

# **Study plan**

## **Joint Master's Degree in Governance and Entrepreneurship in Northern and Indigenous Areas**

UiT The Arctic University of Norway  
Faculty of Humanities, Social Sciences and Education

Valid from 1 August 2015

[uit.no/sesam/geni](http://uit.no/sesam/geni)





International Centre for Northern  
Governance and Development



## **Program Outline:**

# **Joint Master's Degree in Governance and Entrepreneurship in Northern and Indigenous Areas**

**Fellesgrad Master i governance og entreprenørskap i nordlige og urfolksområder /  
Fellesgrad Master i governance og entreprenørskap i nordlege og urfolksområde**

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

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### **Awarded degree**

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

### **Program size**

48 North American Credit Units or 120 ECTS

### **Rationale**

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

gas development, mining, fishing, and tourism. These challenges for the communities of the Circumpolar North necessitate an investment in capacity building. The focus of this master's program is to meet this demand and provide education and training in the fields of governance and entrepreneurship for northern and indigenous communities. The program targets mainly people who are already employed in the private and public sectors of the North.

## **Admission requirements**

The program is interdisciplinary and is open to students with a wide variety of educational backgrounds. Students must document at least three years of study at the university level, equivalent to a bachelor's degree, or equivalent qualification in the social sciences, law or education. Students must, in a statement of intent, demonstrate a basic knowledge of northern and indigenous issues, social sciences or a related area.

Applicants with a Norwegian study background need an average grade of C or better from the bachelor's degree to be admitted to the master's program.

Applicants who hold a bachelor's degree or equivalent issued in Europe, Canada, USA, Australia and New Zealand need an average grade of C or better or the corresponding numerical mark/percentage score in order to be considered for admission. The Canadian equivalent is 70%.

Applicants who hold a bachelor's degree or equivalent issued in countries other than the above mentioned must have an average grade of B or better, or the corresponding numerical mark/percentage score, in order to be considered for admission.

## **Language requirement**

Applicants to the GENI program who have English as a foreign language must meet one of the following requirements:

- TOEFL with a minimum score of 550 (paper based test), or 213 (computer based test), or 85 (internet based test);
- IELTS Academic test with a minimum score of 6.5;
- Cambridge Certificate of Advanced English or Certificate of Proficiency in English;
- CanTest with an overall score of 4.5;
- Pearson test of English (PTE) with an overall score of 4.5.

This requirement does not apply to students who qualify for a Norwegian Higher Education Entrance Qualification. The GENI Program Board prioritizes applicants with at least TOEFEL 580 (paper based test) for admission.

## **Program language**

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

## **Target group**

The main target group for this program is students of the circumpolar north who are already employed in the public and private sectors and wish to obtain a master's degree as a continuing education. The program is therefore structured to accommodate working professionals by providing part time studies and a flexible course delivery over six semesters. Working experience in the public and private sectors in the circumpolar north is welcomed but is not a requirement for admission.

## **Content and objectives of the overall program**

### **Background and drivers**

The Arctic and the Circumpolar North are experiencing a profound transformation due to interacting forces of climate change and globalization. These forces are the most significant drivers of the current debate on northern governance. In the north, temperature changes are expected to have great impact on the natural environment, culture and economic activity. One major consequence is a heightened interest in the Arctic on the part of global actors motivated by economic opportunities involving commercial shipping, oil and gas development, mining, fishing, and tourism.

One way to perceive globalization is as an ongoing process. The impacts of such a process can be both positive and negative for the people and the places of the north. Decisions taken by large companies, which are often situated far away, may be significant to the economic life of specific places. The north has always been affected by mobility, but with new technologies, the scale and speed of mobility have grown. However, climate change and globalization (understood as economic and technological drivers) are not the only factors at play in the north. The Arctic, once associated with the cold war, is developing tighter geopolitical links to the rest of the world. In addition, people living in northern areas are intent on having their voices heard and being part of the policy formulations, planning, and decision-making involving the north. This development has a bearing on devolution and decentralization processes. Another major driver of governance is the transfer of power to more local and regional jurisdictions and governments.

For centuries, indigenous peoples and other northerners operating in a variety of marine and terrestrial environments have developed social practices allowing them to use renewable resources in a sustainable manner and to adapt to major changes in the biophysical system with which they interact. Many of these practices remain relevant today. The waning of the cold war led to enhanced interactions and to the launching of cooperative ventures across the

circumpolar north and by subnational governments including states, provinces, oblasts, counties, and territories. Northern and arctic regions have a history of innovative responses to difficult problems, providing lessons for all regions and peoples trying to adapt to globalization and rapid change.

## **Content**

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

## **Program ambitions**

The main thematic and disciplinary focus of the program falls on the indigenous and circumpolar dimensions. The goal is to offer the competence needed to face the current and future challenges unique to northern regions. The program will introduce scientific research frameworks, methods and theories, which will build an ability to apply knowledge through ample reflection and with professional maturity.

The program will become a venue for students who are interested in comparing governance challenges in a circumpolar context. The program aims to give its graduates the opportunity to form

- an international Northern professional network for sharing a common experience,
- a similar understanding of the current and future challenges of the north, and
- an understanding of how to best resolve the challenges in ways that strengthen the position of the communities and the peoples of the northern region.

In order to achieve these aims, the program has a strong focus on mobility. This mobility consists mainly of two short-term exchanges (the international field schools), but it will also provide an opportunity for long-term exchanges. An important goal of this program is to use

flexible learning and education to reach students that were previously prevented from obtaining continued education as a result of long-term mobility requirements. Students can participate in this program and continue to live and work in their northern communities.

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

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

- provide insights concerning political and social innovations and the potential for such developments in northern and remote regions, including a better comprehension of barriers to development and successful initiatives in the circumpolar world;
- form a Northern professional network by producing innovative graduates with qualifications that are demanded by industry, business, indigenous and local communities and the public sector in the North, among these, the capability to compare relevant aspects of northern and indigenous governance;
- contribute to the discussion on how to improve insight concerning governance challenges that result from large-scale changes to regional and local claims of effective participation in politics, management and industrial developments, including the integration of local knowledge in the decision-making process;
- provide insight concerning political, social, and cultural contexts of communications in the North, including a better comprehension of corporate and community stakeholders;
- facilitate networks and partnerships among universities, research institutions, government agencies, industries, indigenous organizations and other stakeholders in the Circumpolar North. In the longer term, an alumni program will be set up with the purpose of strengthening recruitment and networking efforts.
- contribute to insight into conceptual, methodological, ethical, and political issues of relevance for public policy and program planning, analyses and evaluation.

## **Learning outcomes**

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

## **Student acquired knowledge**

By the end of the program:

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

### **Student acquired skills**

By the end of the program:

- Students will be able to carry out critical examination of government policies, plans for business development, and community development related to the use of natural and human resources in the circumpolar North.
- Students will know how to critically evaluate different approaches to communication of complex challenges to societies and to assess how to undertake dialogue with community members, government officials, and industry representatives.
- Students will be able to carry out an independent and limited research and development project under supervision in the academic field of this program in accordance with ethical guidelines for research and appropriate norms in society.
- Students will have the skills and independence to evaluate the position of different actors and give relevant advises to improve their role and promote societal development.

### **Student acquired competence**

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

- analyze academic, professional and ethical problems relevant to public policy and the development of large projects;

- analyze and compare the development in the circumpolar North with other geographic areas;
- apply their knowledge and skills on governance, communication, and community development in different settings;
- communicate relevant academic knowledge, and examine possibilities to improve communication among parties with unequal control of resources;
- lead and encourage others to embrace new thinking and innovative processes to support sustainable development.

## **Program structure**

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

### **Mandatory/Required Courses:**

1. Northern Governance (NG)
2. Communication I: Academic and Professional Writing (CI)
3. Communication II: Consultations and Negotiations (CII)
4. Northern Innovation & Entrepreneurship (CIE)
5. Northern Resource Economics and Policy (RE)
6. Methodology and Planning (MP)
7. Internship (IS)
8. Project thesis<sup>1</sup> (PT)

### **Group A: Restricted Electives (4 CU – 10 ECTS)**

Students will choose one of the following:

1. NS 810.4: Aboriginal Self-Determination Through Mitho-Pimachesowin (USask)
2. Legal Protection of Indigenous Livelihood and Jurisdictional Issues (UiT)

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

Students will choose 8 CU/20 ECTS from the following list:

1. JSGS 863.4: Aboriginal Peoples & Public Policy (USask)
2. JSGS 849.4: Social Economy and Public Policy (USask)
3. Landscape, Language and Culture: The social Meaning of Place (tentative title) (UiT)
4. Ecosystem Management (tentative title) (BIO 3004) (UiT)

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<sup>1</sup> A project thesis refers to a written thesis based on applied research, which has an approximate page count of 35-40 or 10,000-12,000 words.

This list will include other courses of relevance to the thematic focus of the program.

### Description of program progression

The program is divided into mandatory courses and category A and B restrictive electives. The structure of the program is designed around part-time students, who are the prime target group. Thus the total workload is distributed over six semesters. The six (6) mandatory courses, with the exception of the thesis, are taken in the first three semesters:

1. First semester: Northern Governance (NG) and Communications I: Academic and Professional Writing (CI);
2. Second semester: Northern Resource Economics & Policy (RE), Methodology and Planning (MP) and Internship (IS);
3. Third semester: Northern Innovation & Entrepreneurship (CIE) and Communication II: Consultations and Negotiations (CII).

### Suggested course delivery schedule

Semester	Course	Course	Course	TOTAL CREDITS
I (September-December)	CI (2 CU) Owner: USask	NG (4 CU) – Students have their first field school in SK Owner: UiT, ISS		6/15 ECTS
II (January-June-August)	RE (4 CU) Students have their second field school in Norway Owner: USask	MP (4 CU) Owner: UiT, BAI	Internship (4 cu)	12/30 ECTS
III (September-December)	CIE (4 CU) Owner: USask	CII: (2 CU) Owner: USask		6/15 ECTS
IV (January-June) Supports long-term exchanges	Group A Restricted Elective (4 CU)	Group B Restricted Elective (4 cu)		8/20 ECTS <i>Alternatively students can take the Group B restricted elective in Semester V</i>
V (September-December)	Group B Restricted Elective (4 CU)			4/10 ECTS
VI (January – June)	Project Thesis (12 CU) UiT, CSS			12/30 ECTS
				48/120 ECTS

*First semester: setting the stage*

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

*Second semester: exploring the field*

The *Resource Economics and Policy* course (RE), taken in the second semester, explores the economic concepts related to the management of renewable and non-renewable resources in the north. Students will examine competing theories in resource and environmental economics and learn to apply analytic models to resource problems. This course also includes the second field school of the program (in Norway). During this semester, students will also take the *Methodology and Planning* course (MP), which will provide them with insight into a methodological “toolkit” and prepare them for data collection, policy analysis, strategic planning, and evaluation and monitoring in a northern context. During the spring–summer period of the second semester, students will complete their internship. The internship will start with a joint orientation before the students embark on their internship period. The duration of the internship is four (4) weeks. The internship must be regarded as a part of the preparations for the Master's thesis.

*Third semester: comparing differences*

The *Northern Innovation and Entrepreneurship* course (CIE) in the third semester will examine regional innovation efforts in northern areas with the aim to provide students with a more detailed understanding of the challenges and achievements in northern innovation. Simultaneously, the *Consultations and Negotiations* course (CII), which is the second part of the Communications course, will provide students with insight into the differences of the Norwegian-Sami and the Canadian-Aboriginal consultation arrangements, as well as provide them with skills in consultations and negotiations. This course will also examine how consultations are put into practice.

*Fourth and fifth semesters: In-depth study topics*

The fourth and the fifth semesters contain one elective in the category B restricted electives. Students will also take one of the Group A Restricted Elective courses: either *Aboriginal Self-Determination Through Mitho-Pimachesowin* or *Legal protection of Indigenous livelihood and jurisdictional issues*. The *Aboriginal Self-Determination* course will introduce students to more context-specific indigenous concepts of autonomy, kinship, work ethic, respect, responsibility

and resilience. Students will gain perspectives and insight into different indigenous and governance contexts and enable them to compare comparative initiatives of indigenous self-determination. The course on *Legal protection* offers an introduction to the current status of indigenous peoples' rights in international law. Emphasis will be placed on international legal instruments of relevance to indigenous peoples.

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

#### *Sixth semester: Master's thesis*

The sixth semester is set aside for the Master's thesis work. Primary and secondary supervisors will be appointed for the internship and thesis work. The program structure is developed for part-time enrolment, which makes three (3) years, but will adjust the study plan for full time students, i.e. two (2) years. The entire program must be completed within five (5) years.

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

#### **Delivery of the joint program**

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

- an intensive introduction week of each mandatory course by means of videoconferencing;
- two fields schools: first field school in Saskatchewan as part of the NG course, second field school in Norway as part of the RE course;
- faculty mobility at the beginning of each student cohort;
- co-teaching of courses via videoconferencing, web-based learning, and streamed lectures;
- reciprocal feedback from the teachers on streamed lectures and videoconferencing;
- students produced video clips (interviews with local leaders), made during their internships period;
- student panels and colloquiums in connection with student and faculty exchange;
- synchronous student and faculty presence assuring immediate student feedback.

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

## **Internship**

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

## **Internationalization and student exchanges**

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

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

## **Requirements for individual work**

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

## **Exams and assessments:**

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

- learning notes and online discussion pieces;
- research papers and reports;
- commentary: literature, book and article reviews;
- press releases;
- briefing notes;
- field school log or report;
- simulation exercise in negotiation;
- student presentations with exam panel;
- student presentations, e.g. poster, power point and video clips;
- final examination: the thesis, possible written home exams, school exams, and possible oral exams.

## **Curriculum**

Required reading list: see the individual course description.

## **Quality assurance and program evaluation**

The program follows the procedures for quality assurance and program evaluation at both universities.

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

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

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

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

- the course composition and academic specialization of the program;

- curriculum evaluation;
- the learning environment for the students;
- assessment of the teaching, learning and evaluation methods and their suitability to meet the learning outcomes of the program;
- evaluation of the use of flexible learning and videoconferencing in the co-taught courses;
- findings from the student and faculty evaluations of the courses in the program;
- findings from the evaluations of the internships;
- the student workload;
- the students' individual efforts;
- student progress and completion rate;
- evaluation of the field schools and other mobility efforts;
- the relevance of the program for partner communities and institutions.

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

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