



LAKEHEAD UNIVERSITY

**FACULTY OF SOCIAL SCIENCES AND HUMANITIES
INDIGENOUS LEARNING**

CHANGE REQUEST REPORT

Change Request Tracking Number: 2020-SOC-7395

Title of Change Request: Program Major modification UG Indigenous Learning

Status of Change Request: In Workflow

Change Request can't be split

CHANGE REQUEST CONTENTS

#	Type	Title
1.	New Version of a Degree	Honours Bachelor of Arts (Indigenous Learning Major)

CHANGE REQUEST HISTORY

Workflow Stage	Action Type	Action Taken By	Change Made	Action Rationale	Date
Initiator	Approved	Indigenous Learning Department	Yes	Submitted to workflow	06/25/2020, 12:16 PM
Submission Review (Deputy Provost)	Approved	Deputy Provost	No	In correct workflow	07/07/2020, 01:56 PM
Advisory Panel Review	Approved	Deputy Provost	No	Changes made as suggested by Advisory Committee (this was a new submission) and thus is ready to be moved to SAC QA.	07/07/2020, 01:57 PM

SUPPORTING DOCUMENTS

None.

SUPPORTING DOCUMENTS AUDIT TRAIL

None.

CHANGE REQUEST COMMENTS

Date	User	Change Request Comment
06/25/2020, 12:16 PM	Indigenous Learning Department	Please disregard Change Request # 2020-SOC-7338. We are adding a course based option. Currently IL has a 4 year degree (HBA) in which the only way to complete it is to write a thesis. This Navigator submission is to add a 4 year HBA that is course-based.

1.	New Version of a Degree	Honours Bachelor of Arts (Indigenous Learning Major)
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Justification

1----We are adding a course based option in order to reduce teaching overload and supervision required by faculty, to offer students more options to obtain an HBA, to increase the numbers of students graduating with an honours degree in Indigenous Learning, and to bring our program more in line with other programs at the university that already have introduced a course based four year honours degree. The introduction of a course-based option will also improve the accessibility of our program to students who come from different educational backgrounds and face a broad range of social and economic

students who come from different educational backgrounds and face a broad range of social and economic challenges. 2-----The addition of a course-based option and a community service-learning option that are part of the load, will reduce overload teaching and supervision for faculty. 3----Other transitions are not applicable. We have the full-time faculty members to make the move to include a course based program already, so there are no budgetary implications. Courses will be rotated to ensure that students have access to the credits they need to meet degree requirements. Change increases the number of Indigenous Learning course options available to fulfill requirements for the degree. 4----All courses align with the Department's current learning objectives, so no changes to learning objectives are required at this time.

DEGREE DETAILS

MAJOR MODIFICATION TO A PROGRAM FORM.

	NOTE TO USER about Quality Assurance requirements:
	Visit this link to learn about the proposal requirements and the process for review and approval for Major Modifications to Programs.
Select the type of major modification you are making:	<ul style="list-style-type: none"> • Specialization

The following is information that is displayed in the University Calendar

Title of Program:	Honours Bachelor of Arts (Indigenous Learning Major)
Program Requirements:	<p>Four Year program All students will take the common first year. By the beginning of the second year, students will select their specialization in consultation with the Chair of the Department of Indigenous Learning. In fourth year, students will have the option of either a course-based or thesis-based Honour's Bachelor.</p> <p>First Year: (a) Indigenous Learning 1100 and 1310 (b) One FCE from Type A courses (c) Two FCEs from Type B courses (d) One-half FCE electives</p> <p>Second Year: (a) Indigenous Learning 2805 (b) One FCE in Indigenous Learning at the second year level (c) Three FCE electives</p> <p>Third Year: (a) Indigenous Learning 3501 and 3100 (b) One FCE in Indigenous Learning at the third year level (c) Two FCE electives</p> <p>Fourth Year (2 options): Thesis-based Option: (a) Indigenous Learning 4111 and 4112 (b) One FCE in Indigenous Learning at the fourth year level (c) Three FCE electives at second year level or higher</p>

Course-based option:

- (a) 2 FCEs in Indigenous Learning at the fourth-year level
- (b) 3 FCE electives at second year level or higher

(A) Specialization in Governance

By the beginning of the second year students will select the Specialization in Governance in consultation with the Chair of the Department of Indigenous Learning. The selection will be noted on students' transcripts. Students must successfully complete 1.5 FCEs from the courses listed below.

Indigenous Learning 2302 - Transfer of Educational Jurisdiction (1 FCE)

Indigenous Learning 2433 - ~~Native People~~ Indigenous Peoples and the Government

Indigenous Learning ~~2434 - Traditional Decision-Making~~ 3434 - Land, Law, and Governance

Indigenous Learning 2811 - ~~Corporation~~ Corporations and the Status Indian

Indigenous Learning 3233 - ~~Resistance and Indigenous People~~

~~Indigenous Social Movements~~ and Resistance across Turtle Island

Indigenous Learning 3235 - Indigenous Peoples and Self-Determination

(B) Specialization in Community Development

By the beginning of the second year students will select the Specialization in Community Development in consultation with the Chair of the Department of Indigenous Learning. The selection will be noted on students' transcripts. Students must successfully complete

1.5 FCEs from the courses listed below.

Indigenous Learning 2054 or Natural Resources Management 2054 - ~~Aboriginal~~ Indigenous Peoples and Natural Resources

Indigenous Learning 2313 - ~~Native People~~ Indigenous Peoples and the Urban Community

Indigenous Learning 2317 - A Critical Approach to Community Development

Indigenous Learning 2318 - Social Economy and Community Economic Development

Indigenous Learning 2331 - Comparative Community Development

(C) Specialization in Health and Well-Being

By the beginning of the second year students will select the Specialization in Health and Well-Being in consultation with the Chair of the Department of Indigenous Learning. The selection will be noted on students' transcripts. Students must successfully complete

1.5 FCEs from the courses listed below.

Indigenous Learning ~~2315-3315~~ - Community

~~Well-Being~~Bimaadiziwin
 Indigenous Learning 2710 - ~~Indigenous Health Philosophy~~
~~Indigenous Learning 3612 or Women's Gender and Women's Studies~~
 3612- ~~Indigenous Women Gender, Colonialism, and Health~~
 Indigenous Learning 3711 - Contemporary Health Issues
 Indigenous Learning 3713 - ~~Western Science and the Health of~~
~~the Aboriginal Community~~2713 - Critical Approaches to Health
 and Well-Being
 Indigenous Learning 4411 or Social Work 4411 - ~~Social Work~~
~~Practice and Aboriginal People~~Community Service Learning I

The following is information for Committee Review

Program Code:	HBA.INDI
Calendar Start Term. When this change should be displayed in the Calendar:	2016 2021-1722
Calendar End Term. When is the last calendar year this should be displayed?:	No Specified End Date Use No Specified End date unless you are removing it from the calendar.
Faculty or Institution Unit:	<ul style="list-style-type: none"> • Lakehead University • Faculty of Social Sciences and Humanities • Indigenous Learning
Academic Level:	Undergraduate
Total number of credits for the degree:	20.00
Transcript Title of Program:	HBA (Indigenous Learning)
Degree Type:	HBA
This major modification may require a proposal brief. See link above for more information. If applicable, indicate if your proposal brief is attached:	<ul style="list-style-type: none"> • In Progress (Note: do not submit without attachment) • Yes <p>In order to attach the Proposal Brief, save your work first and then scroll to the top and select Supporting Documentation tab.</p>
Pedagogical rationale for this proposal. Why are you submitting this request?:	The pedagogical rationale for the Department of Indigenous Learning developing a "Specialization Program" is fivefold:a) The specialization approach to curriculum development is viewed as part of the natural evolution of curriculum development within the Department of Indigenous Learning. Over the course of the last several years the Department has been working towards the establishment of a specialization program, attempting to build upon not only the strengths of the Department but to do so within a culturally relevant framework, reflective of emerging Indigenous Studies paradigms and

practices. b) The specialization approach to curriculum development was also undertaken in response to a much expressed interest by Indigenous Learning students to have a greater focus within the Indigenous Learning program that is representative of the changing realities of the Aboriginal experience. In Aboriginal Law, for example, where Indigenous Learning students have acquired a basic understanding of the law from an Aboriginal perspective in courses such as Aboriginal People and the Law or Aboriginal Self-Government in International Law, students are wanting a more complete understanding of how and why, Duty to Consult or Aboriginal Title have come to form the cornerstone of legal systems' response to the interest of the Aboriginal community. c) The specialization approach to curriculum development is also driven by community interests. The Aboriginal community of northwestern Ontario, like Aboriginal communities elsewhere, are in many ways undergoing considerable pressure to change, to develop, to adapt. While some of this pressure is coming from within the community where communities, for example, are grappling with "models of governance" or "eco-health" practices, a large portion of the pressure is coming from outside the community through industrial/economic development initiatives. Part of what the specialization curriculum is attempting to accomplish is to help provide community members with the tools necessary to deal with these pressures. d) The specialization approach to curriculum development is intended to be complimentary to the work of the recently established Indigenous Learning Knowledge Centre (ILKC). Created in response to the research and/or informational needs of the community of northwestern Ontario, the ILKC's mandate includes research, report writing, information collection and exchanges as well as consultation. It is in the areas of Aboriginal Law, Governance, Community Development, Health and Well-Being and Gender Relations that the ILKC has focused its' activities. e) The specialization approach to curriculum development is also intended to be complimentary to the Masters in Indigenous Learning that is currently being developed by the Department of Indigenous Learning. The five areas of specialization will allow students the opportunity to develop topical areas of interest at the undergraduate level and then to pursue those areas in more rigorous fashion at the Masters level. This is particularly true of the thesis stream of the MA program where students will be encouraged to build upon work already complete at the HBA level---We are adding a course based option in order to reduce teaching overload and supervision required by faculty, to offer students more options to obtain an HBA, to increase the numbers of students graduating with an honours degree in Indigenous Learning, and to bring our program more in line with other programs at the university that already have introduced a course based four year honours degree. The introduction of a course-based option will also improve the accessibility of our program to students who come from different educational backgrounds and face a broad range of social and economic challenges. ---The addition of a coursebased option and a community service-learning option that are part of the load, will reduce overload teaching and supervision for faculty. ---Other transitions are not applicable. We have the full-time faculty members to make the move to include a course based program already. so there are no

budgetary implications. Courses will be rotated to ensure that students have access to the credits they need to meet degree requirements. Change increases the number of Indigenous Learning course options available to fulfill requirements for the degree. ---All courses align with the Department's current learning objectives, so no changes to learning objectives are required at this time.

Associated Changes - List all other requests that are associate with this change (enter request number or title):

The following is information for Senate Budget Committee Consideration

NOTE: Complete each section and provide full explanations for both "yes" and "no" answers. This will not be displayed in the calendar but will be used by the Senate Budget Committee when considering approval of this proposal. The creator of this proposal may be asked to attend a committee meeting to discuss this proposal. Contact the Chair of the Senate Budget Committee if you wish to discuss any of the questions below.

Will this program impact student enrolment in another program within the same faculty/unit?:

~~The Department of Indigenous Learning is of the opinion that the Indigenous Learning Specialization Program will have a positive impact on most, if not all, Faculty of Social Science and Humanities programs. This is particularly true of the Political Science, Philosophy, Women's Studies, Sociology and perhaps even the History program. Students in the Indigenous Learning Specialization Program will be encouraged to consider Faculty electives as a way broadening their knowledge base in their specialization area. Here, for example, students pursuing the Gender Relations Specialization will be asked to look at Women's Studies courses such as Women's Action for Social Change of the History of Women and the Law as possible complimentary courses for their specialization area.~~ No impact

Will this program impact student enrolment in another program in a different faculty/unit?:

~~The Department of Indigenous Learning is hopeful that the Specialization Program will also have a positive impact on "other Programs in Another Faculty/Unit". The Department envisions the Specialization Program as becoming something of a "feeder" program for units such as Social Work, Natural Resource Management, Health Sciences and perhaps even Law. It is anticipated that students completing the HBA in Indigenous Learning with a specialization in one of the five Specialization areas, will have both the grounding as well as the competency to pursue further studies in other disciplinary areas.~~ No impact

Will additional resources be required (space, staff, equipment, etc.)?:

~~No immediate additional resources will be required to introduce the Specialization Program as courses will be taught by the current faculty through the regular rotation of courses. As, however, the Department experiences the anticipated enrolment growth brought about by the Specialization Program, it is likely that there will be additional need for faculty. The Department is projecting that by year five of Specialization Program implementation, the Department will require one additional faculty position.~~ Does not require any additional or

new resources.

How will this impact existing teaching loads within this faculty/unit?:

~~Teaching will not be impacted through the introduction of the Specialization Program. Faculty within the Department will continue to teach regular load although if demand dictates, the Department may consult with the Faculty Dean about the possibility of securing a sessional appointment to help meet the student demand for courses within the Specialization Program areas. Calendar changes, however, may eventually be forthcoming as the Department may begin to focus more readily on the newer curriculum of the Specialization Program and eliminate some of the older curriculum from the Indigenous Learning calendar.~~Decrease overload teaching and supervision of students.

What is the impact on the demand for teaching support services (library, computers, staff, etc.)?:

~~Although as the student numbers increase, there will undoubtedly be an increase in the demand for services such as those offered by the library, the computer labs, the Student Success Centre and perhaps even Native Support Services, the immediate impact is seen to be minimal.~~No impact

Will this require outside support? If yes, please outline the amount and timing of the funding:

~~There is no immediate need for "Outside Support" to establish and/or sustain the Specialization Program. The Department of indigenous Learning, however, believes that as the Program becomes established the possibility may exist to enter into partnership discussions with organization/agencies such as Aboriginal Affairs and Northern Development, Nishnawbe Aski Nation, First Nation Governance Institute or Anishnawbe Mushkiki to help support the Program.~~No outside support required.

