Year 2.

- **Module 7: *Resistance, Resilience, and Reclamation* (9.0 Credit Hours)** introduces students to Northern and Indigenous theories, concepts and practices that strengthen interdisciplinary understandings of Indigenous resistance, resilience, and reclamation. This module is structured over the first half of the Winter Semester in Year 2.
- **Module 8: *Arctic and Subarctic Ways of Knowing, Doing, & Being* (9.0 Credit Hours)** enables students to explore the ways in which the land teaches, governs, and balances all life. This module is structured over the second half of the Winter Semester in Year 2, and begins with a two-week land camp.
- **Module 9: *Relational Connections with Wildlife, Fish, & Plants* (9.0 Credit Hours)** explores co-management theory and practices across Northern Canada, emphasizing Labrador and Inuit Nunangat. This module is structured over the first half of the Fall Semester in Year 3.
- **Module 10: *Relationships & Responsibilities* (9.0 Credit Hours)** provides students with opportunities to participate in learning experiences with Elders, knowledge holders, Land, and the more-than-human entities of Place. This module is structured over the second half of the Fall Semester in Year 3.
- **Module 11: *Sustainable Self-Determined Futures* (9.0 Credit Hours)** involves interdisciplinary learning opportunities that engage key concepts and theories in the field of self-determination as it intersects with governance, laws, and justice among Northern and Indigenous peoples. This module is structured over the first half of the Winter Semester in Year 3.
- **Module 12: *Building Your Own Futures* (9.0 Credit Hours)**. This module is structured over the second half of the Winter Semester in Year 3 and into the spring semester. Students can pursue their own independent learning, research, and/or community project, focused on building from their learning from the other modules, and following their own interests and ideas. This module has two pathways: one for general degree students and one for honours degree students.
- ***Student-Directed Learning* (12.0 Credit Hours)**. In addition to the above modules, students will also have the opportunity to pursue their own learning interests with the equivalent of 12.0 credit hours available for student-directed learning. This can include taking other Memorial University courses at other campuses, looking for educational opportunities at the other Northern post-secondary institutions in Canada

or throughout the Circumpolar North, or take skills-based learning and training opportunities relevant to living and working in the North (e.g. Wilderness First Aid, Guardian training). Students will be provided with a list of suggested possibilities upon entering the program, and will be supported throughout their degree to complete these additional 12.0 credit hours in ways that align with their personal and professional interests and aspirations. External learning opportunities will be assessed under Transfer Creditor Prior Learning Assessment and Recognition (PLAR) regulations as appropriate.

2.1.2. COURSE OVERVIEW

While the modules are interdisciplinary, uniting multiple disciplinary approaches and multiple ways of knowing and learning together in an integrative way, each of the modules has 2-3 individual courses within, for which students will get credit and which will show up on student transcripts under three different categories: classroom-based, land-based, and experiential, with different credit ratings applied (see **Figure 1** for a program map and **Table 1** for more details on course types and distribution over the three years of the program).

While students will participate in an integrated and interdisciplinary environment throughout the program, the transcript will still reflect a diversity of individual courses. This will ensure that students will have a unique and enriching learning environment, while simultaneously ensuring a transcript that will be recognized by other universities and employers.

Detailed course descriptions are provided in **Appendix C**. An overview of all course numbers and a description of the course coding structure are provided in **Appendix D**. A list of potential instructors for each course is provided in **Appendix E**.

2.2. Program Requirements & Schedule

2.2.1. PROGRAM REQUIREMENTS

All students must complete a total of 120 credit hours, including 108 credit hours of set modules and courses, and 12 credit hours of student-directed learning.

2.2.2. PROGRAM SCHEDULE & MAPPING

There are 12 modules in the Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS). Each module contains courses that are classroom-based, land-based, and/or experiential, for a total of 9.0 credit hours per module. Each of the modules are structured to be interdisciplinary, bringing together learning on each topic from diverse perspectives and disciplines in an integrative way.

Each of these modules are six weeks in duration, with a one week break in between. This means that each semester, students will complete two modules,

and receive a total of 18.00 credit hours. This accelerated–yet supportive and intuitive–learning structure means that most students will finish their program in three years (see Table 1 below for more details and a program map).

Modules contain three different types of classes within them, which will be represented on student transcripts: classroom based (numerical grades); land-based (PAS/FAL); and experiential (PAS/FAL). Note: while we have delineated courses under one of 3 categories for the purposes of student transcripts and program management, all the elements will be integrated together throughout the modules. In addition to the regular transcript, there will also be an official document further explaining the students’ progress and skills development through the program, given its unique structure.

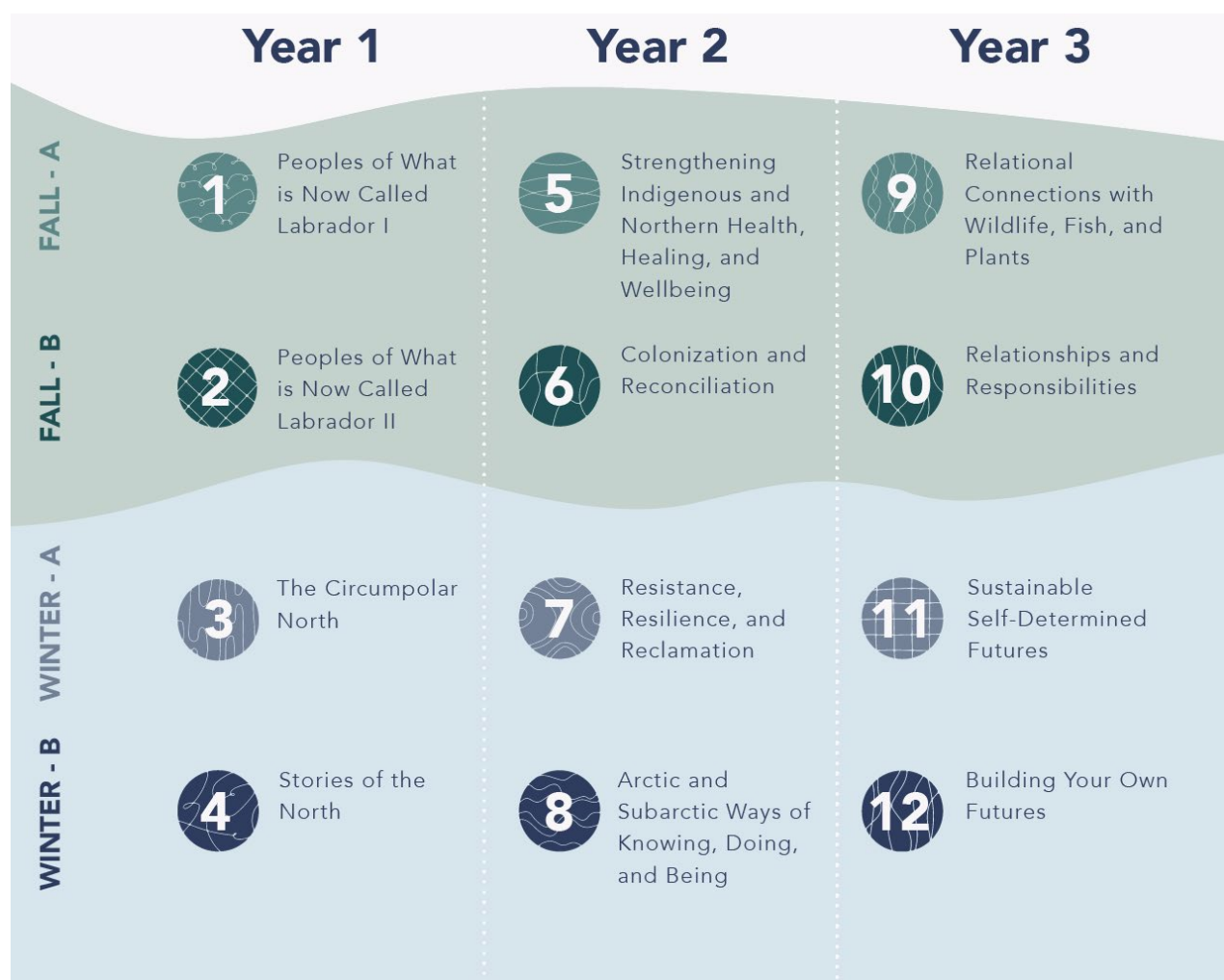


Figure 1. Overview of the timing of BASIS undergraduate program modules

Table 1. Types of courses and distribution over three years of the BASIS undergraduate program (Dark Purple = Classroom-based courses, Green = Land-based courses, and Light Blue = Experiential courses).

Courses	Year 1				Courses	Year 2				Courses	Year 3			
	Module 1 (F-A)	Module 2 (F-B)	Module 3 (W-A)	Module 4 (W-B)		Module 5 (F-A)	Module 6 (F-B)	Module 7 (W-A)	Module 8 (W-B)		Module 9 (F-A)	Module 10 (F-B)	Module 11 (W-A)	Module 12 (W-B)
SASS 1000: Indigenous Peoples, Places, and Cultures in Labrador	Dark Purple				SASS 2001: Northern and Indigenous Health & Healing I	Dark Purple				SASS 3501: Indigenous-Led Conservation & Stewardship	Green			
SASS 1001: Indigenous Governance in Labrador	Dark Purple				SASS 2501: Northern & Indigenous Health & Healing II	Green				SASS 3003: Critical Issues in Co-Management	Dark Purple			
SASS 1002: A Timeline of Human History		Dark Purple			SASS 2002: Studies in the History of Colonialism		Dark Purple			SASS 3004: Co-Management in Theory and Practice	Dark Purple			
SASS 1500: Fall Camp I		Green			SASS 2003: Reconciliation and Indigenous-Colonial Relations		Dark Purple			SASS 4000: Relational Accountabilities & Responsibilities		Dark Purple		
SASS 1501: Fall Camp II		Green			SASS 2502: Learning Through Relationship		Green			SASS 4001: Reclaiming Land		Dark Purple		
SASS 1003: An Introduction to the Circumpolar North			Dark Purple		SASS 3000: Critical Issues in Decolonization			Dark Purple		SASS 4700: Narrating our Relational Accountability to Land		Light Blue		
SASS 1502: Lands and Waters of the Circumpolar North			Green		SASS 3700: Studies in Reclamation & Resurgence			Light Blue		SASS 4002: Studies in Indigenous Governance in Canada I			Dark Purple	
SASS 1004: Peoples of the Circumpolar North			Dark Purple		SASS 3001: Healing the Land				Dark Purple	SASS 4003: Studies in Indigenous Governance in Canada II			Dark Purple	
SASS 2000: Narratives of Labrador				Dark Purple	SASS 3002: Land as Teacher				Dark Purple	SASS 4300: Applied Research in Arctic & Subarctic Interdisciplinary Studies				Dark Purple
SASS 2500: Land Stories				Green	SASS 3500: Land and Learning				Green	SASS 4301: Major Project*				Dark Purple
SASS 2700 Storying Labrador Futures				Light Blue						SASS 4302: Thesis Research Project*				Dark Purple

*SASS 4301 (Major Project in Arctic and Subarctic Interdisciplinary Studies) and 4302 (Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies) will extend into the spring semester of Year 3 of the BASIS Program.

2.2.3. PROGRAM PATHWAYS

Students may complete either a **General Degree** in the Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS), or an **Honours Degree** in the Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS).

BASIS General Degree

The general degree in the Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS) consists of 108 credit hours of defined required courses and 12 modules, with an additional 12 credit hours of electives and professional development options, to be taken from: a list of approved Northern-focused courses from throughout Memorial University; other Northern post-secondary universities (with approval); and other professional- and skills-development options (with approval). This provides the opportunity for students to pursue their own learning and interests within this program. External learning opportunities will be assessed under Transfer Creditor Prior Learning Assessment and Recognition (PLAR) regulations as appropriate.

Students who intend on completing the general degree in BASIS must enrol in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies (3 credit hours) and SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies (6 credit hours), and complete a community-based and community-led project.

BASIS Honours Degree

Students can also complete an Honours Degree in the Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS). The Honours in BASIS consists of 108 credit hours of defined courses and 12 modules, with an additional 12 credit hours of elections and professional development options taken from: a list of approved Northern-focused courses from throughout Memorial University; other Northern post-secondary universities (with approval); and other professional- and skills-development options (with approval). External learning opportunities will be assessed under Transfer Creditor Prior Learning Assessment and Recognition (PLAR) regulations as appropriate.

The Honours in BASIS provides the opportunity, over and above the requirements of the regular BASIS degree, for learners to pursue a research-focused concentration at an advanced level in an approved area, consisting of in-depth learning and community-focused research in the North. An Honours designation in BASIS is an advantage for students who may wish to pursue additional research through graduate studies, have a clear commitment to and/or passions for a particular area of study, and who plan to advance work in chosen areas of professional interest.

Students intending to take an Honours Degree in the Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS) must apply for entry to the Honours program through the Office of the Registrar. Students accepted in the Honours program must arrange their program in consultation with the Dean of the School of Arctic and Subarctic Studies and/or the faculty advisor.

For the Honours Degree, a student will be required to have completed all required courses (108 credit hours, 12 modules). Students must enrol in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies (3 credit hours) and SASS 4302 Thesis Project in Arctic and Subarctic Interdisciplinary Studies (6 credit hours), and complete a community-based and community-led thesis project. The project must be rooted in Northern-focused research and culminate in a thesis, including a presentation and defense.

2.3. Learning Outcomes

Students graduating from this program will have specialized interdisciplinary knowledge about Arctic and Subarctic regions, Indigenous and Northern theories and methods, and the knowledge and skills to understand, navigate, and address the pressing issues of Labrador and the North through tangible, practical, solutions-focused thinking that is underpinned by strong classroom-based, land-based, and experiential learning. Specifically, students graduating from the Arctic and Subarctic Interdisciplinary Studies program will:

- Acquire, interpret, synthesize, and navigate with confidence between multiple ways of knowing, doing, being, and learning;
- Recognize connections between past and present Indigenous-colonial relations and Innu, Inuit and settler ways of understanding Indigenous self-determination in an era of reconciliation;
- Be prepared to work and/or pursue further studies in a variety of settings to support Northern and Indigenous self-determination, sovereignty, cultural reclamation and revitalization, and growth and development;
- Critically examine key challenges and opportunities related to Labrador and the Circumpolar North;
- Develop and contribute transferable skills in writing, speaking, communication, research, analysis, and knowledge mobilization; and
- Enhance skills in leadership and collaboration, particularly within the context of Northern and Indigenous regions, governments, organizations, and communities.

3. Strategic Alignments, Market Analysis & Rationale: Situating the Program

3.1. Contributions to Strategic Goals of the Labrador Campus

As the first and only undergraduate program offered at Memorial that focuses entirely on the North with strong Indigenous leadership and guidance—and the first undergraduate program of the School of Arctic and Subarctic Studies—the Arctic and Subarctic Interdisciplinary Studies undergraduate program will expand our capacity to

bring post-secondary educational opportunities to the people and communities of Labrador, the North, and the province. This program will support future generations of lifelong learners, and build on pedagogical innovations in teaching, technology, and communications that are relevant to Arctic and Subarctic contexts.

The Labrador Campus recently developed its first [Strategic Commitments and Responsibilities, In Your Element](#) document. This *Strategic Commitments and Responsibilities* plan aligns with the five key priority areas of Memorial University's *Transforming our Horizons* (see below). One of our key strategic goals is the development of undergraduate and graduate programming that is flexible and accessible, reflects Northern needs and priorities, and links diverse ways of knowing, learning, and being. The undergraduate program in Arctic and Subarctic Interdisciplinary Studies is a key component of the *Strategic Commitments and Responsibilities* document, and, along with the Arctic and Subarctic Futures Graduate Program, will be an anchoring program for the Labrador Campus and the School of Arctic and Subarctic Studies.

The course design and delivery build on the teaching and learning strengths of the School of Arctic and Subarctic Studies and our key partners in Labrador and across the North. This undergraduate program also presents opportunities for us to work in partnership with local communities, organizations, industries, and governments to re-imagine, re-organize, and re-form our educational structures, pedagogy, and research approaches in ways that are culturally-appropriate, land-based, and committed to locally-responsive education and learning opportunities in Labrador.

3.2. Contributions to Strategic Goals of Memorial University

The Arctic and Subarctic Studies undergraduate program is in direct alignment with *Memorial University's Strategic Framework for Indigenization* and is dedicated to the values described in the *Research Impacting Indigenous Groups* policy. Additionally, it is supported by partnerships such as the new singular generational partnership with Nunavut Arctic College and related North-to-North learning opportunities.

The Arctic and Subarctic Interdisciplinary Studies undergraduate program also directly aligns with the *Transforming our Horizons* Strategic Plan (2021-2026), including the five key pillars:

- **Proactive Programs:** The modules are flexible, adaptable, and responsive to Northern needs and priorities, both presently and in the future. The program itself is learner-centred; students will be reciprocal partners in their learning journeys, and will participate in experiential and community-based opportunities that will prepare them to respond to local and global challenges.
- **Inspired Learning:** Students pursuing undergraduate studies through the Arctic and Subarctic Interdisciplinary Studies program will be engaged classroom-based, land-based, and experiential learning opportunities,

with a focus on Indigenous pedagogies, interdisciplinary, and intercultural learning. Students will have the opportunity to learn from and work with diverse Elders, knowledge keepers and holders, Indigenous researchers and scholars, and academics to enrich their learning experience.

- **Dynamic Research:** Students who move through this program will receive leading-edge training in responding to Indigenous- and Northern-identified needs and priorities, and will work in partnership with Northern and/or Indigenous governments, organizations, and/or communities through their coursework. This training will set students up to pursue research and further studies that are not only ethical, but are accessible and usable, and contribute to meaningful decision-making and knowledge gaps.
- **Commitment to Communities:** This undergraduate program is all about our commitment to communities by providing access to high-quality undergraduate education and training in community-based and community-engaged work that supports Northern sovereignty, self-determination, decision-making, and flourishing.
- **Promotion and Pride:** The Arctic and Subarctic Interdisciplinary Studies program is designed to enhance the promotion and pride of Northern peoples, places, epistemologies, ontologies, and pedagogies by celebrating the diverse strengths, resiliencies, and innovations of Arctic and Subarctic regions provincially, nationally, and globally. And, through learning and practicing innovative methods of storytelling, students will be encouraged to celebrate the places that shape both them and their knowledge.

3.3. Existing Northern-based and Northern-focused Undergraduate Learning Opportunities at Other Northern Institutions

A scan and synthesis of existing Northern Studies programs and Northern-based higher education institutions across the Circumpolar North was conducted in February 2020 to identify opportunities for creating new undergraduate programming situated in Labrador. This report was revised in September 2023 to update the search and further examine the characteristics of existing Northern-based undergraduate learning opportunities that focused specifically on Arctic and Subarctic topic areas. Findings from this report helped to identify opportunities for the proposed program in Arctic and Subarctic Studies at the Labrador Campus. This report identified 29 existing Northern-based and Northern-focused undergraduate learning opportunities at 21 institutions across the Circumpolar North, and described the types and nature of topics covered (**Table 2**).

Table 2. Examples of existing Northern Studies-related undergraduate learning opportunities across the Circumpolar North and corresponding institutions, including type of program and main area(s) of focus.

PROGRAM NAME	PROGRAM TYPE	INSTITUTION(S)	MAIN AREA(S) OF FOCUS
Circumpolar Studies Diploma	One-year, online-only diploma	Trent University (Canada)	Issues specific to Northern Indigenous peoples, sustainable development and environmental sustainability, cultural resilience, traditional economies and economic development, and physical geography.
Option in Circumpolar Studies	Trent students currently enrolled in an Honours or General degree can choose to graduate with an “Option in Circumpolar Studies” provided they complete certain courses	Trent University (Canada)	Inspired by the importance of the Circumpolar World under conditions of climate change, globalization, and unprecedented accessibility of the Circumpolar region to the outside world.
Northern Studies	4-year Bachelor of Arts degree (Major or Minor in Northern Studies)	University of Northern British Columbia (Canada)	Northern-focused issues, from First Nations self-government and health to environmental sustainability and politics.
Interdisciplinary Northern Studies	4-year Bachelor of Arts or Bachelor of Science (Minor in Interdisciplinary Northern Studies)	Lakehead University (Canada)	General understandings of Northern issues using an integrative approach that involves social and natural sciences, and local knowledge.
Diploma of Northern Studies	2-year diploma	Yukon University (Canada)	Intended for students or practitioners looking to expand and/or formalize their knowledge of the North.
Diploma of Northern Science	2-year diploma	Yukon University (Canada)	Continuing education opportunity for those who wish to work in the North at the technical level, and/or for professionals seeking a Northern specialization in their respective fields.
Diploma of Northern Outdoor and Environmental Studies	2-year diploma	Yukon University (Canada)	Drawing upon the natural and social sciences, humanities and the arts, and integrating experiential learning opportunities to bridge classroom, community and Yukon wilderness, the program critically examines a variety of environmental issues.

Northern Studies	4-year Bachelor's degree	University of Saskatchewan & Parkland College (Canada)	Lands, peoples, and issues of the North, with a particular emphasis on Northern Indigenous peoples.
Northern Systems	4-year Bachelor of Science in Environmental and Conservation Sciences (Major in Northern Systems)	University of Alberta (Canada)	Issues relevant to the North, such as climate change, renewable energy resources, land use, changes in water quantity and quality, and wildlife conservation.
Aboriginal & Northern Studies	3- and 4-year Bachelor of Arts degree (Major or Minor in Aboriginal & Northern Studies)	University-College of the North (Canada)	Indigenous cultures and communities of Northern Manitoba, including past and present experiences that consider regional national, and international dimensions.
Dechinta Certificate in Land- and Community-Based Research	1-2 year certificate <i>(no set time period for completion)</i>	Dechinta Centre for Research and Learning, in partnership with the University of British Columbia (Canada)	Critical Indigenous studies combined with on-the-ground land-based practices; students will gain a deeper understanding of Indigenous education and ways of knowing.
Indigenous Land-based Studies Short Courses	Students can take these courses at Dechinta as stand-alone courses where they can receive credits towards their post-secondary degrees OR work toward the Dechinta Certificate in Land- and Community-Based Research	Dechinta Centre for Research and Learning, in partnership with the University of British Columbia (Canada)	Governance, language, Indigenous science, history, law, guardianship, research, Indigenous arts, storytelling, and writing.
Inuit Studies Diploma	Diploma	Nunavut Arctic College (Canada)	Cultural, linguistic, historical and contemporary situation of Inuit.
Inuit Studies / Advanced Inuit Studies	1-2 year program <i>Does not award credentials, but students in Year 2 can integrate with university courses</i>	Nunavut Sivuniksavut (Canada)	In Year 1 (Inuit Studies), the focus is on having students learn their own collective story from the point of view of the Inuit experience. In Year 2 (Advanced Inuit Studies), students will expand on topics that are introduced in Year 1 but through a much broader perspective.
Microprogram in Nordic Studies	<i>Does not award credentials, but courses may be recognized, in whole or in part, if students continue their studies through select certificate and/or degree options at Laval.</i>	Laval University (Canada)	Social, cultural, environmental, historical, and political perspectives of Northern realities and societies.

Arctic & Northern Studies	4-year Bachelor of Arts degree (Minor in Arctic & Northern Studies)	University of Alaska-Fairbanks (USA)	Northern history, to environmental policy, to individualized topics such as climate change, wellbeing, and northern arts and culture.
Climate & Arctic Sustainability	4-year Bachelor of Arts (Major in Climate & Arctic Sustainability)	University of Alaska-Fairbanks (USA)	Students must select one of the following areas of concentration: Arctic History and Politics, Environmental Studies, or Native Studies.
Bachelor of Arts in Alaska Native Governance	Bachelor's degree	Alaska Pacific University (USA)	Alaska Native governance systems, Alaska Native rights and the law, and Tribal governance.
Alaska Rural Management Certificate	Certificate	Alaska Pacific University (USA)	Business administration, budgeting, entrepreneurship, organizational behaviour, and workplace ethics through the lens of understanding and appreciating the complex governance systems shaping Alaska Native organizations and entities.
Iñupiaq Studies	<i>Does not award credentials, but can provide pathways toward an Associate of Arts degree in Iñupiaq Studies, or Iñupiaq Language and Culture Certificates I & II.</i>	Iñisaġvik College (Alaska)	Iñupiaq-style art and language; increased understandings of relationships between Iñupiaq culture and the land, sea, and animals.
Northern Studies	3-year Bachelor of Northern Studies degree	UiT The Arctic University of Norway (Norway)	Includes various theoretical approaches to Northern politics, cultures, and histories. Students are encouraged to apply interdisciplinary knowledge to Northern sustainable development in Northern communities with awareness of the larger dynamics within Arctic and Subarctic regions.
Bachelor of Circumpolar and Northern Studies	3-year Bachelor's degree in Circumpolar and Northern Studies	Nord University (Norway)	Circumpolar nature, the environment and sustainable development; Indigenous issues, social conditions and politics in the High North.
Circumpolar and Northern Studies	1-year program <i>(Does not award credentials, but those who complete the program can continue onto further studies at the bachelor level)</i>	Nord University (Norway)	Broad introduction to social, environmental, cultural and political topics relevant in the High North.

	<i>in Circumpolar Studies at Nord University, or at other universities)</i>		
Northern Area Studies	1-year online course <i>(Does not award credentials)</i>	Nord University (Norway)	Sustainable development, nature, the environment, the situation of the Indigenous population, social conditions, and politics in Northern areas.
Nordic Studies	3-year Bachelor's program (<i>Nordic Language, Literature, and Rhetoric stream</i>)	University of Oslo (Norway)	In the Nordic Language, Literature, and Rhetoric stream, students learn about how Nordic society is shaped by language and literature throughout history and in today's multicultural reality.
Arctic Studies	Undergraduate students from any program can choose to complete an Arctic Studies Minor, provided they complete the required courses.	University of Washington (through the School of Oceanography, in collaboration with the University of the Arctic) <i>This program is offered through UW's Arctic & International Relations stream, led by the Canadian Studies Center</i>	Students are provided with opportunities to work with international organizations, national governments, and sub-national organizations to pursue studies at the intersection of Northern science and policy.
Arctic Studies	1-semester module <i>(Does not award credentials, but if the module is completed successfully, it can be counted as a minor toward a degree)</i>	University of Lapland (Finland)	Specific natural features of the region, livelihoods, governance, international laws and regulations as applied in the Arctic context and ways the Arctic is changing.
Northern Sámi Language & Culture	1-year intensive <i>(Does not award credentials)</i>	Sámi Education Institute (Finland)	Field trips and language training, through which students become acquainted with the Northern Sámi linguistic community and Sámi working life.
Bachelor of Arts in Social Sciences	Bachelor's degree <i>(Students can tailor the program to their specific field of interest, including Arctic Studies)</i>	University of Akureyri (Iceland)	Conditions for solidarity and conflict, and causes of social change in Nordic countries.

3.3.1. CHARACTERISTICS OF EXISTING NORTHERN STUDIES-RELATED UNDERGRADUATE LEARNING OPPORTUNITIES

Most of the undergraduate learning opportunities focused on issues and topics specific to the region in which they were offered, tailoring courses and programs to institution- and place-specific strengths and needs. None of these opportunities focused explicitly on topics and issues relevant to regions of the Subarctic, highlighting an opportunity for undergraduate programming that focuses on the larger dynamics of both Arctic and Subarctic regions to pursue holistic, sustainable Northern-led education.

Of the 29 relevant learning opportunities identified in this scan, 12 were Bachelor's programs. Seven of these programs were structured as Bachelor's degrees in the Arts or the Sciences, offering a major or minor in a field related to Northern studies (e.g. the Bachelor of Arts, Minor in Arctic & Northern Studies program at the University of Alaska-Fairbanks). The other five programs were structured as Bachelor's degrees in specific Northern-focused fields (e.g. the Bachelor of Nordic Studies at UiT the Arctic University of Norway).

Seven of these 29 undergraduate-level learning opportunities did not grant any credentials upon completion, but instead offered other things, such as experiential learning opportunities, continuing education resources, and/or pathways for those interested in expanding their understandings and experiences with Northern-related issues and topics. Many of these non-credential-granting learning opportunities could also be used as the basis for further education in various degree and diploma programs

The majority of the 29 learning opportunities identified in this scan explicitly described themselves as interdisciplinary, or as fostering interdisciplinary learning opportunities (n=26). Further, while 10 learning opportunities engaged in at least one form of collaboration or partnership with other institutions and/or governments to develop and/or deliver learning materials, only two learning opportunities explicitly mentioned engaging with community partners to develop and/or deliver learning materials.

Almost two-thirds (n=20) of the selected learning opportunities identified, recognized, or included local Indigenous knowledges and sciences in their design, development, or delivery. However, only five of these learning opportunities explicitly mentioned having Indigenous-led courses or working with Indigenous peoples to design and/or deliver courses or programs. An overview of these key characteristics in relation to the characteristics of the proposed program in Arctic and Subarctic Interdisciplinary is provided in **Table 3**.

Table 3. Characteristics of existing Northern Studies-related undergraduate learning opportunities in relation to the proposed program in Arctic and Subarctic Interdisciplinary Studies.

PROGRAM	Inclusion of Subarctic Focus	Interdisciplinary Focus	Institutional/Governmental Partnerships	Community Partnerships	Land-Based Learning Opportunities	Experiential Learning Opportunities	Northern Travel/Exchange Opportunities	Inclusion of Indigenous Knowledges	Indigenous-led &/or Indigenous-Focused	Credentials Granted upon Completion
Circumpolar Studies Diploma (Trent University)		■								■
Option in Circumpolar Studies (Trent University)		■								
Northern Studies Major or Minor (University of Northern British Columbia)			■				■			■
Interdisciplinary Northern Studies Minor (Lakehead University)		■	■				■	■		■
Diploma of Northern Studies (Yukon University)		■						■		■
Diploma of Northern Science (Yukon University)								■		■
Diploma of Northern Outdoor and Environmental Studies (Yukon University)		■				■		■		■
Northern Studies (University of Saskatchewan)		■						■		■
Northern Systems Major (University of Alberta)			■				■			■
Aboriginal & Northern Studies Major or Minor (University-College of the North)		■						■		■
Certificate in Land and Community-Based Research (Dechinta)		■	■	■	■	■		■	■	■
Indigenous Land-Based Studies Short Courses (Dechinta)		■	■	■	■	■		■	■	
Inuit Studies Diploma (Nunavut Arctic College)		■			■	■		■	■	■

3.4. Existing Northern-based and Northern-focused Undergraduate Programming at Memorial University

The Arctic and Subarctic Interdisciplinary Studies undergraduate program is distinct from, but complements, existing undergraduate programming at Memorial University. Based on an internal scan of Northern-based and Northern-focused undergraduate programming at Memorial over the last several years, it is clear that Northern- and/or Indigenous-focused undergraduate courses are an attraction to current learners.

Yet, these courses are distributed widely across academic units, disciplines, and levels of study. Most of the relevant undergraduate courses are offered through the social sciences and the arts, with very few offered through the natural sciences. Further, there are no opportunities for those wishing to pursue a fully Northern-based and Northern-focused program, and/or engage with Arctic and Subarctic topics from multiple disciplinary perspectives throughout their educational journeys.

Between 2015 and 2023, of the 62 active undergraduate course offerings with a focus on Indigenous Peoples and/or Northern contexts (**Figure 2**):

- 34% (n=21) of courses have a main focus on Indigenous Peoples;
- 13% (n=8) of courses focus on Northern contexts, but do not explicitly mention Subarctic regions, and only occasionally focus on Labrador;
- 13% (n=8) of courses include potentially relevant content related to the North and/or Indigenous Peoples in the course description, but only as potential examples of perspectives, topics, or case studies to be discussed in the course; and
- The remaining 29% (n=18) of courses include a focus on Northern Indigenous Peoples, although many of these offerings are centered on language and linguistics, or on historical topics.

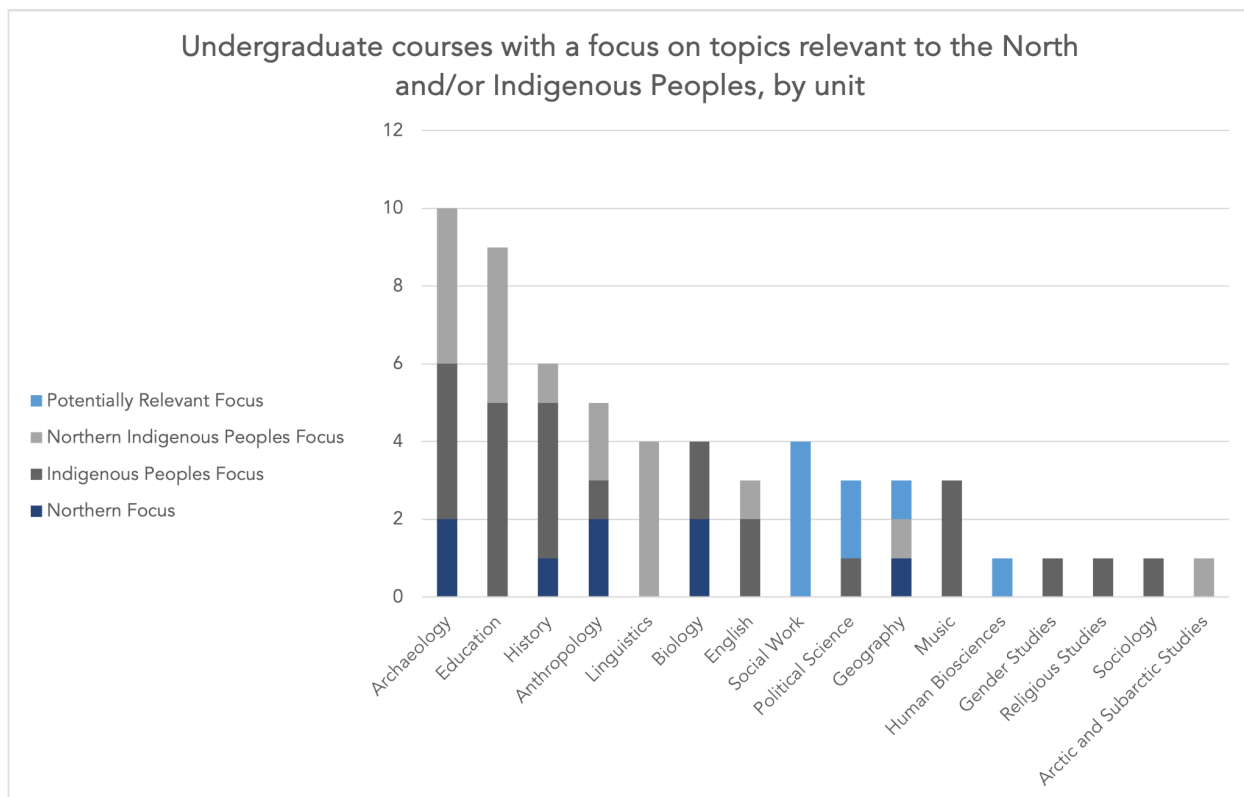


Figure 2. Memorial University undergraduate course offerings with a focus on topics relevant to the North and/or Indigenous peoples, by unit.

Further, most undergraduate courses with a focus on Northern and/or Indigenous studies are offered at the 2000 and 3000 levels, with limited opportunities to engage with this material at other levels. Of the 62 active and relevant undergraduate course offerings (**Figure 3**):

- Only one course is offered at the 1000 level (ARCH/HIST 1005: Critical Reading and Writing in Indigenous Studies);
- 31% (n=19) of courses are offered at the 2000 level, from across 9 different academic units, with most courses offered through Education and Linguistics;
- 47% (n=29) of courses are offered at the 3000 level, from across 11 different academic units, with most courses offered through Archaeology and Anthropology; and
- 18% (n=11) of courses are offered at the 4000 level, from across 7 different academic units, with most courses offered through History.

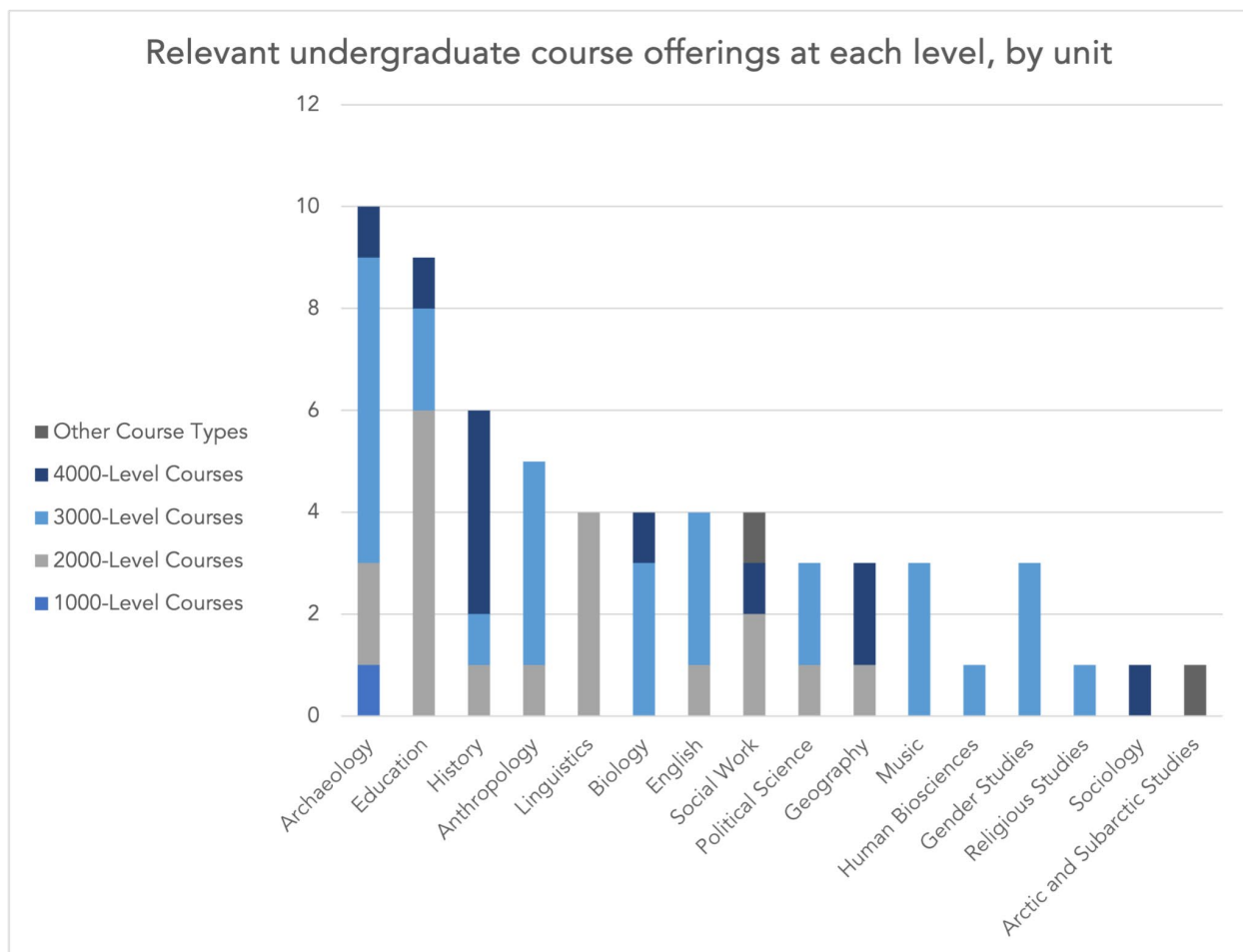


Figure 3. Memorial University undergraduate course offerings across levels of study, by unit.

The Arctic and Subarctic Interdisciplinary Studies program will meet the increasing interest in Indigenous-led and Northern focused undergraduate-level opportunities, and do so through an innovative pedagogical structure that promotes deep, rich, and holistic learning.

Additionally, undergraduate students coming from other departments with interests in Labrador or Labrador topics can also take the Arctic and Subarctic Interdisciplinary Studies courses/modules as electives, pending availability of spots in the program and alignment with other program scheduling. We anticipate that these opportunities will be attractive to students throughout Memorial, thereby enriching undergraduate course opportunities available and enhancing Memorial programming overall.

3.5. Rationale: Opportunities for the Arctic and Subarctic Interdisciplinary Studies Graduate Program

The creation of leaders who are ready for and prepared to tackle the key and pressing issues facing Arctic and Subarctic regions is a critical need. Arctic and Subarctic

regions throughout the Circumpolar North are going through rapid social, economic, and cultural growth and development, facing increasing challenges from rapidly accelerating climate change, and are at the frontlines of the global extractive industry. Arctic and Subarctic regions are also home to diverse Indigenous Peoples who have lived in these regions for thousands of years, as well as diverse peoples from around the world, creating dynamic and vibrant socio-cultural environments. Northern issues are national issues, and they are global issues; the strengths, histories, cultures, resiliencies, and innovations of the North have resonance throughout the world.

The Arctic and Subarctic Interdisciplinary Studies undergraduate program offers distinct and important contributions to this existing network of undergraduate programming at Memorial University, across the country, and throughout the Circumpolar North, including:

1. A full and complete focus on Arctic and Subarctic regions for an entire undergraduate program that is Northern-based and Northern-led, which does not exist at Memorial University;
2. A distinct emphasis on Subarctic regions, which does not exist across the country or the Circumpolar North;
3. Courses and modules were designed around Indigenous- and land-based pedagogies, including course creation, development, and/or delivery;
4. A focus on interdisciplinarity throughout all courses and modules in the program;
5. Promotion of strong critical thinking, reading, and writing skills, focused on developing strong communicators and leaders;
6. Emphasis on ensuring all learning objectives and outcomes meet Northern- and Indigenous-identified education needs and priorities, in partnership with Northern and Indigenous governments, organizations, communities, and leaders, enhancing Arctic and Subarctic teaching and learning resources.

These identified gaps and opportunities in existing undergraduate programming across the country and internationally indicate important new opportunities for the creation of the Bachelor of Arctic and Subarctic Interdisciplinary Studies.

This program will open a significant new opportunity for Northern-led education in Labrador, in Canada, and throughout the Circumpolar North. We are confident that this program fills an important gap in the higher education landscape in the North, and will provide the structure to create dynamic, rich, and powerful programming that is reflective of the diverse lands, waters, cultures, and histories of Labrador, and unites Indigenous sciences and ways of knowing and doing with multiple other ways of knowing and doing.

4. Foundational Relationships

4.1. *Expertise and Relationships with Key Partners*

4.1.1. THE SCHOOL OF ARCTIC AND SUBARCTIC STUDIES FACULTY AND ACADEMIC COUNCIL

The Labrador Campus is uniquely placed to support this program given the diverse expertise, experiences, and relational networks of the School of Arctic and Subarctic Studies Academic Council, faculty, and adjunct faculty.

The School of Arctic and Subarctic Studies Academic Council includes all current School of Arctic and Subarctic Studies faculty, cross-appointed faculty who have ongoing work and relationships in the North, Adjunct faculty with long research and educational relationships in Labrador and throughout the North, and elected and appointed members from the Innu Nation, the Nunatsiavut Government, and the NunatuKavut Community Council. Together, this diverse group of people are ideally situated to deliver and support the Arctic and Subarctic Interdisciplinary Studies undergraduate program.

School of Arctic and Subarctic Studies ASMs

- **Dr. Scott Neilsen:** the School of Arctic and Subarctic Studies and Archaeology (Innu, Inuit and Mi'Kmaq archaeological history, Indigenous and co-management of cultural and natural resources, the decolonization of archaeology and academia, repatriation, critical theory, contemporary archaeology, digital archaeology, and cultural resources management policies and practices).
- **Dr. Sylvia Moore:** the School of Arctic and Subarctic Studies (decolonizing pedagogies, Indigenous teacher education, land-based learning, language rejuvenation, Indigenous identity, and policies impacting inclusion in the Circumpolar North).
- **Dr. Amy Hudson:** the School of Arctic and Subarctic Studies (Indigenous and Northern methodologies, Inuit and Indigenous governance, sustainability planning, Inuit education, renewable energy, water security, and Indigenous self-determination, revitalization, and reclamation).
- **Sarah Papple,** Public Services Librarian (Librarian II), School of Arctic and Subarctic Studies (education, cultural anthropology, public librarian services, literacy and research supports).
- **Forthcoming Faculty Position:** the School of Arctic and Subarctic Studies currently has a posting out for an assistant professor (tenure-track), open to a diversity of Northern-focused and Northern-based social sciences. This position is anticipated to start in Winter 2024.

School of Arctic and Subarctic Studies Academic Appointments:

- **Dr. Ashlee Cunsolo**, Vice Provost, Labrador Campus and Dean of the School of Arctic and Subarctic Studies (climate change and health, climate-sensitive mental health, ecological grief, intangible loss and damages, Northern post-secondary sovereignty and self-determination).

Cross-Appointed Faculty:

- **Dr. Arn Keeling**, Geography and the School of Arctic and Subarctic Studies (environmental-historical geography of Western and Northern Canada, extractive industries and Northern/Indigenous communities, waste/discard studies, political ecology and environmental justice).
- **Dr. Lisa Rankin**, Archaeology and the School of Arctic and Subarctic Studies (community-based research, Inuit archaeological histories, cultural interactions, Indigenous settlement and landscape histories, Eastern subarctic, Arctic).
- **Dr. Daria Boltokova**, Anthropology and the School of Arctic and Subarctic Studies (linguistic and sociocultural anthropology, language revitalization, Indigenous self-governance, and youth activism).

Appointed Academic Council Members from Indigenous Groups in Labrador:

- **Kanani Davis**, CEO, Mamu Tshishkutamashutau Innu Education, Innu Nation (Innu educational leadership and development; Innu K-12 learning; language learning).
- **Jodie Lane**, Director of Education, Department of Education & Economic Development, Nunatsiavut Government (Inuit pedagogies and strategies; post-secondary access and opportunities; Inuit educational traditions).
- **Alyssa Paul**, Chief Administrative Officer, NunatuKavut Community Council (Indigenous education, teacher education, Northern educational access).

Adjunct Faculty:

- **Dr. Nathaniel Pollock**, Vice President, Canadian Society for Circumpolar Health; Epidemiologist, Public Health Agency of Canada (public health, suicide prevention, child welfare, rural health services, and Circumpolar health).
- **Dr. Alexandra Sawatzky**, Knowledge Mobilization Manager, Labrador Campus & Interdisciplinary Designer (public health, knowledge mobilization, climate change and health, visual design and communication, participatory research and methodologies).
- **Dr. Jamie Snook**, Executive Director of the Torngat Wildlife, Plants, & Fisheries Secretariat (Inuit health and wellbeing, co-management, Indigenous self-determination and reclamation).

4.1.2. KEY PARTNERS IN LABRADOR

The School of Arctic and Subarctic Studies holds strong relationships with key partners in Labrador that will further support the delivery of the Arctic and Subarctic Studies undergraduate program, and provide opportunities for guest lectures and co-teaching, student mentorship and supervision, research design and delivery, and opportunities for future research partnerships. Key governments and organizations include: the Innu Nation, the Nunatsiavut Government, the NunatuKavut Community Council, Labrador-Grenfell Health, the Labrador North Chamber of Commerce, the Town of Happy Valley-Goose Bay, and many community organizations. Further, Elders, knowledge keepers and holders, and practitioners in Labrador and across the North will be integrated throughout the program, the classroom experience, and research design and delivery, as per course instructors, course visitors, and key knowledge holders.

4.1.3. OTHER NORTHERN INSTITUTIONS

The Labrador Campus has strong and growing connections with institutions across the North, including Nunavut Arctic College (through the generational partnership between Memorial University and Nunavut Arctic College) and Yukon University, with emerging connections with Aurora Institute (soon to be Aurora Polytechnic University) and Dechinta Research and Learning Centre. As part of this integrated network of Northern institutions, we will have access and opportunities to enhance and grow the Arctic and Subarctic Interdisciplinary Studies undergraduate program in ways that tap into diverse Northern expertise and relationships, link learners across the North, and create opportunities for student exchanges, virtual learning, and resource sharing. Further, Memorial University is a member of the University of the Arctic, a network of universities, colleges, research institutes, and other organizations concerned with education and research in and about the North. Several of our faculty members are active participants in UArctic research and educational initiatives, with research and educational connections across the Circumpolar North. These connections with UArctic creates opportunities for students in the Arctic and Subarctic Interdisciplinary Studies undergraduate program to connect with diverse Northern institutions, thematic networks, and students, as well as participate in North-to-North mobility opportunities.

4.1.4. MEMORIAL CAMPUSES AND FACULTIES

Given the interdisciplinary nature of the program, students in this program will pursue diverse learning pathways and can have the opportunity to connect with courses and learning opportunities throughout Memorial Campuses through the student-directed learning opportunities.

5. Job Market Potential

Students graduating from this interdisciplinary undergraduate program will have diverse career path opportunities, particularly within Labrador, other Northern regions in Canada, nationally, and internationally.

Government and Non-Governmental Agencies

Graduates of the Arctic and Subarctic Interdisciplinary Studies program will be highly qualified for working in Indigenous, municipal, provincial, territorial, and federal government agencies, as well as non-governmental organizations. We emphasize specific training in critical decision-making, policy, writing, and critical thinking throughout the program to prepare students for diverse and fulfilling career opportunities in public service. As such, we anticipate high demand for our graduates in diverse government and non-governmental sectors, and high employment rates after graduation.

Industry

Based on our ongoing relationships and discussions with businesses and industry in the North, graduates from this program would have employment opportunities in leadership roles in a range of industries in and serving the North. There is a clear interest in hiring highly-qualified students with training in Arctic and Subarctic contexts, research, policy, and content knowledge, and we anticipate students will be highly attractive to prospective employers. Further, with the development of critical thinking, reading, and writing skills, graduates are posed to play leadership roles in Northern-based industries and businesses.

Academia

Students graduating the Arctic and Subarctic Interdisciplinary Studies program will be well-qualified to pursue graduate studies, including at the Labrador Campus in our Arctic and Subarctic Futures program. We anticipate that given the interdisciplinary nature of the undergraduate program, graduates will be able to excel in a diversity of departments and disciplines.

6. Projected Enrolment

Students who enter the undergraduate program in Arctic and Subarctic Interdisciplinary Studies will have a demonstrated commitment to and interest in Northern- and Indigenous-led research and education, and be dedicated to working with communities, organizations, and governments in Labrador and throughout the Circumpolar North on the most pressing issues in Northern regions. We are particularly recruiting Northern and Indigenous students, with a focus on both student recruitment and retention, including targeted recruitment with our Recruitment, Retention, and Relationships Officer, trauma-informed on-site counseling and student supports, and sourcing specific funding for Indigenous students.

To begin, we will intake students into the program every other year for the first two cohorts, and then yearly moving forward after that. We anticipate a projected enrollment of 20-22 students per intake year into the program at full capacity¹. Initial enrolment is expected to be modest, with approximately 10-15 students beginning in year one, growing to the above target for full capacity within the subsequent iterations (**Table 4**). As the School of Arctic and Subarctic Studies continues to grow and recruit new faculty, we expect that the projected student enrolment figures will also increase, and we will move to a yearly in-take as demand and faculty and staff capacity increases.²

Students will be recruited through diverse Indigenous, provincial, national, and international networks, with some pre-recruiting already beginning as we develop the program to ensure a successful initial enrolment. We anticipate the first cohorts will be primarily from Labrador and the province, but as the program grows, we anticipate enrollment from across the country, as well as internationally, particularly from Circumpolar countries.

Table 4. Projected Student Enrolments.

Student Cohorts	Year 1 (2024)	Year 2 (2025)	Year 3 (2026)	Year 4 (2027)	Year 5 (2028)	Year 6 (2029)	Year 7 (2030)	Year 8 (2031)
Cohort 1	15	15	15	15				
Cohort 2			20	20	20	20		
Cohort 3				22	22	22	22	
Cohort 4					22	22	22	22
Cohort 5						22	22	22
Cohort 6							22	22
Cohort 7								22
Combined Total/Yr	15	15	35	57	64	86	88*	88*
Projected Student Breakdown								
Total NL	15	15	30	45	45	60	60	60
Total Cdn	-		4	9	14	19	20	20
Total Intl	-	-	1	3	5	7	8	8
Total Combined	15	15	35	57	64	86	88	88

** Assumes continued yearly intake of 22 students starting in year 7, year over year.*

¹ This number is based on the physical limitations of classroom sizes at the Labrador Campus and the Pye Centre for Northern Boreal Food Systems, as well as ability to transport to land-based learning sites.

² Note: students from throughout Memorial University are welcome to participate in any of the six-week modules from Modules 1-11, provided that there is room in that module and that it fits within students' programs to attend one or more six-week modules.

6.1. Admission Requirements

Students entering the Arctic and Subarctic Interdisciplinary Studies undergraduate program (general or Honours) must have completed a high school degree or equivalent, and will normally hold an overall average of 70% or higher. Students who do not meet this requirement may still be considered for admission into the program based on professional and leadership contributions to Arctic and Subarctic regions.

To be eligible for admission to any program, applicants shall normally exceed the English Proficiency Requirements described in the Memorial University Calendar under *General Regulations – Qualifications for Admission*, articles 4.1.5, 4.1.6, and 4.1.7, both in the TOEFL and in the IELTS tests.

7. Resource Implications

The School of Arctic and Subarctic Studies and the Labrador Campus currently have the resources and capacities to launch the undergraduate program in Fall 2024. For the first two intakes, students will be brought in every second year (Fall 2024 and Fall 2026), to provide the opportunity to continue to build our base budget, hire new faculty, and grow our staffing resources to support yearly intakes starting in Fall 2027.

7.1. Administration of the Program

This program will be administered and coordinated by the forthcoming Senior Assistant Registrar, acting as a program liaison with the Vice-Provost/Dean of the School of Arctic and Subarctic Studies, the Curriculum/Faculty Council, and undergraduate program resources.

Additional administrative support will be provided by the Senior Academic Officer, the Executive Assistant to the Vice-Provost/Dean, and the Administrative Support Specialists at the Labrador Campus. The Vice-Provost/Dean will oversee the overall administration and functioning of the programming. The Recruitment, Retention, and Relationships Officer at the Labrador Campus will support student recruitment and retention, and the Labrador Campus Wellness Navigator will support student wellness.

7.2. Faculty Complement and Workload

The undergraduate program in Arctic and Subarctic Interdisciplinary Studies will enroll a maximum of 22 full-time students per intake year, at the height of its programming, starting with a maximum intake of 15 students in year 1 (see **Table 4** above).

The modules in the Arctic and Subarctic Interdisciplinary Studies program will be taught by existing ASMs at the School of Arctic and Subarctic Studies, as well as through per-course instructors drawn from the expertise and experience of leaders in Labrador and the North. This combination of faculty and per-course teaching will provide students with a valuable and rich opportunity to learn from academics, Elders and knowledge keepers, community leaders, decision-makers, and policy-makers.

This program is not expected to result in a deficit of faculty teaching capacity in the School of Arctic and Subarctic Studies for two reasons: 1) this is the first and only undergraduate program at the new School; and 2) we are continuing to grow our faculty complement, with an expected increase in faculty, both tenure-track and regular term, to support the growing programming. We currently have an active search for a full-time assistant professor (tenure-track) position and are working on securing additional funding for another full-time tenure track position and a regular term position.

Further, there is an opportunity for graduate students from the Arctic and Subarctic Futures program to teach undergraduate courses as per-course instructors (optional), as well as to hire per course instructors from a diverse pool of experts in Labrador and throughout the North.

7.3. Space and Facilities

Every undergraduate student will have access to the Labrador Campus facilities, including: the Labrador Campus library and archives, gathering spaces, meeting rooms, student life room, lockers, and kitchen/lounge area. Additional space is available at the Pye Centre for Northern Boreal Food Systems. All students will have access to all on-campus resources, including an on-site Recruitment, Retention, and Relationships Officer and a Wellness Navigator, as well as the Senior Assistant Registrar and virtual student resources available through Memorial University.

Students are expected to provide their own laptop or computers, although some computers are available at the Labrador Campus. Students will have access to extensive library and archive resources through the Labrador Campus Library and Archive and the Labrador Campus Librarian, as well as through the Memorial University Libraries Network.

7.4 Financial Support

Undergraduate students in the Arctic and Subarctic Interdisciplinary Studies program will be eligible for financial support through external scholarships or grants, and undergraduate research assistant opportunities. Students will also be highly encouraged to apply for the wide variety of scholarships available to undergraduate students at Memorial University, and will receive on-campus supports to secure funding and discover scholarships: <https://www.mun.ca/sgs/current/scholarships/>.

The Labrador Campus is also curating a list of undergraduate scholarships aimed specifically for Indigenous and Northern students to provide further funding: *link to Labrador Campus site once resource document is live.*

Students will be encouraged and supported to apply for these funding opportunities through their degree.

We are also working to secure donor funding for scholarships and bursaries for Labrador Campus students for a variety of different sources, to further enhance the accessibility of our program.

8. Budget

8.1. Revenue

Program fees are calculated based on the tuition rates for Memorial University, and include the projected increases until 2026 (see: <https://www.mun.ca/undergrad/money-matters/>).

Revenue numbers are calculated based on an intake of 15 students for year one, and 22 students for years 3 and beyond (see detailed budget, below).

- **2024:** \$116,820
- **2025:** \$121,500
- **2026:** \$314,496
- **2027:** \$539,136
- **2028:** \$637,416
- **2029:** \$862,056
- **2030:** \$898,560
- **2031:** \$898,560

8.2. Expenditures

8.2.1. EXPENDITURES

Instructional Costs: We anticipate additional (and declining) instructor costs to offer the program through the hiring of Per Course Instructors. In the first years, our per course instructor costs will be higher, as we work towards hiring more faculty members. As more faculty join the School of Arctic and Subarctic Studies, the PCI rates will decline. However, we anticipate always keeping PCIs in this program to reflect the importance of including local experts and knowledge holders as full instructors (see **Table 5** below).

Honorariums: In addition to the PCI fees, we are also allocating fees specifically to support the inclusion of Elders and Knowledge Keepers in our program as special guest lecture and critical Knowledge holders. These fees are in addition to the inclusion of the Elders, Aunties, and Uncles program, and the resources those individuals will be able to provide.

8.2.2 ADMINISTRATIVE COSTS

Student & Program Supports: As part of the Labrador Campus growth and development, we have secured a Senior Assistant Registrar (part-time), working with the Registrar's Office and Nunavut Arctic College, to support our programs, and provide student advisory support. The budgeted amounts reflect a portion of this position per year. Other supports for students will be covered by already existing positions (e.g. the Labrador Campus Wellness Navigator, the Recruitment, Retention, and Relationships Officer) (see **Table 5** below).

Administrative Support: Administrative support to students and faculty will be provided by the Executive Assistant to the Vice-Provost/Dean, as well as the Senior Administrative Officer/Manager and the Administrative team of the Labrador Campus. The budgeted amounts indicate a portion of these positions per year (see **Table 5** below).

Materials and Supplies: We have included a year's amount to cover additional needed supplies for our programming, particularly the land-based components to cover items such as food, wood, etc. (see **Table 5** below).

Travel: We have also incorporated amounts for travel each year. Due to the land-based nature of many modules in the undergraduate program, we have included a specific line to cover travel to land camps and other communities, and include the cost of fuel for transportation. Note: we have an available fleet at the Labrador Campus to support transportation, and are in the process of purchasing a passenger van and an additional vehicle to support our programming (see **Table 5** below).

Recruitment: To get this program up and running, activities outside of normal recruitment processes may be required, so we have allocated limited amounts per year to support program recruitment and growth. Recruitment activities will be run by the Labrador Campus Student Recruitment, Retention, and Relationship Officer, with a specific focus on recruiting and retaining Indigenous and Northern students, as well as the Recruitment Office. We will also actively recruit through our connections with Yukon University, Aurora Institute, Nunavut Arctic College, Dechinta Research and Learning Centre, and the University of the Arctic, as well as scholarly and academic networks such as ArcticNet, MEOPAR, International Congress for Arctic Social Sciences, International Union for Circumpolar Health, and the University of the Arctic Thematic Networks (see **Table 5** below).

Other Administrative Costs: We anticipate no additional administrative costs for this program, other than those listed above (see **Table 5** below).

Table 5. Budget Projections for the Bachelor of Arctic and Subarctic Interdisciplinary Studies (2024-2031)

Estimated Revenue	Year 1 (2024)	Year 2 (2025)	Year 3 (2026)	Year 4 (2027)	Year 5 (2028)	Year 6 (2029)	Year 7 (2030)	Year 8 (2031)
NL Students	\$ 116,820.00	\$ 121,500.00	\$ 252,720.00	\$ 379,080.00	\$ 379,080.00	\$ 505,440.00	\$ 505,440.00	\$ 505,440.00
Other Canadian Students	\$ -	\$ -	\$ 33,696.00	\$ 75,816.00	\$ 117,936.00	\$ 160,056.00	\$ 168,480.00	\$ 168,480.00
International Students	\$ -	\$ -	\$ 28,080.00	\$ 84,240.00	\$ 140,400.00	\$ 196,560.00	\$ 224,640.00	\$ 224,640.00
Total Estimated Revenue	\$ 116,820.00	\$ 121,500.00	\$ 314,496.00	\$ 539,136.00	\$ 637,416.00	\$ 862,056.00	\$ 898,560.00	\$ 898,560.00
<i>Note: students take 4 modules per year, for the equivalent of 6 courses per module/12 courses per year, finishing the program faster. Rates are based on 12 courses/year.</i>								
Estimated Expenditures								
Per course appointments*	\$ 60,500.00	\$ 33,000.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00
Elder & Knowledge Keeper honorariums	\$ 5,000.00	\$ 5,000.00	\$ 8,000.00	\$ 8,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Sub-Total Instructional Costs	\$ 65,500.00	\$ 38,000.00	\$ 24,500.00	\$ 24,500.00	\$ 26,500.00	\$ 26,500.00	\$ 26,500.00	\$ 26,500.00
<i>*Assumes 11 PCIs in year one, with declining needs as our ASM numbers increase; average rate of \$5500.</i>								
Administrative Costs								
Senior Assistant Registrar	\$ 18,000.00	\$ 18,000.00	\$ 22,000.00	\$ 22,000.00	\$ 25,000.00	\$ 25,000.00	\$ 27,000.00	\$ 27,000.00
Administrative Support	\$ 20,000.00	\$ 20,000.00	\$ 25,000.00	\$ 25,000.00	\$ 35,000.00	\$ 35,000.00	\$ 38,000.00	\$ 38,000.00
Materials and Supplies	\$ 3,000.00	\$ 3,000.00	\$ 4,000.00	\$ 4,000.00	\$ 5,000.00	\$ 5,000.00	\$ 6,000.00	\$ 6,000.00
Travel	\$ 4,000.00	\$ 6,000.00	\$ 8,000.00	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00	\$ 16,000.00	\$ 16,000.00
Recruitment	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Sub-Total Administrative Costs	\$ 46,000.00	\$ 48,000.00	\$ 60,000.00	\$ 62,000.00	\$ 78,000.00	\$ 80,000.00	\$ 88,000.00	\$ 88,000.00
TOTAL COSTS (Expenditure + Admin)	\$ 111,500.00	\$ 86,000.00	\$ 84,500.00	\$ 86,500.00	\$ 104,500.00	\$ 106,500.00	\$ 114,500.00	\$ 114,500.00
NET REVENUE (REVENUE-EXPENDITURES)	\$ 5,320.00	\$ 35,500.00	\$ 229,996.00	\$ 452,636.00	\$ 532,916.00	\$ 755,556.00	\$ 784,060.00	\$ 784,060.00

Note: these numbers assume 100% tuition revenue flowing to the School of Arctic and Subarctic Studies. Numbers/percentage allocations may change with the implementation of a new budget model.

Memorial University of Newfoundland and Labrador Undergraduate Calendar Change Proposal Form Appendix Page

CONSULTATIONS SOUGHT

Consultations were sought from the Senate Committee on Undergraduate Studies Distribution list. Consultations were also conducted with members of the Labrador Campus Academic Council throughout the design and development of this proposal, as well as key rightsholders and partners connected to the Labrador Campus, both in Labrador and throughout the Memorial University campuses. A list of all those consulted, their feedback, and corresponding responses, is included in **Appendix A**.

LIBRARY REPORT

The Library Report is forthcoming for final submission, and is included in **Appendix B**. We are confident from the findings of our library report for the graduate program in Arctic and Subarctic Futures in Fall 2022 that the Labrador Campus library and archive and the wider Memorial University library systems have the needed resources required to support this program.

RESOURCE IMPLICATIONS

Resource implications for the new Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS) are listed in the proposal, above (Section 7). Resources include the hiring of a new faculty member in 2024 (approved), the recent hire of a Senior Assistant Registrar to support the Labrador Campus part-time, increased administrative supports through an Executive Assistant for the Vice-Provost/Dean (approved), and the continued focus on base budget growth and faculty hiring moving forward.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

Please see below in **Appendix C** for a detailed list of all the new courses provided for the new Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS). **Appendix D** provides information on the SASS course coding structure, and **Appendix E** lists potential instructors for each of the proposed BASIS courses.

Appendix A

CONSULTATIONS SOUGHT



Appendix A: Consultations Sought

Consultations

REVIEWER NAME AND
AFFILIATION

FEEDBACK AND RESPONSES

Dr. Ailsa Craig,
Professor, Department of
Sociology & Special
Advisor to the President
(Continuing Education)

The program looks fantastic, strong, creative and fascinating! I have a couple of questions. Most of my curiosity is about if this can or does fit in with existing structures. For example,

- 1. could someone doing the Indigenous studies certificate in HSS come up and to 12 weeks (two modules) and have that count towards that certificate? How might these two things overlap?*
- 2. Do people have to take the modules in the order listed?*
- 3. What happens with interruptions in student trajectories?*
- 4. Are there ways that people can PLAR into this program?*
- 5. Would these units be open to non-degree students as part of a continuing education journey without taking the full program?*
- 6. Are there continuing education initiatives that could, if collected, add up to contribute toward this program? (i.e. continuing education offerings that bridge into the program).*
- 7. If someone started in this program and then decided to switch to another university, what could they expect to receive in terms of transfer credits?*
- 8. In the other direction, of the programs listed, how would this program take into account the work of doing parts of the program at Trent, for example. Do they get advanced standing?*

Really, all of my questions have to do with my excitement about how it could roll out in fascinating ways. I hope that this is helpful. It's a truly fantastic initiative.

Responses:

Thank you so much for your very helpful and supportive feedback. We appreciate the time you took to review it. The answers to all your questions are below.

1. We haven't made that connection yet, but if the certificate was open to it, we are happy to discuss. □
 2. The modules are structured to allow flexibility if a student has disruptions in programs. Ideally, the program is finished in chronological order, but we have flexibility built in. Also, with permission, students from other Memorial units could take any module, provided there was space.
 3. We have contingency plans for students to be able to continue on, which are outlined in the calendar language. Once Modules 1 and 2 are done, students who experience disruptions can pick up the modules when they come around again, or through compressed offerings.
 4. Yes, we have that option, following the PLAR processes for the university, but also considering cultural experience and leadership too.
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5. If there is room in the modules, this could indeed be a possibility, but we would need to think about credentialling.
 6. Yes, our 12 credit hours in student-directed learning would definitely fit, and we are hoping that students will choose a diversity of academic and continuing education opportunities to fill these 12 credit hours.
 7. That would be up to the other university. 67% of our courses will have numerical grades, and all of our courses have descriptions that could be used for determining transfer credits.
 8. It would depend on the individual circumstance. Some of the courses from Trent, if they were in Arctic and Subarctic Regions, could potentially count towards the 12 credit hours of self-directed learning.

Actions Taken:

Edits have been made throughout the text of the proposal to clarify these questions, and to respond to some of the questions.

Dr. Erin Davis, Associate Professor & Associate Dean of Undergraduate Studies – School of Pharmacy

1. *These changes should not affect pharmacy or pharmacy students and so we have no concerns.*

Response:

Thank you very much for reviewing this proposal, and for your support of this program.

Action Taken:

N/A

Dr. Patricia Dold, Associate Professor & Associate Dean, Curriculum and Programs, Humanities and Social Sciences

1. *First, my congratulations to the entire team for reaching this very significant turning point for the School of Arctic and Subarctic Studies. The BASIS program is innovative, multidisciplinary and offers a wholistic and multidimensional educational experience. Your survey of comparable programs shows very clearly the unique strengths of BASIS and therefore its great potential for students, for the University and for various communities, starting with those of the North.*

Response:

Thank you very much for your kind and supportive comments.

Action Taken:

N/A

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2. *First, on the experiential courses and the camps in particular (e.g., SASS 1500, 1501), I wonder about including in such courses even just a few hours preparation time with the cohort prior to beginning a camp, to provide an opportunity to set the stage with the group, to review things like safety procedures or whatever can be done prior to arrival on site, perhaps including some discussion of significant themes anticipated in the camp. A post-camp meeting too seems like it could be quite beneficial as a way to assist students (or for*
-

students to assist each other) to process their experience. I could see the utility of even just inviting student to produce some kind of reflection on their experience. I am not suggesting that either of these sessions be graded or that any reflective piece be graded. I am suggesting that a specific opportunity be structured as part of these courses to create an opportunity for students to articulate or represent in some manner, what they just experienced. I wonder if an opportunity is lost if students do not pause after a camp and attempt to translate experience into language, image, sound – whatever – to process immediately. I also think that any such post-camp discussion

Response:

Yes, we absolutely agree. And, for all our land-based courses we do this type of work, and reflection is inherently built into our courses, particularly when they are connecting on the land. But, I realize now with your comments that we haven't made that explicit in the course weekly content and descriptions, so I'll go through and provide some updated materials there. Pre- and post-prep time and reflection during and after is a key component of our entire program.

Action Taken:

After discussion with faculty who will be teaching this class, it was mutually agreed that everyone was already planning to incorporate this throughout the program, particularly the land-based courses, and edits didn't need to be made to the general course outlines, as this was more practice rather than curriculum.

-
3. *Second, there are a few classroom-based courses, such as SASS 1001, 1002 where classroom hours are specified along with a number of hour allocated for independent learning, such that the total number of hours is equivalent to what I gather is the normal expectation of instructional time per credit hour. For SASS 1001 and 1002, no detail seems to be provided about what students are expected to do in these independent study hours. How are these hours of independent study different from what is normally expected of students for reading, preparation for class discussion, writing etc., outside of classroom hours in, say, a 3 credit course that has a minimum of 36 hours class time? In the case of other courses (e.g., SASS 1003), some detail as to student activity is provided for these non-class room hours. It seems to me preferable and important to designate some course work or activity in all such cases.*

Response:

Thanks for pointing this out. We can provide more details on what students would be doing during this time.

Action Taken:

Additional details on what students are doing during these times was added to the course description.

-
4. *Finally, I assume that students' major projects will be collected and retained by the School and by Memorial. I hope that students and instructors in the program find other ways to preserve and share -- with the broader community as well as the University -- the different kinds of works that BASIS students create throughout the courses and modules of the program.*

Response:

Yes, we will definitely be preserving the projects, and have been discussing ways to do this. In our grad program, one of the year-long courses involves making an arts-based portfolio at the end, which will be displayed on our campus walls for a year, until the next cohort presents their work. We will be digitally scanning and archiving their projects, and have been discussing strategies for creating a web-based platform to share their work more broadly. The same strategies would be for the undergraduate program as well.

Action Taken:

N/A

5. *Again, congratulations to the entire team on the development of this exciting program.*

Response:

Thank you so much. We really appreciate your help and thorough review, and your kind words. We are very excited about this program!

Action Taken:

N/A

Dr. Shoshannah Ganz,
Associate Professor –
English, Grenfell Campus

1. *The undergraduate proposal looks wonderful. Just a little typo note in section 4.1.1. – “pursing” should be “pursuing”*

Response:

Thank you for taking the time to review this proposal, and for your support. We will correct this typo.

Action Taken:

Typo corrected.

Dr. Glyn George, Chair
of the Committee on
Undergraduate Studies,
Faculty of Engineering
and Applied Science

1. *Thank you for the opportunity to comment on the Calendar changes proposed for the new degree program BASIS (Bachelor of Arctic and Subarctic Interdisciplinary Studies). At its meeting on Nov. 15, the Committee on Undergraduate Studies for the Faculty of Engineering and Applied Science considered your Calendar proposal. The Committee sees*
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no direct impact on our programs and supports the new BASIS degree.

Response:

Thank you for taking the time to review this proposal, and for your support of this program.

Action Taken:

N/A

Dr. Nat Hurley, Dean,
Humanities and Social
Sciences

1. *Let me begin by echoing the praise and congratulations that Pat sent on behalf of HSS to you and your team. What an amazing proposal! The program you are proposing is bold and innovative—distinct from anything in the Canadian post-secondary landscape. I'm in awe of the amount of work and research that has gone into the preparation of the documents. The research, the background, the vision—it's all so very impressive. The program is politically urgent and materially robust, tied directly to land-based learning and to the people of Labrador, particularly Indigenous people. When the time comes for voting this program into existence at Senate, you can count on my unqualified support. I do have some comments below for your consideration. I'll group them by category. Most of them are just for thinking about in terms of the program's implementation—only the one about learning assessment could be perceived to add anything substance to the proposal itself.*

Response:

Thank you so much, Nat. Really means a lot coming from you, Pat, and HSS. We appreciate your support!

Action Taken:

N/A

2. **Complementarity:** *The proposal frames the program as being complementary to existing programs at Memorial while being quite different from them. I can see what you mean. I'm not sure I see the complementarity reflected at the program detail level structurally. The structure itself is radically different from the structure of other programs at the university—to the point that its distinction will make it very difficult for faculty or students from other programs on campus to participate. But maybe that radical difference is precisely the point. I can see that cross appointed faculty might have difficulty working within the structure of that program if they are also teaching in other more traditionally formatted programs at the university. Students in other Memorial programs would likewise have challenges to participate from outside the strictures of that program. I'm not saying that the program should contort itself to be more complementary with traditional programs but maybe the program doesn't really offer any structural complementarity and that is just fine.*

Response:

Thank you for this comment. We'll work on some edits to this section, as several other units have also wondered if we could accept students from their programs (yes, provided we have space), but then the question becomes how would they be able to access those modules due to the structural differences. We'll get some further clarity/nuance on that. Thanks Nat – by complementarity, we were more meaning that it doesn't duplicate anything, and is building from pieces, but doing things differently.

Action Taken:

Edits have been made throughout the proposal to clarify that it is indeed a different structure all together, and clarify the section on complementarity.

3. **Budget:** *I have to admit, I'm very curious about the resource part of the proposal. The budgetary framework seems to suggest that the program and its administration will be funded through a tuition/fee model where LC keeps all the revenue from student fees. But since that isn't how MUN's budget currently works, I'm wondering if you have secured a different kind of agreement to support the program. HSS, for instance, does not currently get all (or even any) tuition dollars for courses taught in our HSS departments, for instance. The resource question as represented here does not seem to represent the budget climate as most Faculties experience it.*

Response:

I had created the budget model awhile ago, and was waiting to hear back about the percentage of budget revenue received by SASS that I should include (even if just an estimate), based on potential for a new budget model. And I realized that I never updated those numbers in the version that was in the proposal that went out for review. I will ensure the numbers are updated for the final submission to SCUGS and Senate.

Action Taken:

Clarification was sought, and the recommendation was to use 100% allocation of tuition, but put a note indicating it may change with the implementation of a new budget model. This edit has been made.

4. **Expansive Range of Learning Assessments as part of the Program's Pedagogical value Transition to other universities/programs:** *One of the distinctive features of the BASIS program seems to be pedagogical experimentation at the level of learning assessment, but this is a bit buried in the proposal. Many courses foreground experiential learning, a good number of the courses are pass/fail, and many others rely less on written assignments compared to other Memorial degrees that could be seen to be complementary. If the program values other kinds of learning assessments, I think that could be usefully spelled out in section 1.4 where the proposal discusses pedagogy. There seems to be more emphasis in the program courses here on learning experiences than the representations of one's learning. This could*
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be flagged as more of a strength, I think. That strength could potentially be seen as a weakness, I suppose (particularly if students transitioning out of the program and into other post-degree programs are expected to have high achievement in traditional assessment forms), but I'm not sure this is enough of a reason not to trumpet the transformative pedagogy here. Also, BASIS identifies leadership training as a key contribution the degree will make for Northern communities. I agree entirely—I just think the course and program learning objectives could bridge back to the overview of the program's aims a little more effectively, identifying the strengths of the program for building capacity in terms of building bridges both within Northern and Indigenous communities and building bridges to non-Northern and non-Indigenous communities.

Response:

Thanks Nat. We will make some further edits to really clarify this in section 1.4. We will also make some new edits in the proposal to emphasize that the majority of the courses are 'traditional' graded courses, and that the pass/fail courses, while extremely important to the program, will not be the majority of the transcript or evaluation. We want to make sure that in the end, students are prepared to go on to our own programs and to other universities and into the work sector, and have a transcript that looks like transcripts people are used to seeing. I also really like your suggestion there are the end around making edits to show the bridges within and to ... we'll work those edits in as well, to further pull those pieces out.

Action Taken:

Edits were made to Section 1.4 and throughout the proposal to emphasize learning assessments, and skills that will be learned, as well as adding in clarity around the number of classroom-based, land-based, and experiential courses. Edits were also made around the assessment section. This was a key point of consideration and discussion for our program, and how it is structured to still produce usable and recognizable transcripts and develop transferable skills. We also made edits to emphasize they will be developing key skills in critical thinking, reading, writing, leadership public speaking, etc. throughout all the modules.

We also expanded further on the pedagogical offerings and underpinnings of this program in 1.4 as well, and added pieces throughout the proposal to further expand on this.

-
5. **The Honours Component:** *The Honours Degree is the place where there could be more pressure on students to demonstrate more traditional forms of knowledge, since the Honours is often a gateway to graduate level education and professional degree programs. Some questions emerge here for me and I wonder how it will affect BASIS graduates' applications to MA and PHS programs. For instance, how many pass/fail courses will qualify students for an Honours degree? This seems important for admission to graduate and professional programs and for research assessments where things like GPA matter. Also, pathway 2*
-

proposes to offer thesis training for students. How prepared will students be by years 1-3 of the curriculum to undertake thesis writing if writing is not central to so many courses in the program. Maybe a sense of learning equivalencies is necessary to establish for other programs what the work of an Honours entails?

Response:

We definitely want to make sure that students in the honour's program can continue on in graduate work, and have the additional training. I should emphasize that writing is a fundamental skill throughout the program, and we will make sure all students have the training in writing, particularly the honour's students.

Action Taken:

Edits were made to clarify the importance of writing for this program, and the option to continue on to graduate work through the honour's program.

Dr. Iain McGaw,
Professor &
Undergraduate Officer,
Department of Ocean
Sciences

- 1. This seems like a well-planned out and unique learning experience. I am sure it will be popular and beneficial. Its strength lies on hands-on integrative nature with the community and different peoples and learning directions. These days students can get so much information from the internet it is no wonder that they are not engaged and spend half the time on their phones. This looks like a great hands-on immersive learning - it looks really interesting and fun. I teach short field courses at our Harlow campus. The students love these type of learning experiences. This program has a perfect mix of classroom and field teaching with a diverse set of instructors I wonder as this course develops if it can be partially opened up to other students at MUN. For example, could a student from another program take a semester of learning at the campus and have these courses transferred into their program? The maximum enrollment is 22 - should this course prove popular would there be the resources to expand this number? I could see many of our Ocean Sciences students would love to spend a semester or two in Labrador. Again in the future would this program allow other students at MUN to slot into certain areas - or would this not work at all?*

Response:

We would absolutely love to have students from other campuses join us for particular modules or experiences. The cap we currently have is a function of the physical space limitations we have in our current classrooms at the Labrador Campus. Our goal is to one day build a new building, which would be able to house larger classrooms and spaces, to help us increase not only our own enrolment, but be able to welcome students from throughout

Memorial for aspects of the program. Now, that said – if there are individual students who approach us, we can certainly consider welcoming people into certain parts of it now.

Action Taken:

Edits have been added to clarify that students from other campuses can join, pending available space and that it fits with student's programs.

Dr. Rebecca Milley,
Chair of the Committee
on Academic Planning,
School of Science &
Environment

1. *The School of Science and Environment at Grenfell Campus has no comments or concerns on this proposal.*

Response:

Thank you for reviewing this proposal, and for your support of this program.

Action Taken:

N/A

Dr. Kim Myrick, Interim
Co-Director, Centre for
Innovation in Teaching
and Learning, **Bonnie
Simmons**, Interim Co-
Director, and Associate
Director, Centre for
Innovation in Teaching
and Learning, and **Ruth
Hickey**, Manager,
Learning Design &
Development

1. *Thank you for the opportunity to review your program proposal on a Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS). The proposal was reviewed by myself, Bonnie Simmons and Ruth Hickey in CITL. We are pleased to offer our combined feedback below, with the caveat that that we do not have a great deal of experience in reviewing program proposals of this unique nature. Please accept our feedback as you find suitable.*

Overall, we are very inspired by your proposal and its uniqueness from any program we have reviewed to date. The proposal presents an exciting opportunity for students and Memorial University. It addresses gaps and opportunities in existing undergraduate programming across the university by pursuing holistic, sustainable Northern-led education. Further, the program is able to be offered with current faculty and resources of Memorial and strong connections with community and institutions across the North. We congratulate you and your team for this proposal and thank you for your commitment and creativity in its development.

Response:

Thanks so much to the three of you for taking the time and care to review our proposal. And thank you for the kind comments. This means a lot coming from your team, as we always appreciate your support!

Action Taken:

N/A

-
2. *It may be helpful to state the full length of the program (three years) up front or under the program structure. It does not become clear that it is a three-year program until program scheduling and mapping.*

Response:

Yes, good point. We agree.

Action Taken:

We added a new section to the Program Description/Structure, as well as new sections and edits throughout the proposal, including a new section in the executive summary, to make this clear.

3. *The rationale for why the program is structured into modules could be more explicit. Also, the reference to modules, and then to courses could be more clearly presented in the overview.*

Response:

Yes, agreed. We will make edits.

Action Taken:

A new section has been added to the executive summary about the modules, and new sections are added in the pedagogical underpinnings to reflect, describe, and explain the module approach, why we chose it, and why it's so important for pedagogical transformation.

4. *A description of how the program is interdisciplinary would be helpful. It may be helpful to know the disciplines and the rationale for them. Also, there is some inconsistency in the reference to the term "interdisciplinary" in the proposal. For example, under course overview, it states: "the modules are interdisciplinary, uniting multiple types of learning and topics together in an integrative way...". It would be helpful to know the multiple types of learning and topics. Also, from this statement it is not clear if the program involves the combination of different disciplines of knowledge. Further along, under program schedule and mapping, the proposal states: "Each of the modules are structured to be interdisciplinary, bringing together learning on each topic from diverse perspectives and disciplines in an integrative way." This statement is clearer on disciplines generally. Similarly, there was some inconsistency in the way the program content was described. In some sections the program content is referred to as classroom-based, land-based and experiential-based. In other sections it is referred to as theoretical-based and experiential. It would be helpful to be consistent and include the types of activities that qualify under each heading. The proposal states that the program links diverse ways of knowing, learning, and being. It would be helpful to clarify how that is integrated into the program.*

Response:

We will make edits to clarify.

Action Taken:

Edits have been made throughout the proposal to clarify and streamline terminology.

5. *Is the program limited to students enrolled in it? Are students outside the program eligible to participate in a module or a course in a module? How does Memorial support transfer of credit or*
-

articulation agreements for the courses the students can complete elsewhere? What about program continuity in cases of interruption? Can a student remain in this program if they are unable to complete a component at a particular time?

Response:

Students in other programs are welcome to participate in this program, provided there is space in the program and it works with student's programs. Transfer credits and PLAR are covered through Memorial's processes. The calendar language addresses this now, and little edits have been made throughout to clarify. The calendar language addresses issues with continuity. Students are able to make up missed modules through accelerated formats or by picking it up when it is next scheduled. Once Modules 1 and 2 are complete, students can continue through the program, even with disruptions, until Modules 11 and 12, which need to have Modules 1-10 complete before taking them.

Action Taken:

Edits have been made throughout the proposal to clarify all of the above questions, and calendar language includes further details.

6. *We hope you find this feedback helpful. Please let us know if you have any questions on any of the above. CITL is supportive of your proposal and would be delighted to work further with you on the implementation of your program. We wish you all the best with your proposal and we look forward to hearing about its success.*

Response:

Thank you so much for your ongoing support, and for these very helpful and constructive points and feedback!

Action Taken:

N/A

Dr. Danielle O'Keefe,
Vice Dean, Education and
Faculty Affairs – Faculty
of Medicine

1. *No concerns from the Faculty of Medicine*

Response:

Thank you for taking the time to review this proposal, and for your support of this program.

Action Taken:

N/A

Dr. Erin Oldford,
Associate Dean of
Undergraduate Programs
and Accreditation;
Associate Professor of
Finance, Faculty of
Business Administration

1. *Thank you for the opportunity to review. We think the modularized approach is very interested and we applaud your efforts to tackle non-conventional programming. In general, we see no negative impact for Business. Overall, it sounds like a very interesting program and a great addition.*

Response:

Thank you for taking the time to review this proposal, and for your support of this program.

Action Taken:

N/A

2. *We have some concerns regarding the proposal that we'd like to share, particularly related to how the calendar language is laid out. We don't see the actual regulations for the program anywhere*

Response:

The regulations are down in the appendices. We are also working through how to represent some of these regulations in the calendar language given the unique structure of the program, and we will be working with SCUGS to finalize.

Action Taken:

We approached Shannon Sullivan for advice on how to present the materials most clearly and appropriately for final review. With Shannon's advice, we have moved the material from the former Appendix B (full calendar language for the program) to the front matter, as the full calendar change/executive summary of the program, before we get into the proposal itself. What was formerly Appendix B has been removed, and the subsequent Appendix titles updated accordingly. Larry Bauer wrote the calendar changes to ensure they aligned with Memorial policies.

3. *What are the approved electives? Are there any BUSI courses there? I'm a little confused about the electives: they only have 4 in the whole program and they all have to be northern-focused? Unless they get approval? We are wondering if we (i.e., Business) fit into this at all.*

Response:

There are no official approved electives; instead, students will follow a student-directed learning approach for these 12 credits, where they request what courses/learning opportunities they want to use for these 12 credit hours. It can be courses from other campuses at Memorial, as long as they are related to Arctic, Subarctic, and Northern areas. It can be used to take program at other Northern post-secondary institutions. It can be used for land-based learning opportunities.

The purpose of these 12 credit hours is to specifically keep it open, to give students flexibility and creativity, and to ensure that we don't have to worry about things like course equivalency, to increase ease of North-to-North learning.

Someone could choose to take a business course, if you have a Northern/Arctic/Subarctic business course, and if we accepted it (and assuming they would be able to get into your course too).

4. *We did find the proposal difficult to navigate. We would expect that all calendar changes would be included with the senate summary page on page 1. When some are there, others are in Appendix B and then each of the courses are on separate pages. I did not see a "Course Descriptions" calendar section that lists all the courses in one place*
-

Response:

Thank you for this. We will make edits to this, and try to make it more clear. We initially didn't want to put all the changes at the front because of the length, but I will discuss the structure with Shannon [SCUGS] before the final copy goes to Senate.

Action Taken:

As indicated above, we discussed with Shannon Sullivan, and based on his feedback and guidance, we have moved the material from the former Appendix B to the front matter, as the full calendar change/executive summary of the program, before we get into the proposal itself.

5. *I also would just add that it looks like all the courses in this program are restricted for students in this degree program. Which is fine, but we would suggest that perhaps some of our business students would be interested in taking some of these courses, and would they ever consider opening up the courses to other programs in the future? Or maybe they have other courses that would be more appropriate and not in a modular format?*

Response:

Yes, this is correct. Right now, because our class sizes are small and limited by our physical infrastructure, we are restricting to our students first; however, if there is available space, we would certainly be happy to welcome students from throughout Memorial University who may be interested. The challenge will be if they are able to make our six-week module structure work in their programs. Right now, we do not have other course offerings at the undergrad level, outside of this format.

Thank you again for this helpful feedback!

Action Taken:

Edits have been added to clarify that students from other campuses can join, pending available space and that it fits with student's programs.

Dr. April Pike, Interim
Dean – School of Nursing

1. *No concerns from Nursing*

Response:

Thank you for taking the time to review this proposal, and for your support of this program.

Action Taken:

N/A

Dr. Mary Pippy, Faculty,
School of Fisheries,
Marine Institute

1. *The Marine Institute has no concerns with this proposal. We feel the proposed new program is a major departure from typical program proposals and represents a very exciting future for the Labrador Campus. Best of luck with it!*

Response:

Thank you for taking the time to review this proposal, and for your support of this program.

Action Taken:

N/A

Dr. Shannon Sullivan,
Teaching Associate
Professor, Dept. of
Mathematics; Senior
Faculty Advisor, Faculty
of Science

1. *I don't have any major concerns about the way you've presented things. That being said, I might be inclined to take the material from Appendix B and move it up to the front alongside the higher-level changes, since that's really the nuts-and-bolts of what the program will comprise, and it deserves being highlighted.*

Response:

We'll move the full appendix with the calendar language to the front matter, as the full calendar change/executive summary of the program, before we get into the proposal itself. We will then revise and update the subsequent Appendix titles accordingly.

Action Taken:

Larry Bauer wrote the calendar language for the proposal and it's now fully in the front matter.

2. *I think keeping the course descriptions in their own appendix is perfectly reasonable, especially given the number of new courses being proposed. Just don't forget to include an Abbreviated Course Title for each one (that's the at-most-29-character version that appears on a student's transcript).*

Response:

For the course title short forms, we will make those edits to the appendix where we list out all the undergraduate program course numbers and coding structures.

Action Taken:

Edits were made accordingly, and this information is now all included in Appendix D.

3. *Note that we'd also typically look for an indication of who might teach each of the proposed courses. (This list doesn't have to be in any way exhaustive; one or two possibilities for each course is sufficient.)*

Response:

We will add potential faculty names (or indicate if we are going PCI for community leadership/expertise) and add this information to a new Appendix.

Action Taken:

We created Appendix E, where we listed all the courses and corresponding names of potential faculty and instructors.

Appendix B

LIBRARY HOLDINGS & EVALUATION



Appendix B: Library Holdings & Evaluation



Collections Strategies Division
Queen Elizabeth II Library

November 21st, 2023

To: Dr. Ashlee Cunsolo, School of Arctic and Subarctic Studies, Labrador Campus, Memorial University

From: Dr. Kathryn Rose, Head, Collections Strategies, QEII Library

Subject: Library Report for the Labrador Campus of Memorial University's proposal for the establishment of the Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS)

The library has received the following course proposals with the undergraduate program proposal:

Module 1: People of is Now Called Labrador I

SASS 1000 Indigenous Peoples, Places and Cultures in What is Now Called Labrador

SASS 1001 Indigenous Governance in Labrador

Module 2: People of What is Now Called Labrador II

SASS 1002 A Timeline of Human History in what is now called Labrador

SASS 1500 Fall Camp I

SASS 1501 Fall Camp II

Module 3: The Circumpolar North

SASS 1003 An Introduction of the Circumpolar North

SASS 1502 Lands and Waters of the Circumpolar North

SASS 1004 Peoples of the Circumpolar North

Module 4: Stories of the North

SASS 2000 Narratives of Labrador

SASS 2500 Land Stories

SASS 2700 Storying Labrador Futures

Module 5: Strengthening Indigenous & Norther Health, Healing, and Wellbeing

SASS 2001

SASS 2501

Module 6: Colonization and Reconciliation

SASS 2002 Studies in the History of Colonialism in Canada

SASS 2003 Reconciliation and Indigenous-Colonial Relations in Canada

SASS 2502 Learning through Relationships

Module 7: Resistance, Resilience, and Reconciliation

SASS 3000 Issues in Decolonization

SASS 3700 Studies in Reclamation and Resurgence in the North

Module 8: Ways of Knowing, Doing, and Being

SASS 3001 Healing the Land

SASS 3002 Land as Teacher

SASS 3500 Land and Learning

Module 9: Relational Connections with Wildlife, Fish, and Plants

SASS 3501 Indigenous-led Conservation and Stewardship in the North

SASS 3003 Critical Issues in Co-Management in the North

SASS 3004 Co-Management in Theory and Practice

Module 10: Relationships and Responsibilities

SASS 4000 Relational Accountabilities and Responsibilities

SASS 4001 Reclaiming Land

SASS 4700 Narrating our Relational Accountability to Land

Module 11: Sustainable Self-Determined Futures

SASS 4002 Studies in Indigenous Governance in Canada I: Laws and Justice

SASS 4003 Studies in Indigenous Governance in Canada II: Sustainable Self-Determination

Module 12: Building your own Futures

Pathway 1: BASIS Major

SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies

SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies

Pathway 2: BASIS Honours

SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies

SASS 4301 Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies

Each course has a distinct objective and requirements. Some will benefit from library resources and support, while others, such as the land-based courses, will not require ongoing course support. While none of these proposed courses provided a detailed reading list, the following proposals included phrases such as “critical reading, self-directed research, locate datasets and knowledge’s, complete readings and research methods,” suggesting a possible role for the Public Services Librarian and use of the collection by students. These courses included:

- SASS 1001
- SASS 4002

- SASS 4003
- SASS 1002
- SASS 1004
- SASS 1502
- SASS 1003
- SASS 1004
- SASS 4300
- SASS 4302

MUN Libraries has supported many course offerings where the main course focus was the North and/or Indigenous Peoples. We will continue to develop our collections in these areas and provide support to students and faculty. Approximately one and a half years ago, Ryan Lewis, a Social Sciences Librarian at the QEII Library, completed a very thorough assessment of the Library's collections for the graduate program at the Labrador Campus. The following are excerpts from that report. This overview of our collection illustrates that we are well-positioned to support this program. (Figures in Table F have been updated to October 2023).

Summary of MUN Library Expertise and Resources

Completed by Ryan Lewis, 2021.

For many years, the Library system at Memorial University has supported undergraduate and graduate courses with a focus on topics to do with the North and/or Indigenous Peoples. Fifty-one undergraduate and nineteen graduate courses have been offered at Memorial in the last few years. The Library system is therefore well-positioned to support the new programmes presented in this proposal. Library support has included resources from the general collections of the system, as well as from specialized collections such as HSL, CNS and Archives and Special Collections. As these courses will be anchored at MUN's Labrador campus, students will also benefit from the collections in Labrador. When needed, an Intercampus Loan process is in place between St. John's campuses, Corner Brook Campus, and the Labrador Campus Library.

The Library system in St. John's, Corner Brook and Labrador contain many tens of thousands of books and e-books, journals, e-journals, conference papers, theses, government documents, maps, and other resources that will be relevant for this programme. Some of these resources are available through subscription databases, or are parts of larger collections, while others are individual items. Many of these resources will be useful in all six of the core courses listed in the proposal, while others will be useful in specific courses.

General Library Databases and Periodical Collection

The Library has access to numerous relevant databases, some of the most relevant of which are listed in Tables C and D, below. Various kinds of resources are available through these databases, including peer-reviewed journal literature, other academic, trade, and popular journals, book chapters, conference papers, government reports, and case studies. Table C lists interdisciplinary databases, which cover a range of subjects and topics. Table D lists databases that are more specific in their coverage of Arctic and Indigenous themes, and will also be useful for research in the proposed courses. A full list of all Library databases [can be found on the Library Databases page](#).

The Library subscribes to many major peer-reviewed academic journals and other periodicals on themes related to the courses listed in this proposal. A selection of these journals can be found in Table E. Journals and e-journals can be searched through the [OneSearch catalogue on the Library web page](#) or can be [browsed on the journal search page](#).

Some e-journals may have limited embargoes on the most recent content. Articles from journals that are not available in the collection, or articles that are embargoed can be requested through the Library document delivery service. Usually, a pdf copy of an article can be obtained in a couple of days, and will be emailed to the patron. If faculty want to learn more about how the document delivery service works, please visit [the help page for document delivery](#) or contact the Library directly.

Reference and Monograph Collection

The reference and monograph collections in the Library system contain a variety of research materials in both print and electronic formats. One way to identify materials is to review subject headings in the Library catalogue. There are many relevant subject headings, but some of the more general ones related to the Arctic, and to indigenous peoples, can be found in Table F. These resources can be found by searching using the “subject” and “journal” filters in [the advanced search of the OneSearch catalogue](#).

News Databases

In addition to the research databases listed in the section above, the Library also has numerous news databases for access to news sources from Newfoundland and Labrador, the rest of Canada, and the rest of the World. CNS carries news sources from Newfoundland and Labrador, and some of the other news leading Canadian and International news databases are listed in Table G. These and other databases can be [accessed on the Library newspaper web page](#)

Subject Guides

The Library has a range of [subject guides on a variety of subjects](#). These pages contain various relevant library resources, research tools, and websites. Other resource guides and course-specific guides can be created, in consultation with a Librarian. Please contact [Public Services Research Help at the QE II or at the Corner Brook Campus](#) for more.

Course Reserves and Copyright

As part of the Library’s reserves/e-reserves service, electronic readings from the Library databases, or books and e-books already in the collection can be placed on e-reserve. If there are book chapters or articles not available in the Library collection, it may be possible to add them to e-reserves, provided copyright clearance can be obtained. The Library can take care of your copyright clearance requests. If faculty have questions about copyright, about e-reserves, or about what can be added to reserves, please visit the [online course reserves services](#) or contact the Library directly for more. Please note that processing reserves and copyright clearance will take some time, so contact the Library as early as possible.

Document Delivery and Intercampus Loan Services

Books, articles and other resources that are not owned by the Library may be [borrowed through document delivery](#) or [may be suggested for purchase](#). Purchasing new items will depend on cost and availability. Please [contact the Library directly if you have questions](#). When needed, an Intercampus Loan process is in place between St. John’s campuses, Corner Brook Campus, and the Labrador Campus Library.

Special Library Collections

Government Documents

The Library holds an extensive collection of Government Documents, from Newfoundland and Labrador, other Provinces and Territories of Canada, the U.S., U.K, and European Union, international government organizations and many countries. Many of these government resources [are linked through the Library website and can be searched online](#). Paper documents are housed in the QE II Library. Canadian documents include [Parliamentary publications](#) and Canadian statistics, such as the [National Household survey, or Canadian Business Statistics](#).

The Centre for Newfoundland Studies holds a comprehensive collection of Newfoundland and Labrador documents and publications.

Maps

The Map Room is in the QE II Library, but serves the whole University community. The Map Room has collections of national topographic maps, Newfoundland and Labrador Community maps, hydrographic charts, a large collection of atlases, air photos of Newfoundland and Labrador, satellite imagery, online map collections, GIS software, and more. Print resources or microfiche can be borrowed through the Library system. More about the Map room's services, holdings, and borrowing [is available on the Map Room web page](#).

Centre for Newfoundland Studies (CNS)

An examination of the articles and book titles with Newfoundland and Labrador content has shown that the library collections will meet the needs of the proposed programs in this area. The mandate of the [Centre for Newfoundland Studies \(CNS\)](#) is to collect, preserve and make available the published materials relating to this province. It holds contemporary titles as well as historical. Many Labrador-related titles in addition to the ones in the Reading Lists are listed in OneSearch, the library catalogue, with copies in multiple libraries such as the CNS, the QEII Library, the Grenfell Library and the Labrador Campus Library. It has always been a priority of CNS to collect Memorial University publications and faculty research reports and again, these are catalogued in OneSearch. An Intercampus Loan process is in place between CNS and the Labrador Campus Library when needed.

The reading lists include many journal article citations that are available through library subscriptions to article databases. These article databases are described elsewhere in this report. Another article database to be aware of is the [Periodical Article Bibliography \(PAB\)](#). This database is an index to the periodical literature of Newfoundland and Labrador and is compiled and managed in the CNS. It currently holds almost 112,000 citations. Staff in the CNS index periodicals not indexed anywhere else so the database complements other well-known databases used by researchers relevant to their fields. For example, the following journals are indexed in the PAB: Them Days, Archaeology Review (Provincial Archaeology Office), Arctic Studies Center Newsletter, Labrador Life, etc.

One particular strength of the CNS collection lies in its historic map collection. These are all fully catalogued in OneSearch and the majority of them have been digitized on the Digital Archives Initiative: [Maps in the Centre for Newfoundland Studies](#)

The [Digital Archives Initiative \(DAI\)](#) is a gateway to the learning and research-based cultural resources held by Memorial University and partnering organizations. Here is just a small selection of some of its

collections that are perhaps relevant for these proposed programs:

[Among the Deep Sea Fishers](#)

[Intangible Cultural Heritage Inventory - Labrador](#)

[kinatuinamot illengajuk](#)

[Labrador Moravian - Moraviamut Labradorime](#)

[Moravian Mission Records](#)

Archives and Special Collections (ASC)

The ASC holds more than 50 unique archival collections and items that depict several aspects of Labrador's rich history and its Indigenous populations that would support the Labrador Institute's proposed program. The ASC's pedagogical approaches assist in the efforts outlined in Memorial University's Strategic Framework for Indigenization, which places a focus on understanding and recognizing our colonial history. This material has been recommended based on its ability to act as complementary primary sources to the provided recommended reading lists. The archival collections are physically housed at the Archives and Special Collections, QEII Library, and are, selectively, available on the [Digital Archives Initiative \(DAI\)](#). If material is desired for course curriculum, priority will be given to make material available digitally. In addition, holdings in ASC's backlog can also be given processing and digitization priority if desired for inclusion in a particular course in the proposed program. ASC's broad holdings include reports, minutes, photograph albums and scrapbooks as well as diaries, journals, letters, maps, and recordings relating to individuals/families, politicians, as well as records relating to community groups.

Several themes include:

- Government records relating to various topics, such as: the Labrador-Quebec boundary dispute, Labrador Inuit Association, environmental reports, Labrador health services, etc. (ex: COLL-075 J.R. Smallwood Collection, Tony Williamson Fonds, etc.);
- Labrador exploration (ex: COLL-241 Mina Hubbard Fonds, COLL-498 Joseph Iserhoff Diaries, etc.);
- Moravian Missions and Residential Schools (ex: COLL-249 Hettasch Family Papers, COLL-069 F.W. Peacock Papers, etc.);
- Indigenous created material (ex: COLL-421 John Robert "Uncle Jim" Anderson, MF-148 Elizabeth Goudie Papers, etc.);
- Various collection containing photographs (ex: COLL-137 Geography Collection, COLL-281 Grenfell Labrador Medical Mission, etc.)

Please Note: Traditional archival practices maintain the original titles used by the 'creators' of the collections. Due to this, some archival collections housed at the Archives and Special Collections are described using language that may be potentially harmful and derogatory. Please use caution when searching our collections. It is recommended that teaching faculty for the proposed programs liaise with ASC's team of experienced and knowledgeable archivists, including newly appointed Indigenous Archivist, who can provide practical guidance on archival research and foster critical engagement with the primary sources to better understand Labrador Studies. Staff can provide classes, discussions, workshops, webinars, and/or virtual tours tailored to the specific learning outcomes and objectives of the proposed program.

Other Library Services

Library Reserves/E-reserves

Library Public Services provide reserves and e-reserves services, document delivery, reference services, and library instruction. Faculty [can contact Public Services in Corner Brook or the QE II](#) if they have questions.

Instruction and Reference Services

Faculty seeking library and archival instruction for their students can request [formal instruction services to students](#). The Library also provides chat and reference services to assist students with their research. Instructors can [contact the Library for further details](#) about any of these services.

The Library Commons

The Library Commons also has access and provides support to a variety of software packages, including the Microsoft suite of products, and others. The Commons also offers computer and printing services, software support, assistance with technology, tutoring, and more. Instructors [can contact the Commons](#) for further details.

Summary on MUN Libraries Support for BASIS

The Library system in St. John’s, Corner Brook and Labrador have thousands of resources that will support the students and faculty involved in the new Bachelor of Arctic and Subarctic Interdisciplinary Studies (BASIS) program. The courses that suggest library involvement will be well supported by existing and future acquisitions. Students and faculty will benefit from the growth and development of the on-site collection and services, supported by its own materials budget. The QEII Library and the wider MUN Libraries organization will work with Ms. Papple to ensure that the Labrador community has the resources it requires for its objectives.

Tables

Table B: SASS 6004: Arctic and Subarctic Indigenous Legal Traditions and Advocacy

Canadian Research Institute (CRI)
CanLII: Canadian Legal Information Institute
Indigenous Law Portal—Canada (LLMC Digital)
Index to Canadian Legal Literature
Law Source
Legal Source
Labour Source
Law Commons
LegisInfo
NexisUni

Table C: General Databases

These databases contain resources on a range of disciplines and topics, including on Arctic and Indigenous themes.
Academic Search Complete
America History and Life
Anthropological Fieldwork Online
Anthropology Plus
AnthroSource
Canadian Business and Current Affairs
Canadian Research Institute (CRI)
CINAHL Plus

Cochrane Library : evidence for health care decision-making
GeoRef
Historical Abstracts
Humanities Source Ultimate
International Bibliography of the Social Sciences
JSTOR
PAIS
Political Science Abstracts
Proquest Central
Project Muse
Pubmed
Scopus
Sociological Abstracts
Socindex
Web of Science

Table D: Databases

These databases contain resources on a wide range of Northern and Indigenous themes.
Arctic and Antarctic Regions
Arctic Health Publications Database
Arctic Portal
Arctic Science and Technology Information System
Bibliography of Native North Americans
Cold Regions Bibliography Project
Indigenous Peoples of North America
Indigenous Studies Portal
Inuit Heritage Trust Place Names Program
Native American Ethnobotany
Native Health Database
SPRI Lib

Table E: Periodical Collection

Academic and Professional Journals
Arctic, Antarctic, and Alpine Research
Arctic anthropology
Acta borealia.
Arctic environmental research.
Arctic science.
Arctic
Arctic review on law and politics.
Canadian Journal of Native Studies
Decolonization
Études inuit = Inuit studies.
Journal of Northern studies
Holarctic ecology
Indigenous law journal at the University of Toronto Faculty of Law
International indigenous policy journal.
International journal of circumpolar health.
Journal of aboriginal health
Journal of Canadian studies
Journal of indigenous social development
Native American and indigenous studies
Polar Biology
Polar Geography

Polar Record
Polar Research
Polar Science

Table F: Book Collection (Updated for October 31, 2023)

Subject Headings	Total publications
Arctic Regions	3449
Arctic regions- Climate	58
Arctic regions – Environmental conditions	100
Arctic regions – Foreign relations	28
Arctic regions – Politics and government	60
Arctic Regions -- Maps	74
Canada, Northern Social Conditions	55
Climatic changes- Arctic regions	91
Cold climate	39
Geographical perception -- Arctic regions	1
Human geography -- Arctic regions	7
Indigenous peoples -- Claims	13
Indigenous peoples -- Land tenure	106
Indigenous peoples -- Legal status, laws, etc.	320
Inuit	3741
Inuit -- folklore	75
Inuit Canada	1003
Inuit Canada Social Conditions	66
Inuit – Newfoundland and Labrador (N.L.) - Social life and customs	31
Inuit -- Nunavut -- History	31
Labrador (N.L.)	1319
Labrador (N.L.) -- statistics	9
Labrador (N.L.) -- History	133
Labrador (N.L.) – Social Life and Customs	95
Labrador (N.L.) – Description and Travel	395
Medicine Canada, Northern	4
Medical Care Canada, Northern	8
Nutrition Canada, Northern	9
Polar Regions	399
Polar Regions History	16

Table G: News Databases

Canadian Business and Current Affairs Database
Canadian Newspaper Archive
Digital Archives Initiative (CNS)
Eureka
Factiva
Gale Newsvault
International Newsstream
Nexis Uni
New York Times
17 th -18 th Century Burney collection
19 th century US Newspapers
19 th Century UK Periodicals

Appendix C

PROGRAM MODULES & COURSE LISTINGS



Appendix C: Program Modules and Course Listings

Module 1: People of What is Now Called Labrador I

Year: 1 | Semester: F-A | Total Credit Hours: 9.0

Overall Module Description

Like many other regions within Canada and elsewhere, Labrador is home to diverse Indigenous peoples, histories, and cultures. As the first peoples of the lands, waters, and ice of what is now known as Labrador, Innu and Inuit have always maintained strong connections to their ancestral homelands and they continue to exercise their own forms of governance, using their own ways of knowing and being that have sustained them and their families for centuries. In this course students will be guided by interdisciplinary and Indigenous forms of knowledge and scholarship to strengthen their understanding of the unique histories, cultures, and places of the Innu of Nitassinan and Inuit of Nunatsiavut and NunatuKavut.

Through learning opportunities with the three distinct Indigenous governments/organizations in Labrador, students will become familiar with modern forms of Innu and Inuit governance and the people they represent. Leading Indigenous and local experts, knowledge keepers and elders will contribute to rich learning and growth in areas of importance to Innu and Inuit. Students will engage relevant scholarship and diverse forms of storytelling to inform their understanding of colonialism and the state of Indigenous-colonial relations in the region. Place based learning activities on the traditional lands of Innu and Inuit will ensure that students experience people, place and culture in ways that are meaningful and culturally relevant to Indigenous peoples themselves.

This module is delivered in two courses, outlined below:

- A. SASS 1000 Indigenous Peoples, Places, and Cultures in What is Now Called Labrador (3.0 ch)
- B. SASS 1001 Indigenous Governance in Labrador (6.0 ch)

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COURSE NUMBER AND TITLE

SASS 1000 Indigenous Peoples, Places, and Cultures in What is Now Called Labrador

ABBREVIATED COURSE TITLE

Indigenous Labrador

RATIONALE

Learning Objectives

- Promote and develop understandings of distinct Indigenous peoples of Labrador from interdisciplinary and Indigenous scholarship and knowledge systems, including the stories and perspectives of Innu and Inuit.
- Become familiar with and describe the importance of places, traditions, and practices to Indigenous peoples of Nitassinan, Nunatsiavut and NunatuKavut.
- Promote and foster diverse forms of learning and engagement through land-based learning, digital storytelling, and visual media opportunities.

Learning Outcomes

- Critical thinking and analysis skills.
- Describe Indigenous places in Labrador.
- Identify diverse peoples, traditions, and cultures of Labrador.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Indigenous Peoples, Places, and Cultures in What is Now Called Labrador explores the diverse histories, cultures, traditions, and stories of the diverse Indigenous Peoples in what is now known as Labrador, who have occupied the lands, waters, and sea ice for millennia. Students will be guided by interdisciplinary and Indigenous forms of knowledge and scholarship to strengthen their understanding of the unique histories, cultures, and places of the Innu of Nitassinan and Inuit of Nunatsiavut and NunatuKavut.

PR: Enrolment in the BASIS program

CALENDAR ENTRY AFTER CHANGES

Indigenous Peoples, Places, and Cultures in What is Now Called Labrador explores the diverse histories, cultures, traditions, and stories of the diverse Indigenous Peoples in what is now known as Labrador, who have occupied the lands, waters, and sea ice for millennia. Students will be guided by interdisciplinary and Indigenous forms of knowledge and scholarship to strengthen their understanding of the unique histories, cultures, and places of the Innu of Nitassinan and Inuit of Nunatsiavut and NunatuKavut.

PR: Enrolment in the BASIS program

Detailed Course Outline: SASS 1000 Indigenous Peoples, Places, and Cultures in What is Now Called Labrador

Credit Hours

3.0

Course Description

Indigenous Peoples, Places, and Cultures in What is Now Called Labrador explores the diverse histories, cultures, traditions, and stories of the diverse Indigenous Peoples in what is now known as Labrador, who have occupied the lands, waters, and sea ice for millennia. Students will be guided by interdisciplinary and Indigenous forms of knowledge and scholarship to strengthen their understanding of the unique histories, cultures, and places of the Innu of Nitassinan and Inuit of Nunatsiavut and NunatuKavut.

PR: Enrolment in the BASIS program

Course Type

Classroom-based

Learning Objectives

- Promote and develop understandings of distinct Indigenous peoples of Labrador from interdisciplinary and Indigenous scholarship and knowledge systems, including the stories and perspectives of Innu and Inuit.
- Become familiar with and describe the importance of places, traditions, and practices to Indigenous peoples of Nitassinan, Nunatsiavut and NunatuKavut.
- Promote and foster diverse forms of learning and engagement through land-based learning, digital storytelling, and visual media opportunities.

Learning Outcomes

- Critical thinking and analysis skills.
- Describe Indigenous places in Labrador.
- Identify diverse peoples, traditions, and cultures of Labrador.

Course Format & Delivery

This course meets for 6 hours per week, for 6 weeks.

Assignments & Evaluation

- (1) Writing Assignments: Students will complete three short essay writing assessments.
45%

- | | |
|---|-----|
| (2) In Class Test: Students will write an in-class examination. | 40% |
| (3) Class Participation: Class participation will be recorded. | 15% |

Schedule

Week 1: Introduction to Indigenous Histories & Colonization in Labrador Part 1

Week 2: Introduction to Indigenous Histories & Colonization in Labrador Part 2

Week 3: Indigenous Perspectives on Culture

Week 4: Learning from the Land: Indigenous Ways of Knowing, Doing, and Being

Week 5: Storytelling & Indigenous Knowledge: Why Stories of Homelands Matter

Week 6: Final Assignments

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COURSE NUMBER AND TITLE

SASS 1001 Indigenous Governance in Labrador

ABBREVIATED COURSE TITLE

Indigenous Governance

RATIONALE

Learning Objectives

- Engage students Engage students in scholarly and local ideas of governance.
- Promote and foster diverse forms of learning and engagement through land-based learning, digital storytelling, and visual media opportunities.
- Develop critical reading and writing skills.

Learning Outcomes

- Describe diverse forms of governance, including Indigenous forms of governance.
- Enhanced scholarly presentation and writing skills.
- Describe key differences between colonial and Indigenous forms of governance.
- Describe the governance history of diverse Indigenous peoples in Labrador.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Indigenous Governance in Labrador provides opportunities to become familiar with traditional and modern forms of Indigenous governance and Peoples. Indigenous and local experts, knowledge keepers, and Elders will contribute to rich learning in areas of importance to Labrador Indigenous Peoples, and place-based learning activities will ensure students experience people, place, and culture in meaningful, culturally relevant ways. Through course materials and dialogue, students will strengthen critical reading and writing skills through engaged writing assignments on local, Indigenous governance.

CH: 6

PR: Enrolment in the BASIS program

CALENDAR ENTRY AFTER CHANGES

Indigenous Governance in Labrador provides opportunities to become familiar with traditional and modern forms of Indigenous governance and Peoples. Indigenous and local experts, knowledge keepers, and Elders will contribute to rich learning in areas of importance to Labrador Indigenous Peoples, and place-based learning activities will ensure students experience people, place, and culture in meaningful, culturally relevant ways. Through course materials and dialogue, students will strengthen critical reading and writing skills through engaged writing assignments on local, Indigenous governance.

CH: 6

PR: Enrolment in the BASIS program

Detailed Course Outline: SASS 1001 Indigenous Governance in Labrador

Credit Hours

6.0

Course Description

Indigenous Governance in Labrador provides opportunities to become familiar with traditional and modern forms of Indigenous governance and Peoples. Indigenous and local experts, knowledge keepers, and Elders will contribute to rich learning in areas of importance to Labrador Indigenous Peoples, and place-based learning activities will ensure students experience people, place, and culture in meaningful, culturally relevant ways. Through course materials and dialogue, students will strengthen critical reading and writing skills through engaged writing assignments on local, Indigenous governance.

PR: Enrolment in the BASIS program

Course Type

Classroom-based

Learning Objectives

- Engage students in scholarly, Indigenous, and local ideas of governance.
- Promote and foster diverse forms of learning and engagement through land-based learning, digital storytelling, and visual media opportunities.
- Develop critical reading and writing skills.

Learning Outcomes

- Describe diverse forms of governance, including Indigenous forms of governance.
- Enhanced scholarly presentation and writing skills.
- Describe key differences between colonial and Indigenous forms of governance.
- Describe the governance history of diverse Indigenous peoples in Labrador.

Course Format & Delivery

This course meets for 6 hours per week, for 6 weeks, and includes an additional 42 hours of independent learning. These independent learning hours may involve critical reflection and research on topics of interest, and creating visual media as a means of reflecting on course material.

Assignments & Evaluation

- (1) Group Presentation (20%): Utilizing the lessons and materials to date, students will work in groups to collaboratively develop a presentation. Presentation to be delivered in class.
- (2) Test (30%): Students will write an in-class exam.
- (3) Paper Proposal (20%): Students will submit a 1-2 page proposal, outlining their topic and thesis statement, including a brief introduction, rationale, and background information.
- (4) Paper (30%): Students will submit a 5-7 page paper.

Schedule

Week 1: General Introduction to Indigenous Systems of Governance in Canada: Pre-contact

Week 2: Colonial Systems of Governance: Early foundations of Canada and Introduction to Proposal Development & Writing

Week 3: Perspectives on Self-Government: Canada, the White Paper, and Indigenous Advocacy

Week 4: Perspectives on Self-Government: Innu Nation

Week 5: Perspectives on Self-Government: Nunatsiavut

Week 6: Perspectives on Self-Government: NunatuKavut

Module 2: People of What is Now Called Labrador II

Year: 1 | Semester: F-B | Total Credit Hours: 9.0

Overall Module Summary

The natural and human histories of what is now called Labrador are deep and complex. Innu, Inuit and settler communities understand these histories through their own ways of knowing, being, and storying the past. Their knowledge of the ancestors and the history of the lands and waters has helped to sustain them and their families and has a significant role in modern relationships. In this course students will engage with decolonial, Indigenous and Western forms of knowledge and scholarship to strengthen their understanding of the natural and human history of what is now called Labrador and the impact these structures have on events in Labrador today.

Through diverse learning opportunities with Indigenous and settler governments and organizations in Labrador, students will become familiar with the deep history of the land and peoples of what is now called Labrador. Students will engage with leading Indigenous, local and regional experts, knowledge keepers and elders, relevant scholarship and diverse forms of storytelling to inform their understanding of the past in Labrador, and the role it has in ongoing in Indigenous-colonial relations in the region today.

The module is delivered in three courses:

- A. SASS 1002 A Timeline of Human History in what is now called Labrador (3.0 ch)
- B. SASS 1500 Fall Camp I (3.0 ch)
- C. SASS 1501 Fall Camp II (3.0 ch)

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COURSE NUMBER AND TITLE

SASS 1002 A Timeline of Human History in What is Now Called Labrador

ABBREVIATED COURSE TITLE

Human History in Labrador

RATIONALE

Learning Objectives:

This course will provide participants with opportunities to engage with and express data, experiences, and ideas about the cultural and environmental history of Labrador. Specifically, the course aims to:

- Encourage and highlight the exploration and possession of academic and local knowledges related to the environmental and cultural history of what is now called Labrador, and
- Stimulate critical reflection on the long-term history of Labrador.

Learning Outcomes:

By the end of the course, participants will be able to:

- Locate datasets and knowledges related to the cultural and environmental history of Labrador.
- Critically engage with dataset and knowledges related to the long-term history of Labrador.
- Demonstrate knowledge of the long-term cultural and environmental history of Labrador, and the inherent connection between the two.
- Undertake self-directed research related to the long-term cultural and environmental history of Labrador.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

A Timeline of Human History introduces students to western and Indigenous knowledges related to the long-term history, both environmental and human, of what is now called Labrador.

Students will learn about and compare academic and local knowledge on topics related to environmental transformation, archaeological/human history, and human adaptation spanning millennia.

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

A Timeline of Human History introduces students to western and Indigenous knowledges related to the long-term history, both environmental and human, of what is now called Labrador. Students will learn about and compare academic and local knowledge on topics related to environmental transformation, archaeological/human history, and human adaptation spanning millennia.

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

Detailed Course Outline: SASS 1002 A Timeline of Human History in What is Now Called Labrador

Credit Hours

3.0

Course Description

A Timeline of Human History introduces students to western and Indigenous knowledges related to the long-term history, both environmental and human, of what is now called Labrador. Students will learn about and compare academic and local knowledge on topics related to environmental transformation, archaeological/human history, and human adaptation spanning millennia.

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

Course Type

Classroom-based

Learning Objectives

This course will provide participants with opportunities to engage with and express data, experiences, and ideas about the cultural and environmental history of Labrador. Specifically, the course aims to:

- Encourage and highlight the exploration and possession of academic and local knowledges related to the environmental and cultural history of what is now called Labrador, and
- Stimulate critical reflection on the long-term history of Labrador.

Learning Outcomes

By the end of the course, participants will be able to:

- Locate datasets and knowledges related to the cultural and environmental history of Labrador.
- Critically engage with dataset and knowledges related to the long-term history of Labrador.
- Demonstrate knowledge of the long-term cultural and environmental history of Labrador, and the inherent connection between the two.
- Undertake self-directed research related to the long-term cultural and environmental history of Labrador.

Course Format and Delivery

This course meets for 3 hours per week, for 6 weeks, and includes an additional 21 hours of independent learning. These independent learning hours may involve self-directed learning assignments (outlined below), and additional research and critical reflection on course material.

Assignments & Evaluation

- (1) Discussion Questions (10% each) 40%

There is a discussion question associated with the first five weeks that the course meets. Each answer is evaluated out of 10. The top four answers will be used to calculate your grade out of 40. Answers must be submitted by the end of each week.

- (2) Self-directed learning project reference list 20%

Participants will identify a research topic related to the long-term history of Labrador and create a reference list to direct their learning on the research topic. Topics are due in week 1, and the reference list is due by the end of week 2.

- (3) Self-directed learning project discussion brief 20%

Participants will write a two-page discussion brief on their identified research topic and provide it to the instructor and cohort to read and study. The brief is due by the end of week 5.

- (4) Self-directed learning project presentation 20%

Participants will present a 7min media presentation on their chosen research topic, and answer 3min of related questions from the instructor and cohort. The presentation and question period will take place in week 6.

Schedule

Week 1 – Method, Theory and Scale - an introduction to the study of long-term history in Labrador. Attend instructor lecture, complete assigned readings, and submit the self-directed learning project topic to the instructor for approval.

Week 2 – Tshiashinnu timeline – archaeological, environmental, and oral histories. Attend Instructor/guest lecture, complete assigned readings, and submit the self-directed learning project reference list to the instructor for approval.

Week 3 – Sivullirmiut timeline – archaeological, environmental, and oral histories. Attend instructor/guest lecture, complete assigned readings and discussion question, and work on the self-directed learning project.

Week 4 – Innu timeline – Innu and Settler histories. Attend guest lecture, complete assigned readings and discussion question, and work on the self-directed learning project.

Week 5 – Inuit timeline – Inuit and Settler histories. Attend guest lecture, complete assigned readings and discussion question, and submit the self-directed learning project discussion brief to the instructor and cohort.

Week 6 – Student narratives on human history in what is now called Labrador. Present the results of your self-directed learning project to the instructor and cohort and answer their questions. Attend presentations by other members of the cohort and ask them questions.

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COURSE NUMBER AND TITLE

SASS 1500 Fall Camp I

ABBREVIATED COURSE TITLE

LAND: Fall Camp I

RATIONALE

Learning Objectives:

This course will provide participants with opportunities to engage with the lands, peoples, and waters of coastal Labrador. Specifically, the course aims to:

- Engage students in learning about the cultural traditions of coastal Labrador,
- Provide students the opportunity to explore the lands and waters of coastal Labrador,
- Create opportunities for critical reflection and discussion on the past, present, and future of coastal Labrador.

Learning Outcomes:

By the end of the course, participants will be able to:

- Identify cultural traditions and environmental resources associated with the Labrador coast.
- Describe and critically reflect on their direct experience with the lands, peoples, and waters of coastal Labrador.
- Reflect on the connection between land, people, and water in coastal Labrador.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Fall Camp I initiates students to the land, people, and waters of coastal Labrador. Participants will spend 48 hours on the land and waters of coastal Labrador with a host community, organization, or family. In this time students will work together to set up tents, procure food, water, and wood, prepare meals, and participate in coastal-based cultural activities and learning.

AR: Attendance is required

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Fall Camp I initiates students to the land, people, and waters of coastal Labrador. Participants will spend 48 hours on the land and waters of coastal Labrador with a host community, organization, or family. In this time students will work together to set up tents, procure food, water, and wood, prepare meals, and participate in coastal-based cultural activities and learning.

AR: Attendance is required

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

Detailed Course Outline: SASS 1500 Fall Camp I

Credit Hours

3.0

Course Description

Fall Camp I initiates students to the land, people, and waters of coastal Labrador. Participants will spend 48 hours on the land and waters of coastal Labrador with a host community, organization, or family. In this time students will work together to set up tents, procure food, water, and wood, prepare meals, and participate in coastal-based cultural activities and learning.

AR: Attendance is required

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

Course Type

Land-based

Learning Objectives

This course will provide participants with opportunities to engage with the lands, peoples, and waters of coastal Labrador. Specifically, the course aims to:

- Engage students in learning about the cultural traditions of coastal Labrador,
- Provide students the opportunity to explore the lands and waters of coastal Labrador,
- Create opportunities for critical reflection and discussion on the past, present, and future of coastal Labrador.

Learning Outcomes

By the end of the course, participants will be able to:

- Identify cultural traditions and environmental resources associated with the Labrador coast.
- Describe and critically reflect on their direct experience with the lands, peoples, and waters of coastal Labrador.
- Reflect on the connection between land, people, and water in coastal Labrador.

Course Format & Delivery

This is a land-based course. It takes place over two days in the second half of the fall semester. Involvement is required.

Assignments & Evaluation

This course is participation based. There are no formal assignments. Evaluation is Pass/Fail.

Schedule

48-hour in-person intensive on the land

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COURSE NUMBER AND TITLE

SASS 1501 Fall Camp II

ABBREVIATED COURSE TITLE

LAND: Fall Camp II

RATIONALE

Learning Objectives

This course will provide participants with opportunities to engage with the lands, peoples, and waters of interior Labrador. Specifically, the course aims to:

- Engage students in learning about the cultural traditions of interior Labrador,
- Provide students the opportunity to explore the lands and waters of interior Labrador,
- Create opportunities for critical reflection and discussion on the past, present, and future of interior Labrador.

Learning Outcomes

By the end of the course, participants will be able to:

- Identify cultural traditions and environmental resources associated with the Labrador interior.
- Describe their direct experience with the lands, peoples, and waters of interior Labrador.
- Critically reflect on the connection between land, people, and water in interior Labrador.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Fall Camp II initiates students to the land, people, and waters of interior Labrador. Participants will spend 48 hours on the land and waters in the Labrador interior with a host community, organization, or family. In this time students will work together to set up tents, procure food, water, and wood, prepare meals, and participate in interior-based cultural activities and learning.

AR: Attendance is required

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Fall Camp II initiates students to the land, people, and waters of interior Labrador. Participants will spend 48 hours on the land and waters in the Labrador interior with a host community, organization, or family. In this time students will work together to set up tents, procure food, water, and wood, prepare meals, and participate in interior-based cultural activities and learning.

AR: Attendance is required

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

Detailed Course Outline: SASS 1501 Fall Camp II

Credit Hours

3.0

Course Description

Fall Camp II initiates students to the land, people, and waters of interior Labrador. Participants will spend 48 hours on the land and waters in the Labrador interior with a host community, organization, or family. In this time students will work together to set up tents, procure food, water, and wood, prepare meals, and participate in interior-based cultural activities and learning.

AR: Attendance is required

PR: Enrolment in the BASIS program

CO: Module 1 of the BASIS program

Course Type

Land-based

Learning Objectives

This course will provide participants with opportunities to engage with the lands, peoples, and waters of interior Labrador. Specifically, the course aims to:

- Engage students in learning about the cultural traditions of interior Labrador,
- Provide students the opportunity to explore the lands and waters of interior Labrador,
- Create opportunities for critical reflection and discussion on the past, present, and future of interior Labrador.

Learning Outcomes

By the end of the course, participants will be able to:

- Identify cultural traditions and environmental resources associated with the Labrador interior.
- Describe their direct experience with the lands, peoples, and waters of interior Labrador.
- Critically reflect on the connection between land, people, and water in interior Labrador.

Course Format & Delivery

This is a land-based course. It takes place over two days in the second half of the fall semester. Involvement is required.

Assignments & Evaluation

This course is participation based. There are no formal assignments. Evaluation is Pass/Fail.

Schedule

48-hour in-person intensive on the land

Module 3: The Circumpolar North

Year: 1 | Semester: W-A | Total Credit Hours: 9.0

Overall Module Description

The Circumpolar North introduces students to the lands, waters, peoples and issues of the Arctic and Subarctic regions of the world, including the eight countries that occupy the area today - Canada, Denmark, Finland, Iceland, Norway, Russia, Sweden, and the United States, and the Indigenous peoples whose ancestors inhabited these lands prior to colonization and who continue to live in their territories today – including, among others, the Inuit in Canada, Greenland, Russia and the United States, and the Sami in Denmark, Norway, Sweden and Russia, and the Cree, Dene and Innu First Nations in Canada.

Students in this course will engage with diverse knowledges and scholarship from Indigenous and settler artists, academics, community and political leaders, and local experts from these regions to stimulate interest in and understanding of the complex issues facing the Circumpolar North today, including decolonization and reconciliation, climate change, the exploitation of terrestrial and aquatic resources, militarization, and political and social transformation.

The module is delivered in three courses, outlined below:

- A. SASS 1003 An Introduction to the Circumpolar North (3.0 ch)
- B. SASS 1502 Lands and Waters of the Circumpolar North (3.0 ch)
- C. SASS 1004 Peoples of the Circumpolar North (3.0 ch)

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COURSE NUMBER AND TITLE

SASS 1003 An Introduction to the Circumpolar North

RATIONALE

Learning Objectives

This course will provide participants with opportunities to engage with and express data, experiences, and ideas about the Circumpolar North. Specifically, the course aims to:

- Promote and develop foundational understanding of the deep history of and connections between animals, lands, waters, and peoples in the Circumpolar North,
- Examine and inspire reflection on critical issues facing the Circumpolar North today, such as sustainability, wellbeing, climate change, self-determination and self-government, and neo-colonialism.

Learning Outcomes

By the end of the course, participants will:

- Be familiar with the contemporary Indigenous and settler Nations of the Circumpolar North, and their cultural, political, and social systems.
- Have knowledge of the geography of the Circumpolar North and the connection between people and the environment.
- Recognize the connections between colonialism and contemporary issues across the Circumpolar North.
- Be aware of efforts to decolonize and reconcile Indigenous–settler relations in the Circumpolar North.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

An Introduction to the Circumpolar North familiarizes students with Arctic and Subarctic lands, waters, peoples, and issues, including Indigenous Peoples whose ancestors inhabited these lands prior to colonization and who continue to live there today – including Inuit, Sami, Cree, Dene, and Innu Peoples. Students will engage with knowledges and scholarship from Indigenous and settler artists, academics, community and political leaders, and local experts

from these regions to explore issues including decolonization and reconciliation, climate change, resource exploitation, militarization, and sociopolitical transformation.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

An Introduction to the Circumpolar North familiarizes students with Arctic and Subarctic lands, waters, peoples, and issues, including Indigenous Peoples whose ancestors inhabited these lands prior to colonization and who continue to live there today – including Inuit, Sami, Cree, Dene, and Innu Peoples. Students will engage with knowledges and scholarship from Indigenous and settler artists, academics, community and political leaders, and local experts from these regions to explore issues including decolonization and reconciliation, climate change, resource exploitation, militarization, and sociopolitical transformation.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 1003 An Introduction to the Circumpolar North

Credit Hours

3.0

Course Description

An Introduction to the Circumpolar North familiarizes students with Arctic and Subarctic lands, waters, peoples, and issues, including Indigenous Peoples whose ancestors inhabited these lands prior to colonization and who continue to live there today – including Inuit, Sami, Cree, Dene, and Innu Peoples. Students will engage with knowledges and scholarship from Indigenous and settler artists, academics, community and political leaders, and local experts from these regions to explore issues including decolonization and reconciliation, climate change, resource exploitation, militarization, and sociopolitical transformation.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

This course will provide participants with opportunities to engage with and express data, experiences, and ideas about the Circumpolar North. Specifically, the course aims to:

- Promote and develop foundational understanding of the deep history of and connections between animals, lands, waters, and peoples in the Circumpolar North,
- Examine and inspire reflection on critical issues facing the Circumpolar North today, such as sustainability, wellbeing, climate change, self-determination and self-government, and neo-colonialism.

Learning Outcomes

By the end of the course, participants will:

- Be familiar with the contemporary Indigenous and settler Nations of the Circumpolar North, and their cultural, political, and social systems.
- Have knowledge of the geography of the Circumpolar North and the connection between people and the environment.
- Recognize the connections between colonialism and contemporary issues across the Circumpolar North.
- Be aware of efforts to decolonize and reconcile Indigenous–settler relations in the Circumpolar North.

Course Format and Delivery

This course meets for 4hrs per week, for 6 weeks, and includes an additional 3hrs per week of self-directed experiential learning through volunteerism.

Assignments & Evaluation

- (1) Discussion Questions (10% each) 40%

There is a discussion question associated with each of the six weeks that the course meets. Each answer is evaluated out of 10. The top four answers will be used to calculate your grade out of 40. Answers must be submitted by the end of each week.

- (2) Book Review 30%

Participants will choose a book or volume on the Circumpolar North to read and complete an academic review. The book or volume must be published within the last twenty years. The written review must be 1500-2000 words and follow APA format. Participants will also complete a short presentation on the topic of their chosen book to the class.

- (3) Experiential Learning through Volunteerism 30%

Participants are required to volunteer 3 hours per week for 5 of the 6 weeks while in this course (week 1, identify your organization; weeks 2-6, volunteer 3 hours per week at the organization). At the end of week 6, each participant will meet with the instructor to discuss their volunteer experience and its connections to the course materials and topics. Participants are encouraged to maintain a reflection journal during the volunteer experience to organize their thoughts and to help prepare for their discussion with the instructor at the end of week 6.

Schedule

Week 1 – Defining North. Attend instructor lectures, complete assigned readings, complete Discussion Post, choose book to review, and identify volunteer organization.

Week 2 – Northern Geographies. Attend instructor lectures, complete assigned readings, complete Discussion Post, work on book review, and complete volunteer work.

Week 3 – Northern Histories. Attend instructor lectures, complete assigned readings, complete Discussion Post, work on book review, and complete volunteer work.

Week 4 – Northern Societies. Attend instructor lectures, complete assigned readings, complete Discussion Post, work on book review, and complete volunteer work.

Week 5 – Northern Economies. Attend instructor lectures, complete assigned readings, complete Discussion Post, work on book review, and complete volunteer work.

Week 6 – Northern Futures. Attend instructor lectures, complete assigned readings, complete Discussion Post, complete and present book review, and complete volunteer work and meet with instructor.

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COURSE NUMBER AND TITLE

SASS 1502 Lands and Waters of the Circumpolar North

ABBREVIATED COURSE TITLE

LAND: Northern Lands & Waters

RATIONALE

Learning Objectives

This course will provide participants with opportunities to engage with and express data, experiences, and ideas about the lands and waters of the Circumpolar North. Specifically, the course aims to:

- Encourage and highlight the exploration and possession of academic and local knowledges related to past, present, and future climatic and environmental conditions in what is known today as the Circumpolar North, and
- Stimulate critical reflection on contemporary issues related to the lands and waters of the Circumpolar North.

Learning Outcomes

By the end of the course, participants will be able to:

- Locate datasets and knowledges related to the lands and waters of the Circumpolar North.
- Critically engage with dataset and knowledges related to the Circumpolar North.
- Demonstrate knowledge of the lands and waters of the Circumpolar North, and the inherent connection between the two and with humans.
- Undertake self-directed research related to the lands and waters of the Circumpolar North.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

The Lands and Waters of the Circumpolar introduces students to the past and present climatic and environmental conditions, and future predictions in the Circumpolar North. Students will

learn about the long-term climatic and environmental history, current conditions and future predictions of Northern lands and waters through Indigenous, settler and western art, history, and science.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

The Lands and Waters of the Circumpolar North introduces students to the past and present climatic and environmental conditions, and future predictions in the Circumpolar North. Students will learn about the long-term climatic and environmental history, current conditions and future predictions of Northern lands and waters through Indigenous, settler and western art, history, and science.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 1502 Lands and Waters of the Circumpolar North

Credit Hours

3.0

Course Description

The Lands and Waters of the Circumpolar North introduces students to the past and present climatic and environmental conditions, and future predictions in the Circumpolar North. Students will learn about the long-term climatic and environmental history, current conditions and future predictions of Northern lands and waters through Indigenous, settler and western art, history, and science.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Course Type

Land-based

Learning Objectives

This course will provide participants with opportunities to engage with and express data, experiences, and ideas about the lands and waters of the Circumpolar North. Specifically, the course aims to:

- Encourage and highlight the exploration and possession of academic and local knowledges related to past, present, and future climatic and environmental conditions in what is known today as the Circumpolar North, and
- Stimulate critical reflection on contemporary issues related to the lands and waters of the Circumpolar North.

Learning Outcomes

By the end of the course, participants will be able to:

- Locate datasets and knowledges related to the lands and waters of the Circumpolar North.
- Critically engage with dataset and knowledges related to the Circumpolar North.
- Demonstrate knowledge of the lands and waters of the Circumpolar North, and the inherent connection between the two and with humans.
- Undertake self-directed research related to the lands and waters of the Circumpolar North.

Course Format and Delivery

This course meets for 4.5 hours per week, for 6 weeks, and includes an additional 2 hours per week of self-directed land and/or water-based activity.

Assignments & Evaluation

- (1) Discussion Questions (10% each) 40%

There is a discussion question associated with each of the six weeks that the course meets. Each answer is evaluated out of 10. The top four answers will be used to calculate your grade out of 40. Answers must be submitted by the end of each week.

- (2) Midterm Examination 20%

Participants will complete a midterm examination in the third week of the course. The midterm examination will be based on material covered in the first three weeks of class.

- (3) Final Examination 20%

Participants will complete a final examination in the sixth week of the course. The final examination will be based on material covered in the final three weeks of class.

- (4) Land and Water Learning 20%

Participants are required to spend 2hrs per week outside with the land and water. During this time participants will complete a scavenger hunt for 12 items identified by the instructor. The location where each item is found must be documented in a journal by photo, GPS coordinates, and a written description. The journal must be submitted to the instructor at the end of week 6. This is a pass/fail assignment.

Schedule

Week 1 – Past and present terrestrial environments of the Circumpolar North. Attend instructor/guest lectures, complete assigned readings, complete discussion post, spend two hours outside on scavenger hunt.

Week 2 – Past and present aquatic environments of the Circumpolar North. Attend instructor/guest lectures, complete assigned readings, complete discussion post, spend two hours outside on scavenger hunt.

Week 3 – Climate change in the Circumpolar North. Attend instructor/guest lectures, complete assigned readings, complete discussion post, spend two hours outside on scavenger hunt, complete midterm examination.

Week 4 – Circumpolar landscapes. Attend instructor/guest lectures, complete assigned readings, complete discussion post, spend two hours outside on scavenger hunt.

Week 5 – Conservation in Circumpolar contexts. Attend instructor/guest lectures, complete assigned readings, complete discussion post, spend two hours outside on scavenger hunt.

Week 6 – Circumpolar economies and sustainability. Attend instructor/guest lectures, complete assigned readings, complete discussion post, spend two hours outside on scavenger hunt, complete Final Examination, submit scavenger hunt journal.

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COURSE NUMBER AND TITLE

SASS 1004 Peoples of the Circumpolar North

ABBREVIATED COURSE TITLE

Northern Circumpolar Peoples

RATIONALE

Learning Objectives

- This course will provide participants with opportunities to engage with and express data, experiences, and ideas about the cultures and societies of the Circumpolar North. Specifically, the course will:
- Introduce data related to the traditional and contemporary cultures and societies of the Circumpolar North.
- Foster appreciation of cultural diversity and similarity across the Circumpolar North.
- Highlight the common and unique impacts of colonization and industrialization across the Circumpolar North.
- Encourage the possession of critical perspectives on academic and local knowledges of Circumpolar Peoples past and present.
- Stimulate critical reflection on the self-determined futures of Circumpolar peoples.

Learning Outcomes

- By the end of the course, participants will be able to:
- Locate datasets and knowledges related to the culture, history, and societies of Circumpolar peoples.
- Critically engage with dataset and knowledges related to Circumpolar peoples past and present.
- Demonstrate understanding of basic research methods, including ethical requirements for conducting research impacting humans in the Circumpolar North.
- Undertake self-directed research related to Circumpolar peoples.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Peoples of the Circumpolar North introduces participants to the contemporary and traditional cultures, places, and societies of the Circumpolar world through interdisciplinary studies of Indigenous and Western knowledges of the North. Participants will engage with local and academic data that highlights continuity and transformation within the cultures, histories, and societies of the North, including peoples' adaptation to climate change, industrialization, and self-determination.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Peoples of the Circumpolar North introduces participants to the contemporary and traditional cultures, places, and societies of the Circumpolar world through interdisciplinary studies of Indigenous and Western knowledges of the North. Participants will engage with local and academic data that highlights continuity and transformation within the cultures, histories, and societies of the North, including peoples' adaptation to climate change, industrialization, and self-determination.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 1004 Peoples of the Circumpolar North

Credit Hours

3.0

Course Description

Peoples of the Circumpolar North introduces participants to the contemporary and traditional cultures, places, and societies of the Circumpolar world through interdisciplinary studies of Indigenous and Western knowledges of the North. Participants will engage with local and academic data that highlights continuity and transformation within the cultures, histories, and societies of the North, including peoples' adaptation to climate change, industrialization, and self-determination.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

This course will provide participants with opportunities to engage with and express data, experiences, and ideas about the cultures and societies of the Circumpolar North. Specifically, the course will:

- Introduce data related to the traditional and contemporary cultures and societies of the Circumpolar North.
- Foster appreciation of cultural diversity and similarity across the Circumpolar North.
- Highlight the common and unique impacts of colonization and industrialization across the Circumpolar North.
- Encourage the possession of critical perspectives on academic and local knowledges of Circumpolar Peoples past and present.
- Stimulate critical reflection on the self-determined futures of Circumpolar peoples.

Learning Outcomes

By the end of the course, participants will be able to:

- Locate datasets and knowledges related to the culture, history, and societies of Circumpolar peoples.
- Critically engage with dataset and knowledges related to Circumpolar peoples past and present.
- Demonstrate understanding of basic research methods, including ethical requirements for conducting research impacting humans in the Circumpolar North.

- Undertake self-directed research related to Circumpolar peoples.

Course Format and Delivery

This course meets for 4hrs per week, for 6 weeks, and includes an additional 15 hrs of peer-based learning.

Assignments & Evaluation

- (1) Discussion Questions (10% each) 40%

There is a discussion question associated with each of the six weeks that the course meets. Each answer is evaluated out of 10. The top four answers will be used to calculate your grade out of 40. Answers must be submitted by the end of each week.

- (2) Final Examination 30%

Participants will complete a Final examination after week 6 has ended. The final examination will be based on material covered during the 6 weeks of classes.

- (3) Peer-Based Learning on Self-Determination 30%

Participants will form into groups and conduct research related to Indigenous self-determination within a specific region of the Circumpolar North. Each group will prepare a 30 min presentation on their chosen topic and present it to their classmates in Week 6.

Schedule

Week 1 – Indigenous peoples of the Circumpolar North. Attend instructor lecture, complete assigned readings, complete discussion post, and submit Peer-Based learning project topic to instructor for approval.

Week 2 – Indigenous continuity and transformation before colonization. Attend Instructor lecture, complete assigned readings, complete discussion post, and submit bibliography for Peer-Based learning project to instructor for approval.

Week 3 – Indigenous continuity and transformation after colonisation. Attend Instructor lecture, complete assigned readings, and complete Discussion Post.

Week 4 – Settler states in the Circumpolar North. Attend instructor lecture, complete assigned readings, complete Discussion Post, and submit presentation outline for Peer-Based learning project to instructor for approval.

Week 5 – Reconciliation and Self-Determination in the Circumpolar North. Attend instructor lecture, complete assigned readings, and complete Discussion Post.

Week 6 – Peer-Based learning presentations. Complete assigned readings, complete Discussion Post, present the results of your Peer-Based learning project to the cohort and answer questions. Attend presentations by other members of the cohort and ask questions.

Module 4: Stories of the North

Year: 1 | Semester: W-B | Total Credit Hours: 9.0

Overall Module Summary

Stories of Labrador are found in oral and written formats, plays, and songs that encapsulate the human accounts of connection to this northern place. The story threads interweave the lands, waters, peoples, and the more-than-human life in the telling of lived experiences, teachings, and the passage of time. Stories are also creative venues that shape human understandings, envision possibilities, and dream about the future.

In this module, students will engage with Labrador storytellers, explore narrative styles, examine knowledge representation within stories, and reflect on the ways in which stories inform human understanding and consciousness of place. Students will be immersed in land-based learning through a camp in the second half of the module. There they will explore the creative arts, engage in envisioning and collaboratively creating stories, and enact the future of Labrador through story. The module will culminate with a celebration of these student-created stories.

The module is delivered through the following three courses:

- A. SASS 2000 Narratives of Labrador (3.0 ch)
- B. SASS 2500 Land Stories (3.0 ch)
- C. SASS 2700 Storying Labrador Futures (3.0 ch)

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COURSE NUMBER AND TITLE

SASS 2000 Narratives of Labrador

ABBREVIATED COURSE TITLE

Narratives of Labrador

RATIONALE

Learning Objectives

This course provides students with experiential and theoretical foundations for understanding Arctic and Subarctic narratives with an emphasis on the Labrador context. Students will:

- critically engage with a broad range of narrative formats including oral and written stories, plays, film, and songs
- explore the Labrador narrative styles and the techniques used to interweave Northern lands, waters, people, and all life of the land into local stories
- investigate the ways in which place-based narratives reflect human meaning-making and consciousness of all aspects of Labrador lands

Learning Outcomes

By the end of the course students will be able to:

- identify a range of Labrador storytelling formats
- demonstrate an understanding of Labrador narrative styles and techniques
- explain the ways in which local narratives reflect how people make meaning of Labrador lands.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Narratives of Labrador engages students with Labrador storytellers in a broad range of narrative formats including oral stories, written stories, plays, film, and songs that reflect the land of Labrador, the life of the land, and the human experiences of place. Students will engage with Labrador storytellers to explore the techniques used in interweaving Arctic and Subarctic lands, waters, ice, and snow into Labrador stories.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Narratives of Labrador engages students with Labrador storytellers in a broad range of narrative formats including oral stories, written stories, plays, film, and songs that reflect the land of Labrador, the life of the land, and the human experiences of place. Students will engage with Labrador storytellers to explore the techniques used in interweaving Arctic and Subarctic lands, waters, ice, and snow into Labrador stories.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 2000 Narratives of Labrador

Credit Hours

3.0

Course Description

Narratives of Labrador engages students with Labrador storytellers in a broad range of narrative formats including oral stories, written stories, plays, film, and songs that reflect the land of Labrador, the life of the land, and the human experiences of place. Students will engage with Labrador storytellers to explore the techniques used in interweaving Arctic and Subarctic lands, waters, ice, and snow into Labrador stories.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

This course provides students with experiential and theoretical foundations for understanding Arctic and Subarctic narratives with an emphasis on the Labrador context. Students will:

- critically engage with a broad range of narrative formats including oral and written stories, plays, film, and songs
- explore the Labrador narrative styles and the techniques used to interweave Northern lands, waters, people, and all life of the land into local stories
- investigate the ways in which place-based narratives reflect human meaning-making and consciousness of all aspects of Labrador lands

Learning Outcomes

By the end of the course students will be able to:

- identify a range of Labrador storytelling formats
- demonstrate an understanding of Labrador narrative styles and techniques
- explain the ways in which local narratives reflect how people make meaning of Labrador lands

Course Format and Delivery

This course meets for 12 hours per week for 3 weeks.

Assignments & Evaluation

- | | | |
|-----|--|-----|
| (1) | Reflection on engagement with storytellers | 50% |
| (2) | Analysis of Labrador narratives | 50% |

Schedule

Week 1 – Stories and songs about the lands and waters of the Arctic and Subarctic.

Week 2 – Stories and songs about ice and snow of the Arctic and Subarctic.

Week 3 – Storying types and techniques.

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COURSE NUMBER AND TITLE

SASS 2500 Land Stories

ABBREVIATED COURSE TITLE

LAND: Land Stories

RATIONALE

Learning Objectives

This course provides students with land-based opportunities to explore the Land as a source of stories. Students will:

- investigate the aspects of Land found in Northern narratives
- engage with Land Protectors to learn their stories
- develop narrations inspired by elements of the Land

Learning Outcomes

By the end of the course students will be able to:

- describe and give examples of how Northern narratives original from Northern Lands
- create stories inspired by Land
- know and understand some of the personal stories of those who work to protect the Land

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Land Stories is a land-based course in which students explore the Land as the wellspring of Northern narratives and examine the ways in which stories inform human understanding and consciousness of place.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Land Stories is a land-based course in which students explore the Land as the wellspring of Northern narratives and examine the ways in which stories inform human understanding and consciousness of place.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 2500 Land Stories

Credit Hours

3.0

Course Description

Land Stories is a land-based course in which students explore the Land as the wellspring of Northern narratives and examine the ways in which stories inform human understanding and consciousness of place.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Course Type

Land-based

Learning Objectives

This course provides students with land-based opportunities to explore the Land as a source of stories. Students will:

- investigate the aspects of Land found in Northern narratives
- engage with Land Protectors to learn their stories
- develop narrations inspired by elements of the Land

Learning Outcomes

By the end of the course students will be able to:

- describe and give examples of how Northern narratives original from Northern Lands
- create stories inspired by Land
- know and understand some of the personal stories of those who work to protect the Land

Course Format and Delivery

This is a three-week, land-based camp meeting Monday to Friday for 3 hours/day.

Assignments & Evaluation

(1) Narrative collection 50%

(2) Reflective journal 50%

Schedule

Week 1 – Theme of Land nurtures narratives. Observing, discussing, and engaging with Northern narratives while on the Land.

Week 2 – Theme of personal narratives. Engagement with Land Protectors and learning their personal narratives.

Week 3 – Theme stories inspired by Land. Developing and creating narratives inspired by experiences on the Land.

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COURSE NUMBER AND TITLE

SASS 2700 Storying Labrador Futures

ABBREVIATED COURSE TITLE

EXP Storying Labrador Futures

RATIONALE

Learning Objectives

This course provides students with the opportunity to explore their visions for the future and to enact those visions through the creative arts. Students will:

- critically discuss and envision Labrador futures
- collaborate with other students to create narratives projecting possible Labrador futures
- learn storytelling techniques to enact the Labrador futures stories

Learning Outcomes

By the end of the course students will:

- engage in critically informed discussions of Labrador futures
- identify how storytelling techniques can be employed to express ideas
- demonstrate the ways in which enacted stories inspire critical engagement of others on topics of shared concern

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Storying Labrador is an experiential course in which students collaborate to envision possible Labrador futures. Based on these ideas, the students will develop narratives which they will enact through the creative arts.

AR: Attendance is required

PR: Enrolment in the BASIS program

CALENDAR ENTRY AFTER CHANGES

Storying Labrador Futures is an experiential course in which students collaborate to envision possible Labrador futures. Based on these ideas, the students will develop narratives which they will enact through the creative arts.

AR: Attendance is required

PR: Enrolment in the BASIS program

Detailed Course Outline: SASS 2700 Storying Labrador Futures

Credit Hours

3.0

Course Description

Storying Labrador Futures is an experiential course in which students collaborate to envision possible Labrador futures. Based on these ideas, the students will develop narratives which they will enact through the creative arts.

AR: Attendance is required

PR: Enrolment in the BASIS program

Course Type

Experiential

Learning Objectives

This course provides students with the opportunity to explore their visions for the future and to enact those visions through the creative arts. Students will:

- critically discuss and envision Labrador futures
- collaborate with other students to create narratives projecting possible Labrador futures
- learn storytelling techniques to enact the Labrador futures stories

Learning Outcomes

By the end of the course students will:

- engage in critically informed discussions of Labrador futures
- identify how storytelling techniques can be employed to express ideas
- demonstrate the ways in which enacted stories inspire critical engagement of others on topics of shared concern

Course Format and Delivery

This course meets for 12 hours per week for 3 weeks.

Assignments & Evaluation

- | | |
|--|-----|
| (1) Written assignment - visions of the future | 30% |
| (2) Creative arts proposal | 20% |

(3) Performance

50%

Schedule

Week 1 – Envisioning Labrador futures. Discussion of key concepts: ecosystem change, interconnectivity, human impacts. Engagement with Elders and Change Makers. Sharing thoughts and collating ideas.

Week 2 – Developing narratives of Labrador futures. Choosing types of stories to tell. Creative arts to communicate ideas.

Week 3 – Performing stories. Rehearsing. Performing.

Module 5: Strengthening Indigenous & Northern Health, Healing, and Wellbeing

Year: 2 | Semester: F-A | Total Credit Hours: 9.0

Overall Module Summary:

For generations, Arctic and Northern Indigenous Peoples relied on the lands, waters, and sea ice for sustenance, livelihoods, and health and wellbeing, creating diverse and locally-responsive systems of health, healing, and wellbeing. With the advent of colonization, and the ongoing colonial legacies from forced relocation, residential schools, and systemic marginalization, many Arctic and Indigenous Peoples experienced severe, negative, and long-lasting impacts to health and wellbeing. Further, current increasing stressors on health and health systems from enduring colonial practices, climate change, resource extraction, and lack of access to robust health systems continue to mean that the health outcomes of Arctic and Northern Indigenous Peoples continues to lag behind non-Indigenous counterparts across many indicators. Yet, despite these ongoing inequities, Arctic and Northern Indigenous Peoples are creating new, and revitalizing old, approaches to health and healing, premised on holistic wellness, cultural connections and continuity, and community supports, with significant emphasis on land-based healing approaches and reclaiming cultural strengths.

This module will introduce students to key issues in concepts of Arctic and Northern Indigenous health and healing, health policies, health equity, from Indigenous and land-based approaches to health and wellness. Through the module, students will develop a critical understanding of Indigenous and Circumpolar health and healing in a contemporary and historical context, with a focus on learning about the social, ecological, and structural determinants of Circumpolar health. Students will participate in land-based learning, and will learn directly from Indigenous-led health and healing organizations, and local and international leaders in Arctic and Subarctic regions, in order to explore innovative and strengths-based approaches to strengthening Arctic and Northern Indigenous Peoples health and wellbeing.

This module is delivered through the following courses:

- A. SASS 2001 Northern and Indigenous Health and Healing I (3.0 ch)
- B. SASS 2501 Northern and Indigenous Health and Healing II (6.0 ch)

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COURSE NUMBER AND TITLE

SASS 2001 Northern and Indigenous Health and Healing I

ABBREVIATED COURSE TITLE

Northern Indigenous Health I

RATIONALE

The **learning objectives** of the *Northern and Indigenous Health and Healing I* course are to:

- Increase knowledge of the Indigenous and Northern-led strengths-based health and healing initiatives in the Circumpolar North
- Connect, integrate, and share knowledge within and across Northern regions, facilitating North-to-North, cross-cultural learning and sharing surrounding health, healing, and wellness
- Enhance critical reflection and analysis of the social determinants of health, healing, and wellness

Learning Outcomes

By the end of the course, students will be able to:

- Identify the many factors of health and healing in the North
- Explain the ways in which systems of health and healing can be strengthened in the North
- Demonstrate and understanding of the social determinants of health, healing, and wellness in the North

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Northern Indigenous Health I provides students with a critical understanding of Indigenous and Circumpolar wellness including social determinants of health and the innovative, strength-based approaches of Indigenous and Northern-led cultural and land-based initiatives that promote well-being. Students will learn from Indigenous Knowledge Holders and cultural leaders, as they explore concepts of well-being, cultural healing practices, and interconnectivity to land through cultural knowledge and land-based skills within and across regions of the Circumpolar North.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Northern Indigenous Health I provides students with a critical understanding of Indigenous and Circumpolar wellness including social determinants of health and the innovative, strength-based approaches of Indigenous and Northern-led cultural and land-based initiatives that promote well-being. Students will learn from Indigenous Knowledge Holders and cultural leaders, as they explore concepts of well-being, cultural healing practices, and interconnectivity to land through cultural knowledge and land-based skills within and across regions of the Circumpolar North.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 2001 Northern and Indigenous Health and Healing I

Credit Hours

3.0

Course Description

Northern Indigenous Health I provides students with a critical understanding of Indigenous and Circumpolar wellness including social determinants of health and the innovative, strength-based approaches of Indigenous and Northern-led cultural and land-based initiatives that promote well-being. Students will learn from Indigenous Knowledge Holders and cultural leaders, as they explore concepts of well-being, cultural healing practices, and interconnectivity to land through cultural knowledge and land-based skills within and across regions of the Circumpolar North.

PR: Modules 1 and 2 of the BASIS program

Course Type:

Classroom-based

Learning Objectives:

The **learning objectives** of the *Northern & Indigenous Health and Healing I* course are to:

- Increase knowledge of the Indigenous and Northern-led strengths-based health and healing initiatives in the Circumpolar North
- Connect, integrate, and share knowledge within and across Northern regions, facilitating North-to-North, cross-cultural learning and sharing surrounding health, healing, and wellness
- Enhance critical reflection and analysis of the social determinants of health, healing, and wellness

Learning Outcomes

By the end of the course, students will be able to:

- Identify the many factors of health and healing in the North
- Explain the ways in which systems of health and healing can be strengthened in the North
- Demonstrate and understanding of the social determinants of health, healing, and wellness in the North

Course Format and Delivery

This course meets 12 hours per week for three weeks.

Assignments and Evaluation:

(1)	Critical positionality of personal needs for health and healing	15%
(2)	Written assignment 1: paper proposal	25%
(3)	Written assignment 2: final paper	40%
(4)	Student Presentation	20%

Schedule:

Week 1 – Understanding Circumpolar Health Systems: Past, Present, and Future

Week 2 – Examining Indigenous Social and Environmental Determinants of Health

Week 3 – Critical Self-Reflection: What Do I Need to Be Healthy & Paper Presentations

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COURSE NUMBER AND TITLE

SASS 2501 Northern and Indigenous Health and Healing II

ABBREVIATED COURSE TITLE

LAND: Indigenous Health II

RATIONALE

The **learning objectives** of the *Northern and Indigenous Health and Healing II* course are to:

- Promote knowledge of the interconnectivity of land-based wellness and cultural practices through holistic learning that includes physical, mental, emotional, and cognitive experiences
- Build experiential knowledge of current Indigenous and Circumpolar North initiatives that promote well-being through cultural knowledge and land-based skills

Learning Outcomes

By the end of the course, learners will be able to:

- Identify and reflect on the connection between Peoples, lands, waters, and health and wellbeing in Labrador and the North
- Describe their own personal connections to lands and waters for health and wellbeing in Labrador and the North

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Northern and Indigenous Health and Healing II provides students with opportunities to learn with and from Labrador and Northern lands, waters, and Peoples through a 72-hour land-based intensive experience. They will learn how lands and waters are points of health, healing, and wellness, and engage in holistic ways of understanding connections between Northern and Indigenous cultures, knowledges, and wellbeing. Experiential learning opportunities will connect land-based and cultural skills with multiple dimensions of health and wellness specific to Northern ways of living and learning.

AR: Attendance is required

CH: 6

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Northern and Indigenous Health and Healing II provides students with opportunities to learn with and from Labrador and Northern lands, waters, and Peoples through a 72-hour land-based intensive experience. They will learn how lands and waters are points of health, healing, and wellness, and engage in holistic ways of understanding connections between Northern and Indigenous cultures, knowledges, and wellbeing. Experiential learning opportunities will connect land-based and cultural skills with multiple dimensions of health and wellness specific to Northern ways of living and learning.

AR: Attendance is required

CH: 6

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 2501 Northern and Indigenous Health and Healing II

Credit Hours

6.0

Course Description

Northern and Indigenous Health and Healing II provides students with opportunities to learn with and from Labrador and Northern lands, waters, and Peoples through a 72-hour land-based intensive experience. They will learn how lands and waters are points of health, healing, and wellness, and engage in holistic ways of understanding connections between Northern and Indigenous cultures, knowledges, and wellbeing. Experiential learning opportunities will connect land-based and cultural skills with multiple dimensions of health and wellness specific to Northern ways of living and learning.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Course Type:

Land-based

Learning Objectives:

The **learning objectives** of the *Northern & Indigenous Health and Healing II* course are to:

- Promote knowledge of the interconnectivity of land-based wellness and cultural practices through holistic learning that includes physical, mental, emotional, and cognitive experiences
- Build experiential knowledge of current Indigenous and Circumpolar North initiatives that promote well-being through cultural knowledge and land-based skills

Learning Outcomes

By the end of the course, learners will be able to:

- Identify and reflect on the connection between Peoples, lands, waters, and health and wellbeing in Labrador and the North
- Describe their own personal connections to lands and waters for health and wellbeing in Labrador and the North

Course Format and Delivery

This is a land-based course. It takes place over 4 days in the fall semester. Involvement is required.

Assignments and Evaluation:

This course is participation based. There are no formal assignments. Evaluation is Pass/Fail.

Schedule:

72-hour in-person intensive on the land

Module 6: Colonization and Reconciliation

Year: 2 | Semester: F-B | Total Credit Hours: 9.0

Overall Module Summary

An enduring legacy of colonization has prompted dialogue and action in areas like truth and reconciliation at the local, national, and global level. In many spheres across Canada, the term reconciliation is increasingly utilized as rhetoric and upheld as a pathway to redress generational legacies of colonization. In this course, students will explore key concepts like colonization and reconciliation in both theory and praxis, while engaging diverse experiences and perspectives.

Learning from Indigenous and non-Indigenous scholarship students will engage with topics such as European contact and Indigenous sovereignty. Interdisciplinary, Northern, and Indigenous led, critically engaged reading, activities and dialogue will promote awareness and centre self-reflection which are integral to deconstructing 'what we know' and 'how we know' in ways that facilitate greater understanding and are culturally appropriate. As a matter of engaged practice, this course will provide learning opportunities that foster knowledge sharing and co-learning between Indigenous and non-Indigenous relations. Land based and engaged activities like beading, snow shoeing, net mending, etc., will engage students as both learners and knowledge keepers, while facilitating opportunities for elder teachings and mentorship throughout.

Students will engage with leading national and Indigenous-led policy and advocacy efforts, creating space for the practical application of key concepts like colonization and reconciliation in context. As examples, the Royal Commission on Aboriginal Peoples (RCAP), the Truth and Reconciliation Commission of Canada (TRC), and the Missing and Murdered Indigenous Women and Girls Inquiry (MMIWG) provide learning opportunities for relational dialogue and growth.

This module is delivered over the following three courses:

- A. SASS 2002 Studies in the History of Colonialism in Canada (3.0 ch)
- B. SASS 2003 Reconciliation and Indigenous-Colonial Relations in Canada (3.0 ch)
- C. SASS 2502 Learning through Relationship (3.0 ch)

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COURSE NUMBER AND TITLE

SASS 2002 Studies in the History of Colonialism in Canada

ABBREVIATED COURSE TITLE

Colonial History of Canada

RATIONALE

Learning Objectives

- Critical engagement, dialogue and reflection on Canada's colonial roots.
- Facilitate and enhance understanding of Indigenous rights.
- Facilitate and promote awareness of the history of Indigenous advocacy and resistance.

Learning Outcomes

- Enhanced critical thinking skills.
- Describe and discuss key periods of colonization in Canada,
- Describe and discuss critical periods of Indigenous advocacy and resistance.
- Identify and describe Canada's colonial foundations.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Studies in the History of Colonialism in Canada explores critical and anti-colonial scholarship to facilitate dialogue and reflection in the study of colonialism in Canada. Students will engage with and explore in-depth the meaning of concepts like colonization while engaging diverse experiences and perspectives from Indigenous community members to enrich their learning.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Studies in the History of Colonialism in Canada explores critical and anti-colonial scholarship to facilitate dialogue and reflection in the study of colonialism in Canada. Students will engage with

and explore in-depth the meaning of concepts like colonization while engaging diverse experiences and perspectives from Indigenous community members to enrich their learning.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 2002 Studies in the History of Colonialism in Canada

Credit Hours

3.0

Course Description

Studies in the History of Colonialism in Canada explores critical and anti-colonial scholarship to facilitate dialogue and reflection in the study of colonialism and Canada. Students will engage with and explore in-depth the meaning of concepts like colonization while engaging diverse experiences and perspectives from Indigenous community members to enrich their learning.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

- Critical engagement, dialogue and reflection on Canada's colonial roots.
- Facilitate and enhance understanding of Indigenous rights.
- Facilitate and promote awareness of the history of Indigenous advocacy and resistance.

Learning Outcomes

- Enhanced critical thinking skills.
- Describe and discuss key periods of colonization in Canada,
- Describe and discuss critical periods of Indigenous advocacy and resistance.
- Identify and describe Canada's colonial foundations.

Course Format & Delivery

This course meets 12 hours per week for three weeks.

Assignments & Evaluation

- (1) Reading Responses (30%): Students will submit three written responses relevant to course reading/materials.
- (2) In-Class Test (30%): Students will write an in class exam.
- (3) Group Presentations: Utilizing the lessons and materials to date, students will work in groups to collaboratively develop a presentation. Presentation to be delivered in class.

Schedule

Week 1: What is Colonialism? A Critical Introduction

Week 2: Indigenous Advocacy: Resistance & Reclamation 1

Week 3: Indigenous Advocacy: Resistance & Reclamation 2 + Group Presentations

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COURSE NUMBER AND TITLE

SASS 2003 Reconciliation and Indigenous-Colonial Relations in Canada

ABBREVIATED COURSE TITLE

Indigenous-Colonial Relations

RATIONALE

Learning Objectives

- Critically explore and discuss key concepts like reconciliation and in the context of National Indigenous inquiries and advocacy movements.
- Promote critical analysis and scholarly writing.
- Facilitate and promote peer dialogue on course concepts and materials.

Learning Outcomes

- Identify and describe national Indigenous inquiries, reports and recommendations.
- Identify and describe opportunities to advance reconciliation in Canada.
- Enhanced awareness and understanding of Indigenous advocacy movements.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Reconciliation and Indigenous-Colonial Relations in Canada explores the topic of reconciliation in Canada in both theory and praxis, while engaging in critical reflection and learning to enhance understandings of the diverse experiences and perspectives related to reconciliation in the context of Indigenous-non-Indigenous relations.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Reconciliation and Indigenous-Colonial Relations in Canada explores the topic of reconciliation in Canada in both theory and praxis, while engaging in critical reflection and learning to enhance understandings of the diverse experiences and perspectives related to reconciliation in the context of Indigenous-non-Indigenous relations.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 2003 Reconciliation and Indigenous-Colonial Relations in Canada

Credit Hours

3.0

Course Description

Reconciliation and Indigenous-Colonial Relations in Canada explores the topic of reconciliation in Canada in both theory and praxis, while engaging in critical reflection and learning to enhance understandings of the diverse experiences and perspectives related to reconciliation in the context of Indigenous-non-Indigenous relations.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

- Critically explore and discuss key concepts like reconciliation and in the context of National Indigenous inquiries and advocacy movements.
- Promote critical analysis and scholarly writing.
- Facilitate and promote peer dialogue on course concepts and materials.

Learning Outcomes

- Identify and describe national Indigenous inquiries, reports and recommendations.
- Identify and describe opportunities to advance reconciliation in Canada.
- Enhanced awareness and understanding of Indigenous advocacy movements.

Course Format & Delivery

This course meets 12 hours per week for three weeks.

Assignments & Evaluation

- (1) Short Essay (30%): Students will complete an in-class essay.
- (2) Reading Responses (30%): Students will submit three written responses relevant to course reading/materials.
- (3) Group Discussion Panel (20%): Students will form a panel in-class to discuss course issues/materials.
- (4) Class Participation (10%): Student participation is required.

Schedule

Week 1: Settler-Colonial Relations in Canada

Week 2: Introduction to Reconciliation

Week 3: Studies on Reconciliation: The Truth and Reconciliation Commission and the Missing and Murdered Indigenous Women and Girls Commission

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COURSE NUMBER AND TITLE

SASS 2502 Learning through Relationship

ABBREVIATED COURSE TITLE

LAND: Relational Learning

RATIONALE

Learning Objectives

- Engage in local, place-based learning activities.
- Promote awareness of Indigenous peoples, lands and lives through relational learning opportunities.
- Facilitate opportunities for connection between students and diverse Indigenous peoples.

Learning Outcomes

- Enhanced awareness of Indigenous traditions and cultures.
- Describe the significance of learning through relationship and tradition.
- Foster and promote student understanding of Indigenous peoples.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Learning through Relationship is an experiential, place-based course that will introduce students to traditional knowledge holders/Elders from Indigenous communities in Labrador. Engaged learning, either on the land or in other traditional settings, will facilitate opportunities for knowledge sharing and storytelling, which are important forms of teaching and learning and support critical reflection and growth on matters of reconciliation and relationships.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Learning through Relationship is an experiential, place-based course that will introduce students to traditional knowledge holders/Elders from Indigenous communities in Labrador. Engaged learning, either on the land or in other traditional settings, will facilitate opportunities for knowledge sharing and storytelling, which are important forms of teaching and learning and support critical reflection and growth on matters of reconciliation and relationships.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 2502 Learning through Relationship

Credit Hours

3.0

Course Description

Learning through Relationship is an experiential, place-based course that will introduce students to traditional knowledge holders/Elders from Indigenous communities in Labrador. Engaged learning, either on the land or in other traditional settings, will facilitate opportunities for knowledge sharing and storytelling, which are important forms of teaching and learning and support critical reflection and growth on matters of reconciliation and relationships.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Course Type

Land-based

Learning Objectives

- Engage in local, place-based learning activities.
- Promote awareness of Indigenous peoples, lands and lives through relational learning opportunities.
- Facilitate opportunities for connection between students and diverse Indigenous peoples.

Learning Outcomes

- Enhanced awareness of Indigenous traditions and cultures.
- Describe the significance of learning through relationship and tradition.
- Foster and promote student understanding of Indigenous peoples.

Course Format & Delivery

This course is land-based, having 36 hours of intensive hands-on learning and creating time.

Assignments & Evaluation

This course is participation based. There are no formal assignments. Evaluation is Pass/Fail.

Schedule

36 hours of land-based and creative time.

Module 7: Resistance, Resilience, and Reconciliation

Year: 2 | Semester: W-A | Total Credit Hours: 9.0

Overall Module Summary

Indigenous acts of resistance, resilience, and reclamation, led by community, are connected to matters of self-determination and are present on a local, national, and global scale. In many academic settings, they are increasingly a matter of dialogue and debate. In these spaces, such acts are often understood in relation to a deeply rooted colonial history (past and present). In Canada and elsewhere, Indigenous peoples continue to assert their inherent rights to ensure the survival of their culture, lands, and lives in the face of pervasive and ever evolving forms of colonization.

In this course, students will engage with Northern and Indigenous theories, concepts and practices that strengthen understandings of Indigenous resistance, resilience, and reclamation. An interdisciplinary approach that utilizes diverse scholarship and knowledge systems will ensure critical engagement with topics and concepts such as decolonization, anti-colonialism, and self-determination. Specifically, students will explore local, place-based acts of reclamation that are led by Indigenous peoples on their lands, waters, and ice.

Many Indigenous governments and communities continue to lead the way as they challenge and resist Euro-centric policies that seek to control Indigenous lives and lands. Through land based, engaged, and applied cultural learning (i.e., language learning, sewing, storytelling), students will strengthen their understanding around how community led acts of reclamation are rooted in Indigenous belonging to their ancestral lands, are a feature of resilience, and are connected to the inherent right to self-determination.

This module is delivered over the following courses:

- A. SASS 3000 Issues in Decolonization (3.0 ch)
- B. SASS 3700 Studies in Reclamation and Resurgence in the North (6.0 ch)

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COURSE NUMBER AND TITLE

SASS 3000 Issues in Decolonization

ABBREVIATED COURSE TITLE

Issues in Decolonization

RATIONALE

Learning Objectives

- Promote and foster understanding of theory in critically exploring Indigenous issues.
- Promote and foster understanding of colonial politics and diverse forms of power.
- Engage in critical dialogue and learning.
- Promote critical thinking and writing skills.

Learning Outcomes

- Identify and describe decolonizing forms of inquiry.
- Identify and describe the significance of diverse sites of decolonization.
- Promote Indigenous forms of teaching and learning through relational, place-based teaching and learning perspectives

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Issues in Decolonization explores leading Indigenous scholarship on decolonial practices. Students will enhance critical thinking and analytical skills as they engage with decolonizing theories as a tool to critically examine assimilative power structures in the context of Indigenous community and political resistance efforts. Students will participate in place-based learning activities that enhance their understanding of community led reclamation and strengthen understanding of diverse Indigenous realities.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Issues in Decolonization explores leading Indigenous scholarship on decolonial practices. Students will enhance critical thinking and analytical skills as they engage with decolonizing theories as a tool to critically examine assimilative power structures in the context of Indigenous

community and political resistance efforts. Students will participate in place-based learning activities that enhance their understanding of community led reclamation and strengthen understanding of diverse Indigenous realities.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 3000 Issues in Decolonization

Credit Hours

3.0

Course Description

Issues in Decolonization explores leading Indigenous scholarship on decolonial practices. Students will enhance critical thinking and analytical skills as they engage with decolonizing theories as a tool to critically examine assimilative power structures in the context of Indigenous community and political resistance efforts. Students will participate in place-based learning activities that enhance their understanding of community led reclamation and strengthen understanding of diverse Indigenous realities.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

- Promote and foster understanding of theory in critically exploring Indigenous issues.
- Promote and foster understanding of colonial politics and diverse forms of power.
- Engage in critical dialogue and learning.
- Promote critical thinking and writing skills.

Learning Outcomes

- Identify and describe decolonizing forms of inquiry.
- Identify and describe the significance of diverse sites of decolonization.
- Promote Indigenous forms of teaching and learning through relational, place-based teaching and learning perspectives

Course Format & Delivery

This course meets 12 hours per week for three weeks.

Assignments & Evaluation

- | | |
|---|-----|
| (1) Short Essay: Students will complete two short essays. | 20% |
| (2) Group Presentations: Students will collaborate and present in class to discuss course issues/materials. | 30% |
| (3) Final Examination: Students will complete an in-class exam. | 40% |

(4) Class Participation: Student participation is required.

10%

Schedule

Week 1: The Politics of Power & Influence in Canada: Critically Engaging with and in Colonial Systems

Week 2: Indigenous Theories of Decolonization & Decolonization in Practice

Week 3: Indigenous Ways of Knowing, Doing, and Being for Decolonization + Student Presentations

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COURSE NUMBER AND TITLE

SASS 3700 Studies in Reclamation and Resurgence in the North

ABBREVIATED COURSE TITLE

EXP: Northern Reclamation

RATIONALE

Learning Objectives

- Promote and foster understanding of theory in critically exploring Indigenous issues.
- Promote and foster understanding of colonial politics and diverse forms of power.
- Engage in critical dialogue and learning.
- Promote critical thinking and writing skills.

Learning Outcomes

- Identify and describe decolonizing forms of inquiry.
- Identify and describe the significance of diverse sites of decolonization.
- Promote Indigenous forms of teaching and learning through relational, place-based teaching and learning perspectives

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Studies in Reclamation & Resurgence in the North engages critical Indigenous scholarship to support and enrich learning around matters of Indigenous resilience and reclamation. Through experiential and applied cultural learning, co-led with Indigenous communities in Labrador, students will participate in place-based learning and creation activities that enhance their understanding of community-led reclamation and strengthen understanding of diverse Indigenous realities. Students will create and complete projects related to cultural expression, reclamation, and resurgence.

AR: Attendance is required

CH: 6

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Studies in Reclamation & Resurgence in the North engages critical Indigenous scholarship to support and enrich learning around matters of Indigenous resilience and reclamation. Through experiential and applied cultural learning, co-led with Indigenous communities in Labrador, students will participate in place-based learning and creation activities that enhance their understanding of community-led reclamation and strengthen understanding of diverse Indigenous realities. Students will create and complete projects related to cultural expression, reclamation, and resurgence.

AR: Attendance is required

CH: 6

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 3700 Studies in Reclamation & Resurgence in the North

Credit Hours

6.0

Course Description

Studies in Reclamation & Resurgence in the North engages critical Indigenous scholarship to support and enrich learning around matters of Indigenous resilience and reclamation. Through experiential and applied cultural learning, co-led with Indigenous communities in Labrador, students will participate in place-based learning and creation activities that enhance their understanding of community-led reclamation and strengthen understanding of diverse Indigenous realities. Students will create and complete projects related to cultural expression, reclamation, and resurgence.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Course Type

Experiential

Learning Objectives

- Promote and foster understandings Indigenous reclamation and resurgence in the North
- Engage in critical dialogue and hands-on learning
- Understand cultural practices and creations as acts of resurgence and reclamation

Learning Outcomes

- Identify and describe the importance of cultural creations for Indigenous resurgence and reclamation
- Create and share a cultural/creative/craft item

Course Format & Delivery

This is an experiential maker course. It takes place 2 weeks of creative immersion.

Assignments and Evaluation:

This course is participation based. There are no formal assignments. Evaluation is Pass/Fail.

Schedule:

72 hours of creative time

Module 8: Ways of Knowing, Doing, and Being

Year: 2 | Semester: W-B | Total Credit Hours: 9.0

Overall Module Summary

Land is a teacher and, as such, it has a central role in human ways of knowing, doing, and being that are specific to place. Land-based knowledge and skills related to food, travel, clothing, and shelter are fundamental to surviving and thriving in a particular environment. Land also promotes healing and nurtures wellness through physical, mental, spiritual, and emotional connections.

In this module, students explore the ways in which the land teaches, governs, and balances all life of the land. The module begins with a two-week land-camp in which they explore how land informs human knowledge. Immersed in this land-based learning, students will examine how humans learn and put into practice the teachings of the land. This experience will include opportunities to “be” on the land and immersed with all that comprises the Land of Labrador. During the second two weeks of the module, students will spend time with Elders and knowledge holders in discussions of the various physical, mental, spiritual, and emotional connections to Land and how they are all avenues to enriching human life. These conversations will promote a deeper understanding of the dynamics through which Land regulates, balances, and heals life. The module concludes with student presentations demonstrating their understanding of learning from, and in response to, the Land.

This module is delivered through the following courses:

- A. SASS 3001 Healing the Land (3.0 ch)
- B. SASS 3002 Land as Teacher (3.0 ch)
- C. SASS 3500 Land and Learning (3.0 ch)

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COURSE NUMBER AND TITLE

SASS 3001 Healing the Land

ABBREVIATED COURSE TITLE

Healing the Land

RATIONALE

Learning Objectives

This course provides students with experiential and theoretical foundations for understanding Land as healer. Students will:

- Analyze the connection between healing and connection to Land.
- Engage in activities and reflections that examine human wellness through physical, mental, spiritual, and emotional interactions with Land
- Investigate theories about healing and wellness in relation to Land.

Learning Outcomes

By the end of the course, students will be able to:

- Identify ways in which Land contribute to healing and wellness
- Describe some types of land-based healing activities
- Explain theories of Land as healer

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Healing the Land is a course in which students will engage with Elders and Knowledge Holders in exploring how humans are deeply connected to all aspects of life on the Land, gaining a deeper understanding of the dynamics through which Land regulates, balances, and heals life.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Healing the Land is a course in which students will engage with Elders and Knowledge Holders in exploring how humans are deeply connected to all aspects of life on the Land, gaining a deeper understanding of the dynamics through which Land regulates, balances, and heals life.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 3001 Healing the Land

Credit Hours

3.0

Course Description

Healing the Land is a course in which students will engage with Elders and Knowledge Holders in exploring how humans are deeply connected to all aspects of life on the Land, gaining a deeper understanding of the dynamics through which Land regulates, balances, and heals life.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

This course provides students with experiential and theoretical foundations for understanding Land as healer. Students will:

- Analyze the connection between healing and connection to Land.
- Engage in activities and reflections that examine human wellness through physical, mental, spiritual, and emotional interactions with Land
- Investigate theories about healing and wellness in relation to Land.

Learning Outcomes

By the end of the course, students will be able to:

- Identify ways in which Land contribute to healing and wellness
- Describe some types of land-based healing activities
- Explain theories of Land as healer

Course Format and Delivery

This course meets 12 hours per week for 3 weeks.

Assignments & Evaluation

- | | |
|------------------------------------|-----|
| (1) Reading and reflective journal | 50% |
| (2) Project | 50% |

Schedule

Week 1 – Theme: Land as healer. Engage with Elders and Knowledge Holders and scholarly literature to learn how Land nurtures healing.

Week 2 – Theme: Wellness and Balance. Engage in experiential, health promoting activities. Explore how Land contributes to wellness.

Week 3 – Theme: Exploring Well-Being. Student project presentations.

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COURSE NUMBER AND TITLE

SASS 3002 Land as Teacher

ABBREVIATED COURSE TITLE

Land as Teacher

RATIONALE

Learning Objectives

This course provides students with experiential and theoretical foundations for understanding Land as teacher. Students will:

- Examine ways that knowing, doing, and being are directly linked to teachings of the Land
- Develop a critical understanding of how Land governs all life
- Investigate theories of Land as teacher

Learning Outcomes

By the end of the course, students will be able to:

- Explain the dynamics between Land and human ways of knowing, doing, and being
- Demonstrate an understanding of the ways in which Land teaches humans
- Describe a theory of Land as teacher

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Land as Teacher explores the ways in which knowing, doing, and being are directly linked to the Land. The course centers on land as governing life as it teaches people what they need to know to live in an Arctic or Subarctic ecosystem; provides the necessities of life; and informs language and humanities

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Land as Teacher explores the ways in which knowing, doing, and being are directly linked to the Land. The course centers on land as governing life as it teaches people what they need to know to live in an Arctic or Subarctic ecosystem; provides the necessities of life; and informs language and humanities

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 3002 Land as Teacher

Credit Hours

3.0

Course Description

Land as Teacher explores the ways in which knowing, doing, and being are directly linked to the Land. The course centers on land as governing life as it teaches people what they need to know to live in an Arctic or Subarctic ecosystem; provides the necessities of life; and informs language and humanities

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

This course provides students with experiential and theoretical foundations for understanding Land as teacher. Students will:

- Examine ways that knowing, doing, and being are directly linked to teachings of the Land
- Develop a critical understanding of how Land governs all life
- Investigate theories of Land as teacher

Learning Outcomes

By the end of the course, students will be able to:

- Explain the dynamics between Land and human ways of knowing, doing, and being
- Demonstrate an understanding of the ways in which Land teaches humans
- Describe a theory of Land as teacher

Course Format and Delivery

This course meets 12 hours per week for 3 weeks.

Assignments & Evaluation

- | | |
|------------------------------------|-----|
| (1) Reading and reflective journal | 50% |
| (2) Project | 50% |

Schedule

Week 1 – Theme: Land as teacher. Engage with Elders and Knowledge Holders and scholarly literature to examine Land as teacher in relation to human ways of knowing, doing, and being.

Week 2 – Theme: Wellness and Balance. Engage in experiential activities that explore the ways in which Land informs and governs human knowledge, skills, and culture.

Week 3 – Theme: Exploring Land as Teacher. Student project presentations.

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COURSE NUMBER AND TITLE

SASS 3500 Land and Learning

ABBREVIATED COURSE TITLE

LAND: Land & Learning

RATIONALE

Learning Objectives

This course provides students with land-based experiences. Students will:

- Participate in a range of activities involving traditional land-based skills
- Develop a critical understanding of how Land shapes knowledge and skills specific to place
- Engage in land-based travel

Learning Outcomes

By the end of the course, students will be able to:

- Explain a land-skill that they learned at the camp
- Demonstrate an understanding of a skill specific to a particular place
- Describe types of travel in the context of seasons and landscapes.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Land and Learning is a land-based camp in which students will explore learning on the Land. They will investigate the skills, shared over generations, that are needed to live in the Arctic and Subarctic. Students will also have an opportunity to experience travel by dogsled.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Land and Learning is a land-based camp in which students will explore learning on the Land. They will investigate the skills, shared over generations, that are needed to live in the Arctic and Subarctic. Students will also have an opportunity to experience travel by dogsled.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 3500 Land and Learning

Credit Hours

3.0

Course Description

Land and Learning is a land-based camp in which students will explore learning on the Land. They will investigate the skills, shared over generations, that are needed to live in the Arctic and Subarctic. Students will also have an opportunity to experience travel by dogsled.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Course Type

Land-based

Learning Objectives

This course provides students with land-based experiences. Students will:

- Participate in a range of activities involving traditional land-based skills
- Develop a critical understanding of how Land shapes knowledge and skills specific to place
- Engage in land-based travel

Learning Outcomes

By the end of the course, students will be able to:

- Explain a land-skill that they learned at the camp
- Demonstrate an understanding of a skill specific to a particular place
- Describe types of travel in the context of seasons and landscapes.

Course Format and Delivery

This course meets 18 hours per week for two weeks.

Assignments & Evaluation

This course is participation based. There are no formal assignments. Evaluation is Pass/Fail.

Schedule

Week 1 – Theme: Learning the Land. Intergenerational teachings and land-based skills.

Week 2 – Theme: Being on the Land. Hiking, snowshoeing, and dog sledding

Module 9: Relational Connections with Wildlife, Fish, and Plants

Year: 3 | Semester: F-A | Total Credit Hours: 9.0

Overall Module Description

Indigenous Peoples in the North, and globally, continue to maintain deep connections to the lands, waters, fish, wildlife, and plants in and around their homelands. Since time immemorial, these connections sustained families, communities, governance structures, and cultural continuity. The legacy of ongoing colonization and colonial processes in Arctic and Subarctic regions, however, has created systems of governance and management that are externally imposed on Indigenous Peoples, including access to fish, wildlife, and land-based livelihoods. These externally-imposed structures and values had wide-ranging, and cumulative impacts on Indigenous Peoples' food security, livelihoods, and cultural practices. With the advent of modern-day land claims across Canada, Indigenous Peoples advocated for new forms of fish and wildlife management that reflected Indigenous rights, sovereignty, self-determination, sciences, and ways of knowing, doing, and being, which would provide greater involvement in management dialogues, as well as reclaiming stewardship responsibilities.

In this module, students will learn about the start of co-management across Northern Canada and the vast network of co-management boards in Canada now, with a particular emphasis on Labrador and Inuit Nunangat, and grapple with theories of co-management from Indigenous and settler perspectives. Over the course of six weeks, students gain a more thorough and in-depth understanding of co-management through case studies of co-management, focusing on: co-management structures, challenges, and opportunities; examination of co-management of cultural keystone species, including caribou and polar bear; and analysis of economic and cultural impacts of co-management structures. Students will gain firsthand perspectives from people working in co-management professions, and from knowledge holders who serve as co-management board members.

This module is delivered through the following courses:

- A. SASS 3501: Indigenous-led Conservation and Stewardship in the North (3.0 ch)
- B. SASS 3003: Critical Issues in Co-Management in the North (3.0 ch)
- C. SASS 3004: Co-Management in Theory and Practice (3.0 ch)

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COURSE NUMBER AND TITLE

SASS 3501 Indigenous-Led Conservation and Stewardship in the North

ABBREVIATED COURSE TITLE

LAND: Indigenous Conservation

RATIONALE

Learning Objectives:

The **learning objectives** of the *Indigenous-Led Conservation and Stewardship in the North* course are to:

- Understand the importance of fish and wildlife to Indigenous Peoples in the North
- Connect with Indigenous approaches to conservation and stewardship in Labrador and the North
- Gain hands-on land-based experience working with fish, wildlife, and plants

Learning Outcomes

By the end of the course, learners will be able to:

- Demonstrate knowledge of fish, wildlife, and plants of Labrador
- Understand complex knowledge systems related to conservation and stewardship
- Define the key challenges and opportunities of conservation and stewardship in the North

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Indigenous-Led Conservation & Stewardship in the North introduces students to a variety of issues, challenges, and opportunities for Indigenous-led natural resource management and conservation in the North. Through hands-on learning experiences on the land, students will connect with a variety of Indigenous leaders and knowledge holders and conservation and stewardship practitioners, while spending time on the land working with fish, wildlife, and plants.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Indigenous-Led Conservation & Stewardship in the North introduces students to a variety of issues, challenges, and opportunities for Indigenous-led natural resource management and conservation in the North. Through hands-on learning experiences on the land, students will connect with a variety of Indigenous leaders and knowledge holders and conservation and stewardship practitioners, while spending time on the land working with fish, wildlife, and plants.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 3501: Indigenous-Led Conservation and Stewardship in the North

Credit Hours

3.0

Course Description

Indigenous-Led Conservation & Stewardship in the North introduces students to a variety of issues, challenges, and opportunities for Indigenous-led natural resource management and conservation in the North. Through hands-on learning experiences on the land, students will connect with a variety of Indigenous leaders and knowledge holders and conservation and stewardship practitioners, while spending time on the land working with fish, wildlife, and plants.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Course Type:

Land-based

Learning Objectives:

The **learning objectives** of the *Indigenous-Led Conservation and Stewardship in the North* course are to:

- Understand the importance of fish and wildlife to Indigenous Peoples in the North
- Connect with Indigenous approaches to conservation and stewardship in Labrador and the North
- Gain hands-on land-based experience working with fish, wildlife, and plants

Learning Outcomes

By the end of the course, learners will be able to:

- Demonstrate knowledge of fish, wildlife, and plants of Labrador
- Understand complex knowledge systems related to conservation and stewardship
- Define the key challenges and opportunities of conservation and stewardship in the North

Course Format and Delivery

This is a land-based course. It takes place over 4 days in the fall semester. Involvement is required.

Assignments and Evaluation:

This course is participation based. There are no formal assignments. Evaluation is Pass/Fail.

Schedule:

48-hour in-person intensive on the land

Memorial University of Newfoundland and Labrador Undergraduate Calendar Change Proposal Form Senate Summary Page for Courses

COURSE NUMBER AND TITLE

SASS 3003 Critical Issues in Co-Management in the North

ABBREVIATED COURSE TITLE

Northern Co-Management

RATIONALE

Learning Objectives:

The **learning objectives** of the *Critical Issues in Co-Management in the North* course are to:

- Identify the history of co-management in the North
- Understand the importance of fish and wildlife to Indigenous Peoples in the North
- Promote an understanding of co-management theory and practice
- Understand the complexities of co-management decision-making

Learning Outcomes

By the end of the course, learners will be able to:

- Identify and reflect on the connection between Indigenous rights and self-determination and co-management structures
- Define the key challenges and opportunities of co-management in the North

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Critical Issues in Co-Management in the North critically examines community-based co-management and provides an in-depth perspective of actual co-management scenarios giving learners the opportunity to engage with real content and critically important issues for resource users. The course will use a cultural keystone species to illustrate the concepts of community-based co-management.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Critical Issues in Co-Management in the North critically examines community-based co-management and provides an in-depth perspective of actual co-management scenarios giving

learners the opportunity to engage with real content and critically important issues for resource users. The course will use a cultural keystone species to illustrate the concepts of community-based co-management.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 3003 Critical Issues in Co-Management in the North

Credit Hours

3.0

Course Description

Critical Issues in Co-Management in the North critically examines community-based co-management and provides an in-depth perspective of actual co-management scenarios giving learners the opportunity to engage with real content and critically important issues for resource users. The course will use a cultural keystone species to illustrate the concepts of community-based co-management.

PR: Modules 1 and 2 of the BASIS program

Course Type:

Classroom-based

Learning Objectives:

The **learning objectives** of the *Critical Issues in Co-Management in the North* course are to:

- Identify the history of co-management in the North
- Understand the importance of fish and wildlife to Indigenous Peoples in the North
- Promote an understanding of co-management theory and practice
- Understand the complexities of co-management decision-making

Learning Outcomes

By the end of the course, learners will be able to:

- Identify and reflect on the connection between Indigenous rights and self-determination and co-management structures
- Define the key challenges and opportunities of co-management in the North

Course Format and Delivery

This course meets 12 hours per week for three weeks.

Assignments and Evaluation:

- | | | |
|-----|-----------------------------------|-----|
| (1) | Writing Assignment: Briefing Note | 15% |
| (2) | Writing Assignment: Briefing Note | 25% |

- | | | |
|-----|---------------------------------|-----|
| (3) | Writing Assignment: Final Paper | 40% |
| (4) | Student Presentation | 20% |

Schedule:

Week 1 – Understanding Co-Management Systems in Northern Canada

Week 2 – Co-Management and Indigenous Rights and Self-Determination

Week 3 – Co-Management in Theory and Practice

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COURSE NUMBER AND TITLE

SASS 3004 Co-Management in Theory and Practice

ABBREVIATED COURSE TITLE

Co-Management Theory&Practice

RATIONALE

The **learning objectives** of the *Co-Management in Theory and Practice* course are to:

1. Examine real-world implementation challenges and opportunities with co-management
2. Understanding strategies for effective negotiations and consensus-based decision-making
3. Foster critically reflective thinking, writing, presenting, and analysis, particularly in the context of complex knowledge systems related to co-management

Learning Outcomes

By the end of the course, learners will be able to:

- Understand the consensus-based decision-making process of co-management
- Define the key challenges and opportunities of co-management in the North
- Enhance oral and written presentation skills, individually and as a group

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Co-Management in Theory and Practice provides students with a hands-on learning experience researching a critical species from a particular perspective (federal government, provincial government, Indigenous government, community), and then presenting and negotiating recommendations in a mock consensus-based decision-making exercise. Through this course, students will work with co-management professionals, Indigenous leaders and Knowledge Holders, and provincial and federal government representatives to understand and hone their perspectives and recommendations, and prepare for the mock decision-making process.

CH: 6

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Co-Management in Theory and Practice provides students with a hands-on learning experience researching a critical species from a particular perspective (federal government, provincial government, Indigenous government, community), and then presenting and negotiating recommendations in a mock consensus-based decision-making exercise. Through this course, students will work with co-management professionals, Indigenous leaders and Knowledge Holders, and provincial and federal government representatives to understand and hone their perspectives and recommendations, and prepare for the mock decision-making process.

CH: 6

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 3004 Co-Management in Theory & Practice

Credit Hours

6.0

Course Description

Co-Management in Theory and Practice provides students with a hands-on learning experience researching a critical species from a particular perspective (federal government, provincial government, Indigenous government, community), and then presenting and negotiating recommendations in a mock consensus-based decision-making exercise. Through this course, students will work with co-management professionals, Indigenous leaders and Knowledge Holders, and provincial and federal government representatives to understand and hone their perspectives and recommendations, and prepare for the mock decision-making process.

PR: Modules 1 and 2 of the BASIS program

Course Type:

Classroom-based

Learning Objectives:

The **learning objectives** of the *Co-Management in Theory and Practice* course are to:

4. Examine real-world implementation challenges and opportunities with co-management
5. Understanding strategies for effective negotiations and consensus-based decision-making
6. Foster critically reflective thinking, writing, presenting, and analysis, particularly in the context of complex knowledge systems related to co-management

Learning Outcomes

By the end of the course, learners will be able to:

- Understand the consensus-based decision-making process of co-management
- Define the key challenges and opportunities of co-management in the North
- Enhance oral and written presentation skills, individually and as a group

Course Format and Delivery

This course meets 24 hours per week for three weeks, plus independent and group learning time.

Assignments and Evaluation:

- (1) Creative Co-Management Knowledge Sharing (podcast, blog, video, art-based) 30%
- (2) Group Assignment: Co-Management Consensus Making Mock Exercise 50%
- (3) Writing Assignment: Co-Management Consensus Making Written Component 20%

Schedule:

Week 1 – Group assignments and preparation for mock consensus-decision-making trials

Week 2 – Group work to prepare for mock consensus-decision-making trials

Week 3 – Mock co-management consensus decision-making trials and student presentations

Module 10: Relationships and Responsibilities

Year: 3 | Semester: F-B | Total Credit Hours: 9.0

Overall Module Summary

The Land of Labrador encompasses a complex network of relationships comprising all entities, including humans and the more-than-human. In Labrador, elements such as water, ice, and snow are also interconnected aspects of Land. To understand these connections is to have a deep knowledge of the fundamental dynamics of Place. When we, as humans, recognize ourselves as being in-relation with all Others, we can accept our responsibilities and enact our relational accountability to the Land. Colonization has had a profound impact on human connection to Place, dispossessing people of land, disconnecting them to their relational responsibilities, and devaluing the concept of relational accountability.

In this module students will participate in learning experiences with Elders, knowledge holders, Land, and the more-than-human-entities of Place to explore the network of interrelationships within Labrador.

The module is delivered through the following three courses:

- A. SASS 4000 Relational Accountabilities and Responsibilities (3.0 ch)
- B. SASS 4001 Reclaiming Land (3.0 ch)
- C. SASS 4700 Narrating Our Relational Accountability to Land (3.0 ch)

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COURSE NUMBER AND TITLE

SASS 4000 Relational Accountabilities and Responsibilities

ABBREVIATED COURSE TITLE

Relational Accountabilities

RATIONALE

Learning Objectives

This course provides students with opportunities to learn about relationships, accountability, and the interconnectivity of all life on the Land. The aim of the course is to:

- engage students in critically examining the interconnectivity between humans and all aspects of Land;
- promote exploration of a broad range of cultural and theoretical concepts regarding human responsibilities to the Land and more-than-humans;
- foster critical thinking about the ways in which relational accountability arises from the dynamic relationships of Place.

Learning Outcomes

By the end of the course students will be able to:

- explain the interconnectivity of all aspects of Land including the more-than-human
- describe and give examples of various cultural and theoretical concepts of human accountability to the Land
- analyze the dynamic relationships within Place and the changes in those relationships over time.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Relational Accountabilities and Responsibilities engages students in exploring the complex and dynamic network of interconnected life within Northern lands and considering the role of humans within these relationships. During sessions with Elders, Knowledge Holders, and

Indigenous scholars, students will explore the theoretical concepts and understandings of relational accountability to one another and to all others.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Relational Accountabilities and Responsibilities engages students in exploring the complex and dynamic network of interconnected life within Northern lands and considering the role of humans within these relationships. During sessions with Elders, Knowledge Holders, and Indigenous scholars, students will explore the theoretical concepts and understandings of relational accountability to one another and to all others.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 4001 Relational Accountabilities and Responsibilities

Credit Hours

3.0

Course Description

Relational Accountabilities and Responsibilities engages students in exploring the complex and dynamic network of interconnected life within Northern lands and considering the role of humans within these relationships. During sessions with Elders, Knowledge Holders, and Indigenous scholars, students will explore the theoretical concepts and understandings of relational accountability to one another and to all others.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

This course provides students with opportunities to learn about relationships, accountability, and the interconnectivity of all life on the Land. The aim of the course is to:

- engage students in critically examining the interconnectivity between humans and all aspects of Land;
- promote exploration of a broad range of cultural and theoretical concepts regarding human responsibilities to the Land and more-than-humans;
- foster critical thinking about the ways in which relational accountability arises from the dynamic relationships of Place.

Learning Outcomes

By the end of the course students will be able to:

- explain the interconnectivity of all aspects of Land including the more-than-human
- describe and give examples of various cultural and theoretical concepts of human accountability to the Land
- analyze the dynamic relationships within Place and the changes in those relationships over time

Course Format and Delivery

This is a three-week course that meets 12 hours a week.

Assignments & Evaluation

- | | | |
|-----|-----------------------------|-----|
| (1) | Critical reflective journal | 50% |
| (2) | Reading log | 50% |

Schedule

Week 1 – Theme of interconnectivity and relationships. First person observations and stories of lived experiences from local Knowledge Holders. Key concepts: relationship, responsibility, and interconnectivity.

Week 2– Theme of reciprocity, voice, and perspective. Personal reflections, teachings, and stories of local knowledge holders. Key concepts: responsibility, accountability, and reciprocity.

Week 3 – Theme of dynamic relationship within Place. Key concepts: self-in-relation, fluctuation and change, enacting relational accountability.

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COURSE NUMBER AND TITLE

SASS 4001 Reclaiming Land

ABBREVIATED COURSE TITLE

Reclaiming Land

RATIONALE

Learning Objectives

This course provides students with opportunities to learn about the centrality of Land for Northern cultures and the significance of the Landback movement. The aim of the course is to:

- Facilitate understand of the impact that colonialism has had on human connection to Land and encourage critical insights into the relationship between Indigenous cultures and Land.
- Deepen knowledge of the Landback movement and Indigenous resurgence
- Establish the connection between the Landback movement, the Land Guardian program, and the Indigenous leadership

Learning Outcomes

By the end of the course, students will be able to:

- Discuss the significance of the Landback movement
- Clearly communicate the role of Land in Indigenous cultures
- Understand the connection of Land and Indigenous self-determination.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Reclaiming Land deepens students' understanding of how colonialism has impacted human connection to the Land and the significance of the current Landback movement. In this course, students will examine how Land is integral to Indigenous self-determination, the ways in which Land nurtures and sustains culture, and the evidence of reciprocity and responsibility in stewardship.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Reclaiming Land deepens students' understanding of how colonialism has impacted human connection to the Land and the significance of the current Landback movement. In this course, students will examine how Land is integral to Indigenous self-determination, the ways in which Land nurtures and sustains culture, and the evidence of reciprocity and responsibility in stewardship.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 4001 Reclaiming Land

Credit Hours

3.0

Course Description

Reclaiming Land deepens students' understanding of how colonialism has impacted human connection to the Land and the significance of the current Landback movement. In this course, students will examine how Land is integral to Indigenous self-determination, the ways in which Land nurtures and sustains culture, and the evidence of reciprocity and responsibility in stewardship.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

This course provides students with opportunities to learn about the centrality of Land for Northern cultures and the significance of the Landback movement. The aim of the course is to:

- Facilitate understand of the impact that colonialism has had on human connection to Land and encourage critical insights into the relationship between Indigenous cultures and Land.
- Deepen knowledge of the Landback movement and Indigenous resurgence
- Establish the connection between the Landback movement, the Land Guardian program, and the Indigenous leadership

Learning Outcomes

By the end of the course, students will be able to:

- Discuss the significance of the Landback movement
- Clearly communicate the role of Land in Indigenous cultures
- Understand the connection of Land and Indigenous self-determination

Course Format and Delivery

This is a three-week course that meets 12 hours a week.

Assignments & Evaluation

- | | | |
|-----|---|-----|
| (1) | Critical reflective journal | 50% |
| (2) | Annotated record of reading, viewing, and listening | 50% |

Schedule

Week 1 – Theme: impact of colonialism on relationship to Land. Key concepts: removal of Indigenous Peoples, Land loss and treaties

Week 2 – Theme of Indigenous reclamation: Key concepts: Landback movement, Land Guardians, Indigenous resurgence

Week 3 – Theme of Land and Indigenous self-determination: Key concepts: renewal and revival of cultural practices, wellness, sustainability.

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COURSE NUMBER AND TITLE

SASS 4700 Narrating Our Relational Accountability to Land

ABBREVIATED COURSE TITLE

EXP: Narrating Land Relations

RATIONALE

Learning Objectives

The aim of the course is to:

- Engage students in creating oral stories and poetry
- Promote a critical understanding of human relational accountability, responsibility, and reciprocity within Arctic and Subarctic Lands.
- Provide space and opportunities for students to use their voices to communicate concepts of relationality to Land

Learning Outcomes

By the end of the course students will be able to:

- communicate through oral storytelling and spoken word poetry
- use their voices to advocate for issues related to relational accountability to Land
- collaboratively engage the use of stories to increase understanding of humans' relational accountability within Labrador.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Narrating Our Relational Accountability to Land is a course in which students use oral storytelling and spoken word to explore voice as a tool in communicating the role of humans in the interconnectivity of all Life. Students will develop and share narratives that demonstrate their understanding of relational accountability, responsibility, and reciprocity within Arctic and Subarctic Lands.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Narrating Our Relational Accountability to Land is a course in which students use oral storytelling and spoken word to explore voice as a tool in communicating the role of humans in the interconnectivity of all Life. Students will develop and share narratives that demonstrate their understanding of relational accountability, responsibility, and reciprocity within Arctic and Subarctic Lands.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 4700 Narrating Our Relational Accountability to Land

Credit Hours

3.0

Course Description

Narrating Our Relational Accountability to Land is a course in which students use oral storytelling and spoken word to explore voice as a tool in communicating the role of humans in the interconnectivity of all Life. Students will develop and share narratives that demonstrate their understanding of relational accountability, responsibility, and reciprocity within Arctic and Subarctic Lands.

AR: Attendance is required

PR: Modules 1 and 2 of the BASIS program

Course Type

Experiential

Learning Objectives

The aim of the course is to:

- Engage students in creating oral stories and poetry
- Promote a critical understanding of human relational accountability, responsibility, and reciprocity within Arctic and Subarctic Lands.
- Provide space and opportunities for students to use their voices to communicate concepts of relationality to Land

Learning Outcomes

By the end of the course students will be able to:

- communicate through oral storytelling and spoken word poetry
- use their voices to advocate for issues related to relational accountability to Land
- collaboratively engage the use of stories to increase understanding of humans' relational accountability within Labrador

Course Format and Delivery

This is a two-week course that meets 18 hours a week.

Assignments & Evaluation

This course is participation based. There are no formal assignments. Evaluation is Pass/Fail.

Schedule

Week 1 – Theme: Sharing stories. Key themes: Communicating with stories, the power of voice.

Week 2 – Theme: Learning from stories. Key themes: Stories that teach, ways of listening.

Module 11: Sustainable Self-Determined Futures

Year: 3 | Semester: W-A | Total Credit Hours: 9.0

Overall Module Summary

Indigenous peoples have always had their own forms of governance, laws, and justice and prior to European contact and assertions of British sovereignty on Indigenous lands. These forms of governance are connected to Indigenous ways of knowing and being. Colonial forms of governance in what is now known as Canada have regarded Indigenous governance as inferior, disregarding Indigenous values, tradition, and diverse voices, like those of Indigenous women. Despite many generations of colonial governance over Indigenous lands and lives, Indigenous peoples continue to uphold and exercise their own forms of governance as they are integral to self-determined futures.

In this course, students will be introduced to and engage with key concepts and theories in the field of self-determination, particularly as it intersects ideas of governance, laws, and justice in the context of Northern, Indigenous, and non-Indigenous peoples. Students will critically engage in discussions around section 35 of the Constitution Act of 1982, modern treaty making, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), all while exploring the multifaceted ways in which matters around governance, laws and justice are framed and interpreted in the context of Indigenous and colonial perspectives and interests. This course will facilitate reflective and forward-thinking dialogue that will strengthen holistic understandings of sustainable self-determination and will contribute to students' ability to vision a future based on principles of respect, reciprocity, fairness, and rights.

This module is delivered through the following courses:

- A. SASS 4002 Studies in Indigenous Governance in Canada I: Laws and Justice (3.0 ch)
- B. SASS 4003 Studies in Indigenous Governance in Canada II: Sustainable Self-Determination (6.0 ch)

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COURSE NUMBER AND TITLE

SASS 4002: Studies in Indigenous Governance in Canada I: Laws and Justice

ABBREVIATED COURSE TITLE

Indigenous Laws & Justice

RATIONALE

Learning Objectives

- Promote and foster understanding of diverse forms of Indigenous governance while critically exploring colonial forms of governance in Canada.
- Promote and foster understanding of Indigenous concepts of laws and justice.
- Engage in critical dialogue and learning.
- Promote critical thinking, writing and dialogue skills.

Learning Outcomes

- Identify and describe diverse forms of Indigenous governance. Including examples of Indigenous laws and justice.
- Identify and describe the significance of Indigenous sources of knowledge.
- Promote Indigenous forms of teaching and learning through relational, place-based teaching and learning perspectives

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Studies in Indigenous Governance in Canada I: Laws and Justice critically engages students in discussion, research and writing that centres Indigenous concepts of law and justice. This course examines how Indigenous Nations, organizations, and governments are working to revitalize their traditional legal systems and concepts following centuries of colonization and are incorporating legal systems into modern systems of governance and justice.

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Studies in Indigenous Governance in Canada I: Laws and Justice critically engages students in discussion, research and writing that centres Indigenous concepts of law and justice. This course examines how Indigenous Nations, organizations, and governments are working to revitalize their traditional legal systems and concepts following centuries of colonization and are incorporating legal systems into modern systems of governance and justice.

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 4002 Studies in Indigenous Governance in Canada I: Laws and Justice

Credit Hours

3.0

Course Description

Studies in Indigenous Governance in Canada I: Laws and Justice critically engages students in discussion, research and writing that centres Indigenous concepts of law and justice. This course examines how Indigenous Nations, organizations, and governments are working to revitalize their traditional legal systems and concepts following centuries of colonization and are incorporating legal systems into modern systems of governance and justice.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

- Promote and foster understanding of diverse forms of Indigenous governance while critically exploring colonial forms of governance in Canada.
- Promote and foster understanding of Indigenous concepts of laws and justice.
- Engage in critical dialogue and learning.
- Promote critical thinking, writing and dialogue skills.

Learning Outcomes

- Identify and describe diverse forms of Indigenous governance. Including examples of Indigenous laws and justice.
- Identify and describe the significance of Indigenous sources of knowledge.
- Promote Indigenous forms of teaching and learning through relational, place-based teaching and learning perspectives.

Course Format and Delivery

This course meets 12 hours per week for three weeks.

Assignments and Evaluation

- (1) Short Essay (15%): Students will complete one short in class-essay.

- (2) Group Presentations (20%): Students will collaborate and present in-class to discuss course issues/materials.
- (3) Discussion Panel (25%): Students will engage in peer discussion, engaging critically in concepts and ideas from course materials.
- (4) Final Examination (25%): Students will complete an in-class class exam.
- (5) Class Participation (15%): Student participation is required.

Schedule

Week 1: Indigenous Governance: Theories, Concepts, and Perspectives

Week 2: Indigenous Legal Traditions and Law 1

Week 3: Indigenous Legal Traditions and Law 2 + Group Presentations

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COURSE NUMBER AND TITLE

SASS 4003 Studies in Indigenous Governance in Canada II: Sustainable Self-determination

ABBREVIATED COURSE TITLE

Indigenous Self-Determination

RATIONALE

Learning Objectives

- Promote and foster understanding of Canadian Policy and Legislation in areas that impact Indigenous self-determination.
- Facilitate and promote awareness of Indigenous concepts of sustainability in the context of rights and responsibilities.
- Promote and foster understanding of colonial politics and diverse forms of power.
- Engage in critical dialogue and learning.
- Promote critical thinking and writing skills.

Learning Outcomes

- Identify and describe colonial policy and impacts to Indigenous self-determination.
- Describe the significance of Indigenous self-determination efforts.
- Promote Indigenous forms of teaching and learning through relational, place-based teaching and learning perspectives.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Studies in Indigenous Governance in Canada II: Sustainable Self-Determination combines leading Indigenous scholarship and diverse community perspectives to facilitate reflective dialogue and writing that strengthens holistic understandings of sustainable self-determination, while critically engaging Canadian policy and legislation in areas that impact Indigenous rights and self-determination efforts.

CH: 6

PR: Modules 1 and 2 of the BASIS program

CALENDAR ENTRY AFTER CHANGES

Studies in Indigenous Governance in Canada II: Sustainable Self-Determination combines leading Indigenous scholarship and diverse community perspectives to facilitate reflective dialogue and writing that strengthens holistic understandings of sustainable self-determination, while critically engaging Canadian policy and legislation in areas that impact Indigenous rights and self-determination efforts.

CH: 6

PR: Modules 1 and 2 of the BASIS program

Detailed Course Outline: SASS 4003 Studies in Indigenous Governance in Canada II: Sustainable Self-determination

Credit Hours

6.0

Course Description

Studies in Indigenous Governance in Canada II: Sustainable Self-Determination combines leading Indigenous scholarship and diverse community perspectives to facilitate reflective dialogue and writing that strengthens holistic understandings of sustainable self-determination, while critically engaging Canadian policy and legislation in areas that impact Indigenous rights and self-determination efforts.

PR: Modules 1 and 2 of the BASIS program

Course Type

Classroom-based

Learning Objectives

- Promote and foster understanding of Canadian Policy and Legislation in areas that impact Indigenous self-determination.
- Facilitate and promote awareness of Indigenous concepts of sustainability in the context of rights and responsibilities.
- Promote and foster understanding of colonial politics and diverse forms of power.
- Engage in critical dialogue and learning.
- Promote critical thinking and writing skills.

Learning Outcomes

- Identify and describe colonial policy and impacts to Indigenous self-determination.
- Describe the significance of Indigenous self-determination efforts.
- Promote Indigenous forms of teaching and learning through relational, place-based teaching and learning perspectives.

Course Format and Delivery

This course meets 18 hours per week for four weeks.

Assignments and Evaluation

- (1) Short Essay (20%): Students will complete two short essays.

(2) Group Presentations (30%): Students will collaborate and present in-class to discuss course issues/materials.

(3) Final Examination (40%): Students will complete an in-class exam.

(4) Class Participation (10%): Student participation is required.

Schedule

Week 1: Introduction to Indigenous Perspectives on Sustainability

Week 2: United Nations Declaration on the Rights of Indigenous People

Week 3: Sustainable Indigenous Governance

Week 4: The Future of Indigenous Governance

Module 12: Building Your Own Futures

Year: 3 | Semester: W-B | Total Credit Hours: 9.0

Overall Module Summary

This module serves as the culmination of the program and an opportunity for critically reflecting on what was learned throughout the Arctic and Subarctic Interdisciplinary Studies program, and hone and act in the knowledge and skills they have developed. This is the final step to complete the BASIS and will ensure that program participants are prepared to build a successful future.

Students in the BASIS general program will pursue student-directed independent learning in a topic area of their choice, culminating in a major paper or creative output.

Students in the BASIS Honours program will pursue a student-directed research project, focused on meeting Northern needs and priorities.

Students take one of two pathways to complete this module, with both pathways incorporating SASS 4300: Applied Research in Arctic and Subarctic Interdisciplinary Studies.

Pathway 1: BASIS General Degree

- A. SASS 4300: Applied Research in Arctic and Subarctic Interdisciplinary Studies (3.0 ch)
- B. SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies (6.0 ch)

Pathway 2: BASIS Honours Degree

- A. SASS 4300: Applied Research in Arctic and Subarctic Interdisciplinary Studies (3.0 ch)
- B. SASS 4302: Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies (6.0 ch)

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COURSE NUMBER AND TITLE

SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies

ABBREVIATED COURSE TITLE

BASIS Applied Research

RATIONALE

Learning Objectives

This course will provide students with the basis needed to undertake applied interdisciplinary research in the North. Specifically the course will:

- Foster familiarity with contemporary research practices in the North;
- Encourage the exploration of interdisciplinary, including community and Indigenous, research methods and outcomes related to the North;
- Provide guidance to students as they identify a topic for their BASIS major/creative or thesis project and develop a proposal.

Learning Outcomes

By the end of this course, participants will be able to:

- Articulate their interest in applied northern research;
- Define a research topic;
- Design a research project;
- Write a research proposal;
- Undertake self-directed research on a specific topic or theme related to the North

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Applied Research in Arctic and Subarctic Interdisciplinary Studies provides students with the foundation required to complete Arctic and Subarctic Interdisciplinary research in the 21st century. This will be accomplished through the study of contemporary research issues in the North, and through completion of a project proposal.

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe

CALENDAR ENTRY AFTER CHANGES

Applied Research in Arctic and Subarctic Interdisciplinary Studies provides students with the foundation required to complete Arctic and Subarctic Interdisciplinary research in the 21st century. This will be accomplished through the study of contemporary research issues in the North, and through completion of a project proposal.

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe

Detailed Course Outline: SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies

Course Title

SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies

Credit Hours

3.0

Course Description

Applied Research in Arctic and Subarctic Interdisciplinary Studies provides students with the foundation required to complete Arctic and Subarctic Interdisciplinary research in the 21st century. This will be accomplished through the study of contemporary research issues in the North, and through completion of a project proposal.

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe

Course Type

Classroom-based

Learning Objectives

This course will provide students with the basis needed to undertake applied interdisciplinary research in the North. Specifically the course will:

- Foster familiarity with contemporary research practices in the North;
- Encourage the exploration of interdisciplinary, including community and Indigenous, research methods and outcomes related to the North;
- Provide guidance to students as they identify a topic for their BASIS major/creative or thesis project and develop a proposal.

Learning Outcomes

By the end of this course, participants will be able to:

- Articulate their interest in applied northern research;
- Define a research topic;
- Design a research project;
- Write a research proposal;
- Undertake self-directed research on a specific topic or theme related to the North

Course Format and Delivery

This course includes two 3 hour classes per week, for 6 weeks. This includes one seminar and one workshop per week.

Assignments and Evaluation

(1) Discussion Questions (25%)

There is a discussion question associated with each week of the course. Each Discussion Question is graded out of 10 and valued at 5% of your overall grade. The top 5 graded discussion question answers will be used to compile the final grade for the term. The discussion questions will relate to the topic of each seminar.

(2) Workshops (25% - Pass/Fail)

There is one research workshop each week of this course. These workshops will focus on specific aspects of designing an applied research project. Participation in the workshops is mandatory.

(3) Research Proposal Take Home Exam (50%)

All participants in the course will complete a research proposal. A component of the research proposal will be the focus of each workshop. Following completion of the last workshop participants will prepare their final proposal and submit it by the end of the exam period for grading. The proposed projects must be rooted in northern focused research, and may take the form of a creative endeavour or an academic dissertation.

Schedule

Week 1 – Attend Seminar 1 and Workshop 1, answer Discussion Question

Week 2 – Attend Seminar 2 and Workshop 2, answer Discussion Question

Week 3 – Attend Seminar 3 and Workshop 3, answer Discussion Question

Week 4 – Attend Seminar 4 and Workshop 4, answer Discussion Question

Week 5 – Attend Seminar 5 and Workshop 5, answer Discussion Question

Week 6 – Attend Seminar 6 and Workshop 6, answer Discussion Question

Memorial University of Newfoundland and Labrador Undergraduate Calendar Change Proposal Form Senate Summary Page for Courses

COURSE NUMBER AND TITLE

SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies

ABBREVIATED COURSE TITLE

BASIS Major Project

RATIONALE

Learning Objectives

This course will provide students with the ability to undertake applied interdisciplinary project work in the North. Specifically the course will:

- Foster familiarity with contemporary knowledge sharing and research practices in the North;
- Encourage the exploration of interdisciplinary, including community and Indigenous, research methods and outcomes related to the North;
- Provide students the chance to complete an applied project under the guidance of a faculty supervisor.

Learning Outcomes

By the end of this course, participants will be able to:

- Articulate their knowledge in applied Northern contexts;
- Take guidance from a mentor;
- Execute project tasks within a defined schedule;
- Undertake self-directed work on a specific topic or theme related to the North.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Major Project in Arctic and Subarctic Interdisciplinary Studies is the course in which participants work with a faculty supervisor to complete a major critical/creative project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies. The project must be rooted in Northern-focused research and culminate in a critical/creative contribution to a chosen area of study.

CH: 6

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe.

CALENDAR ENTRY AFTER CHANGES

Major Project in Arctic and Subarctic Interdisciplinary Studies is the course in which participants work with a faculty supervisor to complete a major critical/creative project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies. The project must be rooted in Northern-focused research and culminate in a critical/creative contribution to a chosen area of study.

CH: 6

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe

Detailed Course Outline: SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies

Course Title

SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies

Credit Hours

6.0

Course Description

Major Project in Arctic and Subarctic Interdisciplinary Studies is the course in which participants work with a faculty supervisor to complete a major critical/creative project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies. The project must be rooted in Northern-focused research and culminate in a critical/creative contribution to a chosen area of study.

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe

Course Type

Classroom-based

Learning Objectives

This course will provide students with the ability to undertake applied interdisciplinary project work in the North. Specifically the course will:

- Foster familiarity with contemporary knowledge sharing and research practices in the North;
- Encourage the exploration of interdisciplinary, including community and Indigenous, research methods and outcomes related to the North;
- Provide students the chance to complete an applied project under the guidance of a faculty supervisor.

Learning Outcomes

By the end of this course, participants will be able to:

- Articulate their knowledge in applied Northern contexts;
- Take guidance from a mentor;

- Execute project tasks within a defined schedule;
- Undertake self-directed work on a specific topic or theme related to the North.

Course Format and Delivery

This course will take place over 13 weeks beginning at the outset of Winter Semester B. The first 6 weeks of the course overlap with SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies, with the final 7 weeks extending into the spring semester.

Assignments and Evaluation

(1) BASIS Major Project (100%)

Each participant in the course will complete the Major Project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies.

Schedule

This course is self-directed. Each student will work with their faculty supervisor to identify a work schedule that is appropriate for their individual project. Once the work schedule is agreed upon it will be formatted into a learning agreement and signed by both parties.

The final project will be submitted for grading based on the timeline identified in the learning agreement.

Memorial University of Newfoundland and Labrador Undergraduate Calendar Change Proposal Form Senate Summary Page for Courses

COURSE NUMBER AND TITLE

SASS 4302 Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies

ABBREVIATED COURSE TITLE

BASIS Thesis Project

RATIONALE

Learning Objectives

This course will provide students with the ability to undertake applied interdisciplinary research in the North. Specifically, the course will:

- Foster familiarity with contemporary research and knowledge sharing practices in the North;
- Encourage the exploration of interdisciplinary, including community and Indigenous, research methods and outcomes related to the North;
- Provide students the chance to complete an applied research project under the guidance of a faculty supervisor.

Learning Outcomes

By the end of this course, participants will be able to:

- Articulate their knowledge in applied Northern research;
- Take guidance from a mentor;
- Execute project tasks within a defined schedule;

Undertake self-directed research on a specific topic or theme related to the North.

ANTICIPATED EFFECTIVE DATE

March 2024

CALENDAR CHANGES

Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies is the course in which participants work with a faculty supervisor to complete the Thesis Research project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies. The research project must be rooted in Northern-focused research and culminate in a thesis, including a presentation and defense.

CH: 6

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe

CALENDAR ENTRY AFTER CHANGES

Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies is the course in which participants work with a faculty supervisor to complete the Thesis Research project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies. The research project must be rooted in Northern-focused research and culminate in a thesis, including a presentation and defense.

CH: 6

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe

Detailed Course Outline: SASS 4302 Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies

Course Title

SASS 4302 Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies

Credit Hours

6.0

Course Description

Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies is the course in which participants work with a faculty supervisor to complete the Thesis Research project they proposed in SASS 4300 Applied Research in Arctic and Subarctic Interdisciplinary Studies. The research project must be rooted in Northern-focused research and culminate in a thesis, including a presentation and defense.

PR: Modules 1 through 10 of the BASIS program

CO: Module 11 of the BASIS program

OR: This course may be offered in an accelerated format outside the regular semester or session timeframe

Course Type

Classroom-based

Learning Objectives

This course will provide students with the ability to undertake applied interdisciplinary research in the North. Specifically, the course will:

- Foster familiarity with contemporary research and knowledge sharing practices in the North;
- Encourage the exploration of interdisciplinary, including community and Indigenous, research methods and outcomes related to the North;
- Provide students the chance to complete an applied research project under the guidance of a faculty supervisor.

Learning Outcomes

By the end of this course, participants will be able to:

- Articulate their knowledge in applied Northern research;
- Take guidance from a mentor;
- Execute project tasks within a defined schedule;

- Undertake self-directed research on a specific topic or theme related to the North.

Course Format and Delivery

This course will take place over 13 weeks beginning at the outset of Winter Semester B. The first 6 weeks of the course overlap with SASS 4300 Applied Research BASIS, with the final 7 weeks extending into the spring semester.

Assignments and Evaluation

(1) BASIS Thesis Research Project (100%)

Each participant in the course will complete the BASIS Thesis Research Project they proposed in SASS 4300 BASIS Applied Research.

Schedule

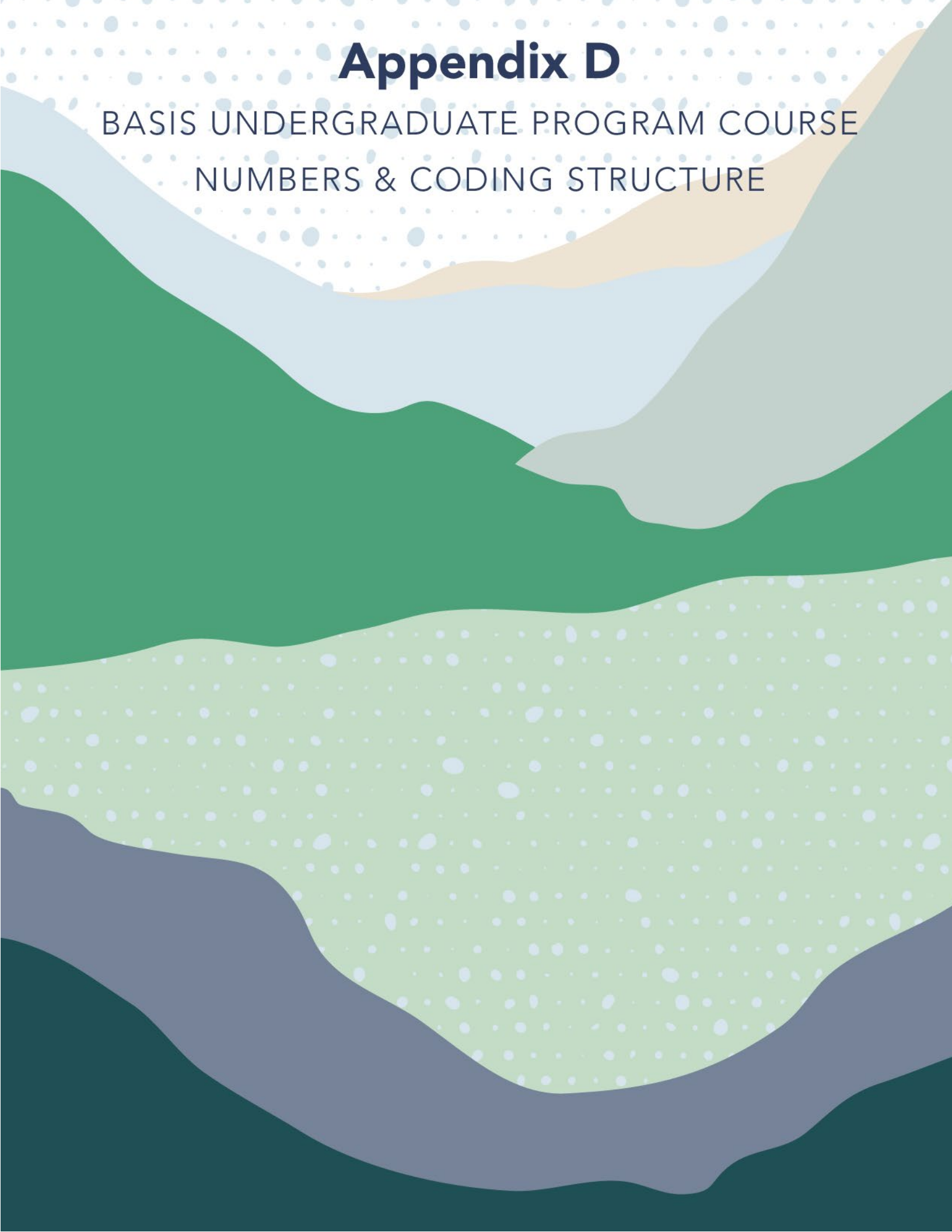
This course is self-directed. Each student will work with their faculty supervisor to identify a work schedule that is appropriate for their individual research project. Once the work schedule is agreed upon it will be formatted into a learning agreement and signed by both parties.

The final project will be submitted for grading based on the timeline identified in the learning agreement.

Students will present and defend their projects in front of their peers, mentors, SASS staff and academic staff, and any members of the interested public in an event at the end of the semester.

Appendix D

BASIS UNDERGRADUATE PROGRAM COURSE NUMBERS & CODING STRUCTURE



Appendix D: BASIS Undergraduate Program Course Numbers and Coding Structure

Notes

All **classroom-based** courses are numerically graded.

All **land-based** and **experiential** courses are PAS/FAL.

In addition to the regular transcript, there will also be an official document further explaining the students' progress and skills development through the program, given its unique structure.

Out of 33 total courses:

- 67% are classroom-based courses (n=22)
- 24% are land-based courses (n=8)
- 9% are experiential courses (n=3)

Out of 108 total credit-hours:

- 58% classroom-based credit-hours (n=63)
- 25% land-based credit-hours (n=27)
- 11% experiential credit-hours (n=12)

Course Identifiers:

- No identifier = classroom-based, numerically-graded course
- LAND in front of the abbreviated course title = land-based course
- EXP in front of abbreviated course title = experiential course

Coding Structure for the School of Arctic and Subarctic Studies

x0xx = classroom-based courses

x1xx = *classroom-based courses (for future growth)*

x2xx = *classroom-based courses (for future growth)*

x3xx = research courses

x4xx = *language courses (for future growth)*

x5xx = land-based courses

x6xx = *land-based courses (for future growth)*

x7xx = experiential courses

x8xx = *experiential courses (for future growth)*

BASIS Course Numbers

Classroom-Based Courses

<i>Full Course Number & Title</i>	<i>Abbreviated Course Title</i>	<i>Credit Hours</i>
1000-LEVEL COURSES		
SASS 1000 Indigenous Peoples, Places, and Cultures in What is Now Called Labrador	Indigenous Labrador	3.0
SASS 1001 Indigenous Governance in Labrador	Indigenous Governance	6.0
SASS 1002: A Timeline of Human History in What is Now Called Labrador	Human History in Labrador	3.0
SASS 1003: An Introduction to the Circumpolar North	The Circumpolar North	3.0
SASS 1004: Peoples of the Circumpolar North	Northern Circumpolar Peoples	3.0
2000-LEVEL COURSES		
SASS 2000 Narratives of Labrador	Narratives of Labrador	3.0
SASS 2001 Northern and Indigenous Health and Healing I	Northern Indigenous Health I	3.0
SASS 2002 Studies in the History of Colonialism in Canada	Colonial History of Canada	3.0
SASS 2003 Reconciliation and Indigenous-Colonial Relations in Canada	Indigenous-Colonial Relations	3.0
3000-LEVEL COURSES		
SASS 3000 Issues in Decolonization	Issues in Decolonization	3.0
SASS 3001 Healing the Land	Healing the Land	3.0
SASS 3002 Land as Teacher	Land as Teacher	3.0
SASS 3003: Critical Issues in Co-Management in the North	Northern Co-Management	3.0
SASS 3004: Co-Management in Theory and Practice	Co-Management Theory&Practice	3.0
4000-LEVEL COURSES		

SASS 4000 Relational Accountabilities and Responsibilities	Relational Accountabilities	3.0
SASS 4001 Reclaiming Land	Reclaiming Land	3.0
SASS 4002 Studies in Indigenous Governance in Canada I: Laws and Justice	Indigenous Laws & Justice	3.0
SASS 4003 Studies in Indigenous Governance in Canada II: Sustainable Self-Determination	Indigenous Self-Determination	6.0
4000-LEVEL RESEARCH COURSES		
SASS 4300: Applied Research in Arctic and Subarctic Interdisciplinary Studies	BASIS Applied Research	3.0
SASS 4301 Major Project in Arctic and Subarctic Interdisciplinary Studies	BASIS Major Project	6.0
SASS 4302: Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies	BASIS Thesis Project	6.0

Land-Based Courses

<i>Full Course Number & Title</i>	<i>Abbreviated Course Title</i>	<i>Credit Hours</i>
1000-LEVEL COURSES		
SASS 1500 Fall Camp I	LAND: Fall Camp I	3.0
SASS 1501 Fall Camp I	LAND: Fall Camp II	3.0
SASS 1502 Lands and Waters of the Circumpolar North	LAND: Northern Lands & Waters	3.0
2000-LEVEL COURSES		
SASS 2500 Land Stories	LAND: Land Stories	3.0
SASS 2501 Northern and Indigenous Health and Healing II	LAND: Indigenous Health II	6.0
SASS 2502 Learning through Relationship	LAND: Relational Learning	3.0
3000-LEVEL COURSES		
SASS 3500 Land and Learning	LAND: Land & Learning	3.0

SASS 3501: Indigenous-led Conservation and Stewardship in the North	LAND: Indigenous Conservation	3.0
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Experiential Courses:

<i>Full Course Number & Title</i>	<i>Abbreviated Course Title</i>	<i>Credit Hours</i>
2000-LEVEL COURSES		
SASS 2700 Storying Labrador Futures	EXP Storying Labrador Futures	3.0
3000-LEVEL COURSES		
SASS 3700 Studies in Reclamation and Resurgence in the North	EXP: Northern Reclamation	6.0
4000-LEVEL COURSES		
SASS 4700 Narrating Our Relational Accountability to Land	EXP: Narrating Land Relations	3.0

Appendix E

POTENTIAL INSTRUCTORS FOR BASIS COURSES



Appendix E: Potential Instructors

MODULE & SEMESTER	COURSES	POTENTIAL INSTRUCTOR(S)
Module 1 (Fall-A)	SASS 1000: Indigenous Peoples, Places, and Cultures in What is Now Called Labrador <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Sylvia Moore, SASS • Dr. Scott Neilsen, SASS • Per-Course Instructors (e.g. community leaders)
	SASS 1001: Indigenous Governance in Labrador <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Amy Hudson, SASS • Per-Course Instructors (e.g. community leaders)
Module 2 (Fall-B)	SASS 1002: A Timeline of Human History in What is Now Called Labrador <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Scott Neilsen, SASS • Sarah Papple, Public Services Librarian
	SASS 1500: Fall Camp I <i>Land-based</i>	<ul style="list-style-type: none"> • Dr. Scott Neilsen, SASS • Forthcoming New Faculty Members, SASS • Per-Course Instructors (e.g. community leaders and/or land-based educators)
	SASS 1501: Fall Camp II <i>Land-based</i>	<ul style="list-style-type: none"> • Dr. Scott Neilsen, SASS • Forthcoming New Faculty Members, SASS • Per-Course Instructors (e.g. community leaders and/or land-based educators)

Module 3 (Winter-A)	SASS 1003: An Introduction to the Circumpolar North <i>Classroom-based</i>	<ul style="list-style-type: none"> • Forthcoming New Faculty Members, SASS
	SASS 1004: Peoples of the Circumpolar North <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Amy Hudson, SASS
	SASS 1502: Lands and Waters of the Circumpolar North <i>Land-based</i>	<ul style="list-style-type: none"> • Per-Course Instructors (e.g. community leaders and/or land-based educators)
Module 4 (Winter-B)	SASS 2000: Narratives of Labrador <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Sylvia Moore, SASS
	SASS 2500: Land Stories <i>Land-based</i>	<ul style="list-style-type: none"> • Forthcoming New Faculty Members, SASS • Per-Course Instructors (e.g. community leaders and/or artists)
	SASS 2700: Storying Labrador Futures <i>Experiential</i>	<ul style="list-style-type: none"> • Sarah Papple, Public Services Librarian • Per-Course Instructors (e.g. Dr. Alexandra Sawatzky, SASS Adjunct)
Module 5 (Fall-A)	SASS 2001: Northern and Indigenous Health and Healing I <i>Classroom-based</i>	<ul style="list-style-type: none"> • Forthcoming New Faculty Members, SASS • Per-Course Instructors (e.g. community public health educators; Dr. Nathaniel Pollock, SASS Adjunct)
	SASS 2501: Northern and Indigenous Health and Healing II <i>Land-based</i>	<ul style="list-style-type: none"> • Per-Course Instructors (e.g. community land-based educators)
Module 6 (Fall-B)	SASS 2002: Studies in the History of Colonialism in Canada <i>Classroom-based</i>	<ul style="list-style-type: none"> • Sarah Papple, Public Services Librarian • Dr. Amy Hudson, SASS

	SASS 2003: Reconciliation and Indigenous-Colonial Relations in Canada <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Scott Neilsen, SASS
	SASS 2502: Learning through Relationship <i>Land-based</i>	<ul style="list-style-type: none"> • Per-Course Instructors (e.g. community land-based educators)
Module 7 (Winter-A)	SASS 3000: Critical Issues in Decolonization <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Amy Hudson, SASS
	SASS 3700: Studies in Reclamation and Resurgence in the North <i>Experiential</i>	<ul style="list-style-type: none"> • Dr. Amy Hudson, SASS • Per-Course Instructors (e.g. community leaders and/or artists)
Module 8 (Winter-B)	SASS 3001: Healing the Land <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Sylvia Moore, • Forthcoming New Faculty Members, SASS • Sarah Papple, Public Services Librarian • Per-Course Instructors (e.g. community leaders)
	SASS 3002: Land as Teacher <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Sylvia Moore, SASS
	SASS 3500: Land and Learning <i>Land-based</i>	<ul style="list-style-type: none"> • Dr. Sylvia Moore, SASS • Per-Course Instructors (e.g. community land-based educators)
Module 9 (Fall-A)	SASS 3003: Critical Issues in Co-Management in the North <i>Classroom-based</i>	<ul style="list-style-type: none"> • Per-Course Instructors (e.g. Dr. Jamie Snook, SASS Adjunct)
	SASS 3004: Co-Management in Theory and Practice <i>Classroom-based</i>	<ul style="list-style-type: none"> • Per-Course Instructors (e.g. Dr. Jamie Snook, SASS Adjunct, Dr. David Borish, SASS Post-doctoral Fellow)
	SASS 3501: Indigenous-Led Conservation and Stewardship in the North	<ul style="list-style-type: none"> • Per-Course Instructors (e.g. Dr. Jamie Snook,


	<i>Land-based</i>	SASS Adjunct, Dr. David Borish, SASS Post-doctoral Fellow)
Module 10 (Fall-B)	SASS 4000: Relational Accountabilities & Responsibilities <i>Classroom-based</i>	<ul style="list-style-type: none"> • Per-Course Instructors (e.g. Dr. Alexandra Sawatzky, SASS Adjunct)
	SASS 4001: Reclaiming Land <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Amy Hudson, SASS
	SASS 4700: Narrating Our Relational Accountability to Land <i>Experiential</i>	<ul style="list-style-type: none"> • Dr. Sylvia Moore • Per-Course Instructors (e.g. community leaders and/or artists)
Module 11 (Winter-A)	SASS 4002: Studies in Indigenous Governance in Canada I: Laws and Justice <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Amy Hudson, SASS • Per-Course Instructors (e.g. Indigenous law professionals)
	SASS 4003: Studies in Indigenous Governance in Canada II: Sustainable Self-Determination <i>Classroom-based</i>	<ul style="list-style-type: none"> • Dr. Amy Hudson, SASS
Module 12 (Winter-B)	SASS 4300: Applied Research in Arctic and Subarctic Interdisciplinary Studies <i>Classroom-based</i>	<ul style="list-style-type: none"> • Any SASS Academic Staff
	SASS 4301: Major Project in Arctic and Subarctic Interdisciplinary Studies <i>Classroom-based</i>	<ul style="list-style-type: none"> • Any SASS Academic Staff
	SASS 4302: Thesis Research Project in Arctic and Subarctic Interdisciplinary Studies <i>Classroom-based</i>	<ul style="list-style-type: none"> • Any SASS Academic Staff



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January 3, 2024

TO: The Chair and Members of Senate

FROM: Dr. Lee Ann McKivior, University Registrar and Interim Secretary of Senate Chair, Senate Committee on Elections, Committees and By-Laws (SCECB) 

SUBJECT: **Senate -- Delegation of Authority**

On November 15, 2023, the Senate Planning and Budget Committee (PBC) forwarded a request to SCECB to endorse a recommendation for PBC to receive delegated authority on behalf of Senate in relation to the consideration of establishing University Centres (Appendix A).

During the meeting of December 13, 2023, SCECB endorsed the following sequential recommendations:

1. An amendment to the Senate Bylaws to include a Delegation of Authority section (Appendix B)
2. A request for Senate to delegate authority to PBC in relation to the approval of University Centres (Appendix C)
3. A change to the PBC Terms of Reference to reflect the requested delegation approval (Appendix D).

Senate is being asked to consider each item in a sequential order recognizing the outline of the previous will impact the ability to propose the following.

Thank you.

Attachments



MEMORANDUM

DATE: Wednesday, November 15, 2023

APPENDIX A

TO: Senate Executive

FROM: Dr. Michael Woods, chair of PBC

A handwritten signature in blue ink, appearing to read "M. Woods".

RE: Motion on Delegated Authority

The Senate Planning and Budget Committee would like to bring forward to Senate a motion on delegated, as below:

Motion on Delegated Authority:

- Whereas the Planning and Budget Committee has been charged with recommending on behalf of Senate approval of new Centres, renewal of existing Centres, and closure of existing Centres;
- And whereas the recently enacted Policy [University Centres: Establishment, Operation and Termination](#) identifies Senate as the functionary for these actions;
- And whereas there exists no explicit record of a devolution of authority to the Planning and Budget Committee to carry out this work;
- Therefore be it resolved that Senate hereby devolves this authority to the Planning and Budget Committee to carry out these functions on its behalf.

Background:

PBC's responsibilities with respect to university centres is spelled out in section 3.3 of its terms of reference:

3. University Centres. The committee will:
 - a. Oversee the policy and procedures associated with the establishment, operation and termination of University Centres at Memorial.
 - b. Review proposals to establish University Centres and make recommendations for approval to Senate.
 - c. Review University Centres' annual reports.

At its meeting of July 2022 the Board of Regents approved the revised policy on University Centres, which expanded the scope of oversight of Centres beyond establishment to include annual review,

renewal and closure. The policy was developed collaboratively by the University Planning and Budget Committee of Senate (PBC) and the office of the Vice-President (Research).

The pertinent language from the policy related to the approval of University Centres follows:

Approval is granted exclusively by the Board of Regents and the Board requires recommendations from the Senate and from President's Advisory Team to consider establishing a Centre.

PBC is seeking approval from Senate for delegated authority to make these recommendations to the Board on behalf of Senate.

Currently, PBC brings forward recommendations to the full Senate for approval. By delegating authority, the intention is to streamline the process and reduce the timelines for the establishment of centres.

A handwritten signature in blue ink, appearing to be 'C. Woods', is located in the lower-left quadrant of the page.

Motion:

Resolved, that the Senate ByLaws be amended to include the following:

The Senate may, from time to time, delegate authority to and seek recommendations of the various standing committees. Standing committees may not sub-delegate their authority in any manner without Senate approval. Senate reserves the right to rescind delegation of authority.

Details:

It is recommended that the MEMORIAL UNIVERSITY OF NEWFOUNDLAND SENATE BYLAWS AND PROCEDURES document be amended as indicated below.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND
SENATE BYLAWS AND PROCEDURES**

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 H. Committee on Undergraduate Scholarships, Bursaries and Awards
 I. Executive Committee of Senate
 J. Grenfell Campus Committee on Special Admissions
 K. Teaching and Learning Committee
 L. University Committee on Admissions
 M. University Planning and Budget Committee



III. POWERS OF SENATE

(a) Section 56 of The Memorial University Act states:

The Senate shall have general charge of all matters of an academic character, and, without restricting the generality of the foregoing, it shall be the duty of the Senate and it shall have the power

- (a) to provide for the regulation and conduct of its meetings and proceedings, including the fixing of the quorum necessary for the transaction of business;
- (b) to determine the degrees, including honorary degrees, diplomas and certificates of proficiency to be granted by the University and the persons to whom they shall be granted;
- (c) to determine the conditions of matriculation and entrance, the standing to be allowed students entering the University and all matters relating thereto;
- (d) to receive, consider and determine any proposal or recommendation of any Faculty Council or other body as to courses of study and all matters relating thereto;
- (e) to consider and determine, of its own motion and without any recommendation, as to all courses of study and all matters relating thereto, but before making any regulation providing for any new course of study or any change in an existing course of study the Senate shall refer to the appropriate Faculty Council and to the appropriate Faculty of the affiliated colleges or institutions the proposed regulation for consideration and report thereon;
- (f) to regulate instruction and to determine the methods and limits of instruction;
- (g) to determine the conditions on which candidates shall be received for examination, to appoint examiners, and to determine the conduct of all examinations;
- (h) to provide for courses of study at any place or places in Newfoundland and to encourage and develop extension and correspondence courses;

- (i) to prepare the calendar or calendars of the University for publication;
- 1. to recommend to the Board the establishment of, or the abolition of, or any changes in Faculties, departments, chairs, lectureships, exhibitions, bursaries, scholarships, fellowships, and prizes;
- 2. to recommend to the Board the affiliation with the University of any college or institution established in Newfoundland for the promotion of arts or science, or for engineering, agriculture, fisheries such affiliation or any existing affiliation;
- 3. to recommend to the Board agreements with any incorporated society or association in Newfoundland for the establishment and maintenance of a joint system of instruction;
- 4. to recommend to the Board agreements with any incorporated society or association in Newfoundland which has power to prescribe examinations for admission to, or registration upon the roll of, the society or association for the purpose of conducting the examinations, reporting the results thereof and providing the courses in connection therewith;
- 5. to consider all such matters as shall be brought before it and to take action thereon within the powers conferred upon the Senate by this Act;
- 6. to make such recommendations to the Board as may be deemed proper for promoting the interests of the University and for carrying out the objects and provisions of this Act;
- 7. to appoint such committees as it may deem necessary and to confer upon any of the committees power and authority to act for the Senate in and in relation to such matters as the Senate may deem expedient, and to appoint such other committees as the Senate may deem expedient to act in an advisory capacity;
- 8. to exercise disciplinary jurisdiction with respect to students in attendance at the University, by way of appeal from any decision of the Faculty Council;
- 9. to make rules and regulations for the management and conduct of the library;
- 10. to make or alter any rule or regulation touching any matter whatsoever regarding the University and not inconsistent with the provisions of this Act or with any law in force in Newfoundland.

B Section 57 of The Memorial University Act states:

A certified copy of every regulation of the Senate providing for any of the matters mentioned in Paragraphs (h) and (s) of Section 56 shall within ten days after the passing thereof be transmitted to the Board; and no such regulation shall have effect until it is approved by the Board, and the Board may withdraw its approval at any time and from the date of the withdrawal the regulation to which it relates shall cease to have any effect.

C. Section 58 of The Memorial University Act states:

Nothing in this Act shall be construed to give to the Senate power to take any action that imposes any financial obligation or liability on the University, or fix or remit any fees or charges payable to the University.

IV. DELEGATION OF AUTHORITY:

- A. The Senate may, from time to time, delegate authority to and seek recommendations of the various standing committees. Standing committees may not sub-delegate their authority in any manner without Senate approval. Senate reserves the right to rescind delegation of authority.

Request for Senate to Delegate Authority to PBC in
Relation to the Approval of University Centres

Appendix C

Motion:

Resolved, that Senate delegate authority to PBC to provide approval, on behalf of Senate, for the establishment of University Centres.

Details:

SCECB considered and endorsed the details outlined in the memorandum dated November 15, 2023, from Dr. M. Woods, requesting delegated authority.

Motion:

Resolved, that Senate approve the amendments to the Senate Planning and Budget Committee (PBC) Terms of Reference to reflect a delegation of authority for PBC to approve on behalf of Senate proposals to establish University Centres.

Details:

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
SENATE BYLAWS AND PROCEDURES

...

3. Terms of Reference - The activities of the committee will include the following four areas:
 1. Planning. The committee will:
 - a. advise the Senate on development of all university frameworks, plans and related documents, making recommendations for their approval by the Senate and the Board.
 - b. monitor the progress of established plans, frameworks and related documents. The committee will seek regular updates from the custodians of these documents and provide an annual update to Senate on progress towards goals.
 - c. review and advise Senate regarding initiatives established to enhance institutional effectiveness and promote more efficient use of resources.
 2. Budget. The committee will:
 - a. advise senior administrators on matters related to budget issues, including the university's budget submission to government on behalf of Senate as required
 - b. advise Senate and senior administration about the priorities and allocation strategies for the funding provided to the university from government and other sources
 - c. advise Senate regarding major new initiatives that have significant implications for resources, including personnel, space and capital expenditures. The Committee shall assess these initiatives in light of the university frameworks and plans, institutional priorities, and the university budget.
 3. University Centres. The committee will:
 - a. oversee the policy and procedures associated with the establishment, operation and termination of University Centres at Memorial
 - b. review proposals to establish University Centres, and ~~make recommendations for approval to provide approval on behalf of~~ Senate.
 - c. Review University Centres' annual reports.
 4. Special Meetings of Senate. The committee will recommend to Senate topics of strategic interest for special meetings to be held in the fall and spring of each year.
4. Reporting – In addition to monthly reports, the PBC will submit an annual report of its activities to Senate.



University Governance Secretariat
 St. John's, NL, Canada A1C 5S7
 Tel. (709) 864-2176
www.mun.ca/senate

THIRD CALL

NOMINATION FOR ELECTION TO SENATE

NOMINEE Bonnie White
 (Please print)

CONSTITUENCY SASS, Grenfell Campus

RANK Associate Professor

NOMINATOR Tony Fabijančić
 (Please print)

Tony Fabijančić
 (Signature of Nominator)

SECONDER Bernard Willis
 (Please print)

Bernard Willis
 (Signature of Seconder)

SIGNATURE OF CANDIDATE Bonnie White

DATE Nov 30, 2023

Note:

Those eligible for election are:

- (i) All full-time members of the academic staff of the constituencies who are tenured or permanent (exclusive of any person who is an ex officio member) shall be eligible for election.
- (ii) All full-time members of the academic staff of the Marine Institute as defined in items (a) and (b) of the Constitution of the Academic Council of the Marine Institute and section 1.1 of the By-Laws of the Marine Institute who are permanent (exclusive of any person who is an ex-officio member) shall be eligible for election.

As points of clarification, ASM-CEs are eligible for election and the nominator and seconder must be from the same constituency as the nominee.

Return to the Office of the Secretary of Senate via email (senate@mun.ca). Forms must be received no later than **December 15, 2023**.



University Governance Secretariat
St. John's NL, Canada A1C 5S7
Tel: (709) 854-2176
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THIRD CALL

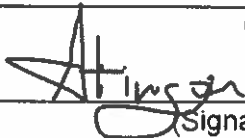
NOMINATION FOR ELECTION TO SENATE

NOMINEE J. Gerard Curtis
(Please print)


CONSTITUENCY Visual Arts School of Fine Arts

RANK Full Professor

NOMINATOR Maggie Atkinson
(Please print)


(Signature of Nominator)

SECONDER Andrew Testa
(Please print)


(Signature of Seconder)

SIGNATURE OF CANDIDATE 

DATE Dec. 12th 2023

Note:

Those eligible for election are:

- (i) All full-time members of the academic staff of the constituencies who are tenured or permanent (exclusive of any person who is an ex officio member) shall be eligible for election.
- (ii) All full-time members of the academic staff of the Marine Institute as defined in items (a) and (b) of the Constitution of the Academic Council of the Marine Institute and section 1.1 of the By-Laws of the Marine Institute who are permanent (exclusive of any person who is an ex-officio member) shall be eligible for election.

As points of clarification, ASM-CEs are eligible for election and the nominator and seconder must be from the same constituency as the nominee.

Return to the Office of the Secretary of Senate via email (senate@mun.ca). Forms must be received no later than **December 15, 2023**.

From: [Oldford, Erin](#)
To: [senate](#)
Subject: Senate committee membership
Date: Monday, November 27, 2023 1:09:02 PM
Attachments: [image001.png](#)
[image002.png](#)

Hi there,

I am interested in joining a Senate Committee, and I think the ones most relevant to my position, in rank order, would be:

1. Academic Appeals
2. Admissions
3. Teaching and Learning

I look forward to hearing from you.

Erin



ERIN OLDFORD, PhD (she/her)
Associate Dean of Undergraduate Programs and
Accreditation,
Associate Professor of Finance, and
Faculty Advisor to The Fund
Faculty of Business Administration
Memorial University of Newfoundland
St. John's, Newfoundland & Labrador
www.business.mun.ca



From: [senate](#)
To: "[Lee Ann McKivor \(lamckivor@mun.ca\)](#)"
Subject: FW: Vacant MISU Senate Seats
Date: Tuesday, December 5, 2023 3:48:00 PM

Hi Lee Ann,

FYI too

MISU seats.

Linda

-----Original Message-----

From: president misu <president.misu@mi.mun.ca>
Sent: Tuesday, December 5, 2023 3:44 PM
To: senate <senate@mun.ca>
Subject: Vacant MISU Senate Seats

Good afternoon folks,

I'm writing today to pass along a few names for MISU seats on senate committees.

Daisy Archibald will be serving on the Committee for Academic Appeals, as well as the Senate Committee on Undergraduate Studies. She can be reached at darchibald@mun.ca

Carina Korchoski will be serving on the Executive Committee of Senate, and will also be filling our vacant seat on Senate. She can be reached at ckorchoski@mun.ca.

I will be filling our vacant seats on the Teaching and Learning Committee, and the Academic Unit Planning Committee. I can best be reached through this email.

Best regards,

Aiden Parsons

President

Marine Institute Students' Union

president.misu@mi.mun.ca

(709) 778-0663 (o)

(709) 990-5986 (c)

This email is governed by the Terms and Conditions found in our Disclaimer <<http://www.mi.mun.ca/ict/disclaimer>>.

From: [Aiden Parsons](#)
To: [senate](#); [Tilley, Linda](#)
Subject: MISU Senate Appointments
Date: Tuesday, January 2, 2024 11:39:06 AM

Good day Linda,

With regards to MISU's Senate Committee appointments, we will maintain Daisy Archibald's nomination to the Senate Committee on Academic Appeals, and rescind her nomination to the Senate Committee on Undergraduate Studies.

If it is possible for her to sit on the University Planning and Budget Committee as well as sitting on SCAA, then MISU will put forward a nomination for Daisy Archibald to the University Planning and Budget Committee.

We will hopefully have a new nomination for SCUGS and other vacant seats following our first meeting of the new year.

Regards,

Aiden Parsons
President
Marine Institute Students' Union



Memorial University of Newfoundland Students' Union
Canadian Federation of Students Local 35

MEMORANDUM

December 6, 2023

TO: Lee Ann McKivor, Interim Secretary of Senate

FROM: Mackenzie Broders, Executive Director of Advocacy

SUBJECT: Additional Appointment to Senate Committee on Academic Appeals

Dear Dr. McKivor,

In light of the significant number of appeals to be heard by the Senate Committee on Academic Appeals and the limited number of students that have been appointed to the pool, I am writing to recommend the appointment of Thoriere "Thor" Rice (they/them) to the committee.

Thor is currently the MUNSU Students with Disabilities' Representative and is a highly dedicated member of our team. I am hopeful that their membership will facilitate the operations of the committee. Thor can be reached at tarice@mun.ca.

Please let me know if you have any questions or concerns about this appointment. Further appointments may be forthcoming.



Memorial University of Newfoundland Students' Union
Canadian Federation of Students Local 35

MEMORANDUM

December 12, 2023

TO: Lee Ann McKivor, Interim Secretary of Senate

FROM: Mackenzie Broders, Executive Director of Advocacy

SUBJECT: Additional Appointment to Senate Committee on Academic Appeals

Dear Dr. McKivor,

In light of the significant number of appeals to be heard by the Senate Committee on Academic Appeals and the limited number of students that have been appointed to the pool, I am writing to recommend the appointment of Kat McLaughlin (she/her) to the committee.

Kat is currently MUNSU's Resource Coordinator and has previously served as the Executive Director of Advocacy. I am hopeful that her membership will facilitate the operations of the committee. Kat can be reached via kmm416@mun.ca.


Please let me know if you have any questions or concerns about this appointment. Further appointments may be forthcoming.



Office of the Registrar
St. John's, NL Canada A1C 5S7
Tel: 709 864 8260 Fax: 709 864 2337
www.mun.ca

January 3, 2023

TO: The Chair and Members of Senate

FROM: Dr. Lee Ann McKivior, University Registrar and Interim Secretary of Senate 

SUBJECT: Appointment of Public Orator

The Senate Committee on Honorary Degrees and Ceremonial met on November 16, 2023, and unanimously agreed to recommend to Senate that Dr. Jennifer Lokash be re-appointed as Public Orator for a second term. The Committee determined, given the unanimous support for Dr. Lokash and her track record of excellency in public speaking, that they would recommend that Dr. Lokash be re-appointed as Public Orator for a further five-year period, effective immediately.

Thank you.

MEMORANDUM

FROM: The Students' Unions of Memorial University of Newfoundland

Grenfell Campus Students' Union (GCSU)
20 University Drive PO Box 2000
Corner Brook, NL A2H 6P9

Memorial University of Newfoundland
Students' Union (MUNSU)
1 Arctic Ave PO Box 2000
St. John's, NL, A1C 5S7

Graduate Students' Union (GSU)
GH-2007 Feild Hall
216 Prince Philip Drive
St. John's, NL, Canada, A1B 3R5

Marine Institute Students' Union (MISU)
155 Ridge Road PO Box 4920,
St. John's, Newfoundland and Labrador, A1C
5R3

DATE: 08 January 2024

TO: Lee Ann McKivor, Interim Secretary of Senate
Memorial University of Newfoundland
St. John's, NL, A1C 5S7

**SUBJECT: Recommendations for Appointment to the Committee on the Ode to
Newfoundland**

Dear Dr. McKivor,

Pursuant to the November 21, 2023 request of the Senate Committee on Elections, Committees, and Bylaws, we, the four Students' Unions of Memorial University of Newfoundland, are pleased to present our recommendations for appointment to the Committee that has been convened to discuss the place of the Ode to Newfoundland in convocation ceremonies. These recommendations are presented by the Memorial University of Newfoundland Students' Union (MUNSU), the Graduate Students' Union (GSU), the Marine Institute Students' Union (MISU) and the Grenfell Campus Students' Union (GCSU).

The Unions were asked to provide nominations for students representing four constituencies: undergraduate students, graduate students, indigenous students, and international students. The representative for graduate students was selected by the

Graduate Students' Union. The representative for indigenous students was selected by the Circle of First Nations, Métis, and Inuit students. The international and undergraduate students' representatives were selected by vote of the Executive Committees of the Unions, consistent with our previous practice.

We therefore recommend that the following students be appointed to the Committee:

1. Ms. Makaela Blake, Indigenous Student
2. Ms. Charles Adaeze Stella, International Student
3. Mr. Shyam Yadav, Graduate Student
4. Ms. Mackenzie Broders, Undergraduate Student

We thank you for your patience and understanding in allowing us to ensure that these students were appointed democratically. We respectfully request the admission of these students to the Committee.

In solidarity with the students,



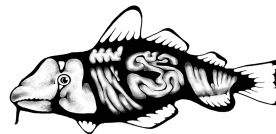
Grenfell Campus Students' Union
(GCSU)



Graduate Students' Union (GSU)



Memorial University of Newfoundland
Student's Union (MUNSU)



Marine Institute Students' Union (MISU)

pp: Mackenzie Broders, Executive Director of Advocacy, MUNSU

cc: H. Bello, President (GSCU)
A. Parsons, President (MISU)
S. Javanbakht, Executive Director of Communications (GSU)