



SUBJECT	TUITION: UNDERGRADUATE CERTIFICATE DECHINTA COMMUNITY AND LAND-BASED RESEARCH
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MEETING DATE	SEPTEMBER 13, 2018
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Forwarded on the Recommendation of the President

**APPROVED FOR
SUBMISSION**

Santa J. Ono, President and Vice-Chancellor

DECISION REQUESTED	IT IS HEREBY REQUESTED that <i>approval be granted for the tuition of \$176.45 per credit for domestic students and \$1,219.61 per credit for international students for the Dechinta Undergraduate Certificate. The certificate is based on 15 credits of undergraduate coursework in Arts at UBC. (see Appendix 1 for cost breakdown).</i>
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Report Date	August 7, 2018
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Presented By Andrew Szeri, Provost and Vice-President Academic
 Simon Bates, Associate Provost Teaching and Learning
 Gage Averill, Dean, Faculty of Arts

EXECUTIVE SUMMARY

This certificate is part of a much larger partnership between UBC First Nations and Indigenous Studies (FNIS) and the Dechinta Centre for Research and Learning, based on the traditional and unceded territory of the Yellowknives Dene First Nation (YKDFN), Denendeh (Northwest Territories).

Dechinta is an established northern-led initiative delivering land-based educational experiences led by northern leaders, experts, Elders and professors to engage northern and southern youth in a transformative curricula based on the cutting-edge needs of Canada’s North. Dechinta offers year-round programming, including both short courses and full semester programs. Over the last five years, FNIS has been working to build a long-term partnership with Dechinta that would include collaborative research and learning initiatives. This includes a fully accredited roster of courses in Indigenous Land-Based Studies (INLB) available to UBC and non-UBC (largely northern, Indigenous students) co-taught by UBC faculty and community faculty, including cultural experts and Dene Elders. These courses integrate leading-edge academic course instruction with land-based learning such as fishing, gathering medicine, and storytelling, according to Dene knowledge and tradition. The courses offer a combination of Indigenous land-based pedagogies and research methodologies, as well as academic literature, lectures, and discussion focused on some of the most pressing issues facing northern Canada. The approach is guided by the belief that Indigenous knowledge and practices of self-determination are central to current scholarly questions regarding our relationships to the land and one another. The certificate program proposed here is one integral piece of this much larger partnership.

The certificate program is designed primarily for Dechinta’s northern Indigenous students—i.e. those not currently enrolled at UBC—providing them with a credential that formally recognizes the importance of integrated land-based learning in the north. To complete the certificate students must complete 15 course credits in Indigenous Land-Based Studies at Dechinta. They will travel to Denendeh, where they become immersed in Dechinta’s transformative and interdisciplinary course curricula. As a collaborative land-based initiative, the certificate will support a new generation of students, researchers, and community leaders by providing practical learning experiences based in Dene epistemologies and enhanced through the highest level of scholarly instruction by faculty.

Attachments

1. Appendix 1 – Program Tuition and Fee Assessment Details

INSTITUTIONAL STRATEGIC PRIORITIES SUPPORTED

- Learning
 Research
 Innovation
 Engagement (Internal / External)
 International
 or Operational
-

DESCRIPTION & RATIONALE

The vision and rationale for this undergraduate certificate program have been developed through meaningful consultation between UBC, Dechinta, and YKDFN.

Forging a new path in land-based educational programming, every aspect is designed to be mutually beneficial for UBC and Dene community partners, and to advance current best practices in community-led Indigenous education.

It provides northern Indigenous students the opportunity to advance their professional and personal development, through a certificate that recognizes Indigenous knowledge and focuses on issues most relevant to them.

It advances the goals of UBC’s strategic plan, *Shaping UBC’s Next Century*, which commits to developing critical community partnerships, curricula, and research that have value for Aboriginal communities and students.

It also aligns with the pathways envisioned in UBC’s Aboriginal Strategic Plan by fostering reciprocal intercultural understanding and sustainable engagement with Indigenous peoples.

It builds off existing land-based opportunities for learning established by FNIS (for example, a two-week seminar at Dechinta offered through Go Global) and fulfills FNIS’s broader pedagogical commitments to transform knowledge into lived experience, and foster knowledge creation through ethical engagement between Indigenous students, scholars, and communities.

Most importantly, as current literature, research, and practice demonstrate, pedagogy rooted in land and place has the profound potential to revitalize Indigenous peoples’ communities and knowledge systems.

To complete the certificate, non-degree students are required to complete 15 credits in Indigenous Land-Based Studies. This includes two core courses (six credits) and three electives (nine credits).

Typically, this will be completed over one 13-week semester, comprised of three parts:

- 1) Four weeks of directed study from home to prepare for their courses, with remote consultation and guidance from faculty.
- 2) Six weeks at Dechinta on Dene territory engaged in intensive instruction on the land. This includes lectures and seminar discussions, paired with daily land-based activities led by Dene Elders and community experts, such as fishing, gathering and preparing medicine, tanning moosehides, making drums, and storytelling.
- 3) Three weeks of directed study to complete course work.

The proposed courses offer diverse and wide-ranging subject matter which stem from Indigenous knowledge in the north. They include lower and upper level options to accommodate students at different stages of their education.

Core courses:

- INLB 210 Indigenous Land and Self-Determination: Introduction to Theoretical Perspectives; OR
- INLB 310 Land and Indigenous Self-Determination: Advanced Theoretical Perspectives
- INLB 220 Land and Indigenous Self-Determination: Introduction to Methods and Application; OR
- INLB 320 Land and Indigenous Self-Determination: Advanced Methods and Application

Examples of elective courses include:

- INLB 250 Indigenous Knowledge, Science, and Environmental Justice
- INLB 450 Decolonizing Science and the Politics of Sustainability
- INLB 251 Introduction to Indigenous Health, Wellness, and Self-Determination
- INLB 451 Decolonizing Indigenous Health and Wellness
- INLB 252 Introduction to Gender Justice and Indigenous Communities
- INLB 452 Gender Justice and Indigenous Resurgence
- INLB 201 Special Topics in Indigenous Land-Based Studies
- INLB 401 Advanced Special Topics in Indigenous Land-Based Studies
- FNIS 260 or FNIS 360 Applied Learning: Collaborative Place-Based Research

While the core courses remain consistent, the elective courses may vary from year to year, depending on issues that are most pressing/relevant to the community, Dechinta's existing programming, location(s) on the land, and the community faculty involved.

BENEFITS Learning & Research

Learning,
Research,
Financial,
Sustainability &
Reputational

This certificate program equips northern Indigenous students, who may or may not have formal post-secondary education, with a credential and a skillset that they can then use to pursue relevant careers within their communities, apply to other professional aspirations, or leverage as a pathway into further post-secondary education. It promotes Indigenous self-determination by recognizing the value of revitalizing land-based knowledge systems and by supports the next generation of community leaders to carry on that knowledge and apply their skills to address a cross-section of issues facing their communities.

Further, by learning alongside UBC students also enrolled in courses at Dechinta, this program will foster a mutual exchange of both experiential and academic knowledge. In line with Chapter 9 of the TCPS 2 (the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans) this program will advance UBC students' awareness of the ethical considerations and appropriate methods required to engage in research or other types of work in and with Indigenous communities in the north and elsewhere.

Financial

The major financial benefit of this certificate program lies in the fact that it the programming comes ready-made. The certificate simply applies to existing programming already provided by Dechinta and developed in partnership with FNIS. The costs of providing the certificate are negligible as compared to the programming and operational costs, the vast majority of which are already borne by Dechinta, including course instruction, program coordination, infrastructure, and student advising. In total, Dechinta contributes up to \$50,000 per student to run the programming for a certificate semester.

To ensure ongoing partnership and commitment to Dechinta, a flow through of tuition costs will be paid to Dechinta to cover programming and operational costs.

Sustainability

The certificate program is deemed to be financially sustainable.

Reputational

Advancing UBC's Strategic Plan

This certificate moves UBC towards meeting the goals laid out in its new strategic plan, *Shaping UBC's Next Century*, to "Partner with Indigenous communities on and off campus to address the legacy of colonialism and to co-develop knowledge and relationships."

The strategic plan commits UBC to developing and expanding community partnerships, curricula, and research that are directly meaningful and valuable for Indigenous communities, and which support the social wellbeing and educational pathways of Indigenous students.

Specifically, it reads: “We need to co-create curricula and research projects on matters of concern to Indigenous people and communities.” Driven by the perspectives of community Elders, experts, and knowledge holders, Dechinta does just that, focusing on issues that reflect the lived realities of Indigenous communities and students, and support their social, political, professional, and intellectual development.

Further, university collaboration with Elders and other expert Indigenous community members has emerged as best practices when partnering with Indigenous peoples on issues that concern their knowledge. What we are doing is extending the already established norms regarding ethical research with Indigenous communities to our program’s pedagogical practice and teaching partnerships.

It also aligns directly with the pathways envisioned in UBC’s draft Indigenous Strategic Plan by fostering “collaborative and equal partnerships” and sustainable engagement between the UBC community and Indigenous peoples. It shows a real commitment to the development of curricula that specifically address Indigenous issues and concerns, and to the leadership of Indigenous experts, community members, and knowledge holders “working to redefine concepts of knowledge and professional competence in many fields.” Programs such as this “establish the pathways through which the knowledge and expertise in communities can inform university practices and form part of reciprocal exchanges through which new knowledge may be co-created and applied to mutual advantage.”

Implementing the Truth and Reconciliation Commission’s Calls to Action

In order to redress the legacy of residential schools, the Truth and Reconciliation Commission (TRC) makes a strong case that supporting the education and skills of Indigenous people is one of the only routes to address persistent socio-economic disparities for Indigenous communities and bolster Indigenous self-determination. This certificate promotes community empowerment and self-determination by strengthening Indigenous peoples’ skills and leadership in many areas, including health, sustainability, governance, and gender justice. In call to action #62, the TRC highlights the need for post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. This certificate takes that further by having faculty work together with community experts and teachers and by moving the classroom to the land, Indigenous and non-Indigenous students together receive education and training contextualized to the needs and realities of the community.

Given the recent announcement and construction of the Indian Residential School History and Dialogue Centre at UBC, this kind of initiative takes on even more significance. This certificate program helps to establish and strengthen meaningful relationships between UBC and Indigenous peoples that will sustain the kind of work the Centre hopes to achieve.

<p>RISKS Financial, Operational & Reputational</p>	<p>Financial & Operational</p> <p>There are no financial or operational risks associated with this certificate program. Dechinta, a registered non-profit, receives external funding from government and other sources to operate the programming that the certificate depends upon. UBC FNIS will not be obligated to cover all of the costs for the operation of the program once Dechinta’s external funding has expired or been otherwise exhausted (i.e. UBC will not be responsible to provide the program if for any reason Dechinta cannot). A Statement of Collaboration to this effect has been drafted and is the process of consultation with Dechinta. Dechinta’s current funding stream is confirmed until March 2020 and additional funds are being sought. Given Dechinta’s strong mandate, long-term relationships with funders, and funding history, we are entirely confident funding will be renewed.</p> <p>Reputational</p> <p>The development of this certificate program has required considerable commitment from FNIS, Dechinta, and YKDFN community partners. If this program is not approved, there is a real risk of damage to the larger partnership between UBC and Dechinta.</p>
<p>COSTS Capital & Lifecycle Operating</p>	<p>Program and operating costs of \$50,000 per student are carried by Dechinta and supported via a Government grant. This program will be cost neutral for UBC and as mentioned in the risks section, UBC will not be responsible to provide the program if for any reason Dechinta cannot.</p>
<p>FINANCIAL Funding Sources, Impact on Liquidity</p>	<p>As outlined above, program and operation costs are carried by Dechinta, whose funding sources are external to UBC.</p> <p>The proposed tuition fees are equivalent to 15 credits for undergraduate students in Arts at UBC. As per the fee policy for Studying Off-campus or Distance Education, students are not charged the additional student fees that would normally apply to on-campus programs (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,265,0,0#18208).</p> <p>The tuition fees will be subject to annual tuition increases as established by the University.</p>
<p>SCHEDULE Implementation Timeline</p>	<p>Effective October 2018.</p>
<p>CONSULTATION Relevant Units, Internal & External Constituencies</p>	<p>The whole development of this certification program, from its inception has happened in partnership with the Dechinta Centre for Research and Learning, and in consultation with the Yellowknives Dene First Nation. It was Dechinta’s community faculty who first identified the need for a certificate that formally recognizes the transmission of land-based knowledge, and which supports the professional, educational, and personal development of young people in the community.</p>

Since setting out to develop such a certificate, the ongoing work of Elders and community faculty have provided the pedagogical guidance and inspiration in everything from course content to structure to student evaluation.

We have also undergone an extensive consultation process at UBC. It has been the focus of substantial conversation within the department of First Nations and Indigenous Studies, the Institute for Critical Indigenous Studies, and with the Director of UBC's First Nations Longhouse.

As per UBC Senate Curriculum Committee policy curriculum consultations were conducted with all impacted and relevant units, including:

- Department of History
- Department of Geography
- Department of Anthropology
- Canadian Studies Program
- Peter A. Allard School of Law
- Centre for Excellence in Indigenous Health /
School of Population and Public Health
- Social Justice Institute
- UBC First Nations Longhouse
- Humanities 101
- Arts Advising

Consultation on tuition with Alma Mater Society (AMS), Arts Undergraduate Society (AUS), and the First Nations Studies Student Association (FNSSA) took place over the period between May 31 and June 29, 2018.

Appendix 1 – Tuition and Fee Assessment Details

Program Description: UNDERGRADUATE CERTIFICATE DECHINTA COMMUNITY AND LAND-BASED RESEARCH

Anticipated Start Date: October 2018

	Domestic	International
Tuition fees per credit – Note 1	\$176.45	\$1,219.61
Application Fees (Undergraduate) – Note 2	\$69.25	\$119.25
Non-Refundable Acceptance Deposit – Note 3	\$500.00	\$1,000.00

Note 1 – Proposed tuition will be subject to annual increases as established by the university.

Note 2 – This is the current fee for the 2018W application cycle and is subject to annual increases.

Note 3 – The non-refundable acceptance deposit will be applied towards the first tuition instalment.

**DECHINTA COMMUNITY AND LAND-BASED RESEARCH CERTIFICATE
STUDENT TUITION CONSULTATION REPORT**

The Vice-President, Students Office, in partnership with the Faculty of Arts, conducted a student consultation regarding the tuition proposal for the new Dechinta Community and Land-Based Research Certificate. This report outlines the consultation process and summarizes student feedback including the student representatives' submission verbatim in Appendix 2.

Student Representative Bodies Invited to the Consultation

- Alma Mater Society (AMS)
- Arts Undergraduate Society (AUS)
- First Nations Studies Students Association (FNSSA)

Mode of Consultation

The consultation consisted of an e-consultation and a face-to-face meeting. Student representative groups were invited to the consultation through email, and asked to distribute the invitation to their constituents as they felt appropriate. Student representative groups were also offered a face-to-face meeting to discuss the tuition proposal. A meeting was not requested by student representatives.

Basis of Consultation: The consultation was based on a tuition proposal and rationale document created by the Faculty. Please see Appendix 1 for the invitation and tuition rationale document.

Timelines: The e-consultation was conducted over the period of May 31st, 2018 to June 29th, 2018.

Summary of Student Feedback: Submissions were received from the AMS and FNSSA. The verbatim submission is in Appendix 2.

Organization	Summary
AMS Submission	<p>INTERNATIONAL AND DOMESTIC TUITION “The AMS appreciates that these opportunities are made available to both international and domestic students without a significant difference in tuition parity.”</p> <p>STUDENT FINANCIAL AID “The AMS hopes that UBC will be able to commit significant aid and scholarship programs for this certificate to ensure these opportunities are accessible to all financial backgrounds.”</p>
FNSSA Submission	<p>TUITION “Based off the content of the program and learning outcomes, I believe the tuition cost is fair.”</p> <p>STUDENT FINANCIAL AID “There are not sufficient scholarships and financial aid offered by UBC for this program.”</p>

No individual student submissions were received.

APPENDIX 1: INVITATION TO CONSULTATION AND TUITION RATIONALE DOCUMENT

Good afternoon,

There is a submission by the Faculty of Arts to create the Dechinta Community and Land-Based Research Certificate.

In order to inform the program leads and the Board of Governors with regards to the **tuition proposal** for this program, the University is undertaking a consultative process to get your comments as student representatives, and provide an opportunity for students to provide individual comments on the tuition proposal if they wish. **Please note: the scope of this consultation process is limited to the tuition proposal.**

The consultation will consist of:

1. e-consultation

Please find attached a document which outline the details of the tuition proposal, including:

- an overview of the program,
- the student consultation that has happened to date,
- the tuition rationale for the program, and
- the proposed tuition.

Please share the document and this email as you see appropriate. **Comments on the tuition proposal and student submissions can be provided confidentially to: jenna.omassi@ubc.ca (Jenna Omassi, Advisor, Vice President Students Office).**

2. Face to Face meeting

If requested by student representatives, we can arrange a face-to-face meeting with the program leads regarding this tuition proposal. Please advise as soon as possible if you would like us to arrange a meeting.

THE CONSULTATION PROCESS WILL END ON APRIL 9, 2018.

Confidentiality

Comments will be collected by the Vice-President Students Office, and only staff within that office will know the identity of individual students submitting comments. At no time will anyone outside of the Vice President Students Office know the identity of individual students who submit comments to this consultation. Your comments will only be used for the purposes of the tuition consultation.

Comments from individual students will be stripped of any identifying information to ensure confidentiality, but otherwise will be provided to the responsible program leads and Board of Governors verbatim.

Comments received from student organizations will be reported as coming from those organizations, and provided to the responsible faculty and Board of Governors as received. There will also be a summary report of the consultation developed for the Faculty and Board of Governors.

Please let me know if you have any questions about the process.

Thank you.

Jenna Omassi

Advisor, Strategic Support Team
Vice-President Students' Office
University of British Columbia | Vancouver
jenna.omassi@ubc.ca

DECHINTA COMMUNITY AND LAND-BASED RESEARCH CERTIFICATE TUITION CONSULTATION

PROGRAM OVERVIEW

Dechinta Community and Land-Based Research Certificate (Certificate)

This certificate is part of a unique partnership between UBC First Nations and Indigenous Studies (FNIS) and the Dechinta Centre for Research and Learning, based on the traditional and unceded territory of the Yellowknives Dene First Nation, Denendeh (Northwest Territories). It is designed primarily for northern Indigenous students, offering them a program that recognizes the importance of land-based learning in the north. To complete the certificate, students must complete 15 credits (one semester) in Indigenous Land-Based Studies. They will travel to Dechinta for six weeks, where the classroom is on the land. They will become immersed in a curriculum that combines academic material with land-based learning such as fishing, gathering medicine, storytelling, according to Dene knowledge and tradition. All courses are co-led by a small team of academic and community faculty, including cultural experts, Dene Elders, and UBC faculty. The courses offer a combination of Indigenous pedagogies and methodologies, as well as academic literature, lectures, and discussion focused on some of the most pressing issues facing northern Canada. While the semester at Dechinta is available to UBC students, who can use the course credits towards their degree, the certificate itself is catered to northern Indigenous students and not available to UBC students currently pursuing a degree. As a collaborative land-based initiative, the certificate will support a new generation of students, researchers, and community leaders by providing practical learning experiences based in Dene knowledge and enhanced through academic learning.

Program Delivery Format

To complete the certificate, students are required to complete 15 credits. This includes two core courses (six credits) and three electives (nine credits). Typically, this will be completed over one 13-week semester, comprised of three parts:

- 1) **Four weeks of directed study from home to prepare for their courses.** During this time, faculty will provide remote consultation and direction to students (via email and other web-based platforms) as they begin readings and preliminary assignments, and prepare for land-based components.
- 2) **Six weeks at Dechinta on Dene territory engaged in intensive instruction on the land.** This includes lectures and seminar discussions, paired with daily land-based activities led by Dene Elders and community experts, such as fishing, gathering and preparing medicine, tanning moosehides, making drums, and storytelling. Students will also share responsibility with faculty to care for and maintain the community and environment, by engaging in meaningful ethical relationships with Elders, participating in decision-making, and completing essential tasks such as tending to fires and setting up and taking down camp for land-based activities.
- 3) **Three weeks of directed study to complete course work and final assignments, synthesizing what they learned.** Again, they will have access to remote consultation and guidance from faculty members.

Courses

The proposed courses offer diverse and wide-ranging subject matter which stem from Indigenous knowledge in the north. They include lower and upper level options to accommodate students at different stages of their education.

Core courses:

- One of INLB 210 Indigenous Land and Self-Determination: Introduction to Theoretical Perspectives OR INLB 310 Land and Indigenous Self-Determination: Advanced Theoretical Perspectives
- One of INLB 220 Land and Indigenous Self-Determination: Introduction to Methods and Application OR INLB 320 Land and Indigenous Self-Determination: Advanced Methods and Application

Examples of elective courses include:

- INLB 250 Indigenous Knowledge, Science, and Environmental Justice
- INLB 450 Decolonizing Science and the Politics of Sustainability
- INLB 251 Introduction to Indigenous Health, Wellness, and Self-Determination
- INLB 451 Decolonizing Indigenous Health and Wellness
- INLB 252 Introduction to Gender Justice and Indigenous Communities
- INLB 452 Gender Justice and Indigenous Resurgence
- INLB 201 Special Topics in Indigenous Land-Based Studies
- INLB 401 Advanced Special Topics in Indigenous Land-Based Studies
- FNIS 260 or FNIS 360 Applied Learning: Collaborative Place-Based Research

While the core courses remain consistent, the elective courses may vary from year to year, depending on issues that are most pressing/relevant to the community, Dechinta's existing programming, location(s) on the land, and the community faculty involved that year.

Rationale for the program

The vision and rationale behind the Dechinta Community and Land-Based Research Certificate have been developed together with UBC, Dechinta, and the Yellowknives Dene First Nation. Forging a new path in land-based educational programming, every aspect is designed to be mutually beneficial for UBC and Dene community partners, and to advance current best practices in community-led Indigenous education. It provides northern Indigenous students, who may not have formal post-secondary education, the opportunity to advance their professional and personal development, through a certificate that recognizes Indigenous knowledge and focuses on issues most relevant to them. By learning alongside UBC students enrolled in courses at Dechinta, this program will foster a mutual exchange of both experiential and academic knowledge, while increasing UBC students' awareness of the ethical considerations and appropriate methods required to work in and with Indigenous communities in the north and elsewhere.

Advancing UBC's Strategic Plan

This certificate moves UBC towards meeting the goals laid out in its new strategic plan, *Shaping UBC's Next Century*, to "to ensure that a greater number of Indigenous students have access to a full range of educational opportunities, and we must address embedded colonial biases throughout the system (pg 39)." The Strategic Plan commits UBC to developing and expanding community partnerships, curricula, and research that are directly meaningful and valuable for Indigenous communities, and which support the social wellbeing and educational pathways of Indigenous students. Driven by the perspectives of community Elders, experts, and knowledge holders, Dechinta does just that, focusing on issues that reflect the lived

realities of Indigenous communities and students, and support their social, political, professional, and intellectual development.

It also aligns directly with the pathways envisioned in UBC's Aboriginal Strategic Plan by fostering reciprocal intercultural understanding and sustainable engagement between the UBC community and Indigenous peoples. It shows a real commitment to the development of curricula that specifically address Aboriginal issues and concerns, "assuring that those areas receive the depth of research and intellectual development accorded to other disciplines" and that Indigenous experts and communities are involved (3.1).

Implementing the Truth and Reconciliation Commission's Calls to Action

In order to redress the legacy of residential schools, the Truth and Reconciliation Commission (TRC) makes a strong case that supporting the education and skills of Indigenous people is one of the only routes to address persistent socio-economic disparities for Indigenous communities and bolster Indigenous self-determination. This certificate promotes community empowerment and self-determination by strengthening Indigenous peoples' skills and leadership in many areas, including health, sustainability, governance, and gender justice. In call to action #62, the TRC highlights the need for post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. This certificate takes that further by having faculty work together with community experts and teachers and by moving the classroom to the land, Indigenous and non-Indigenous students together receive education and training contextualized to the needs and realities of the community.

Given the recent announcement and construction of the Indian Residential School History and Dialogue Centre at UBC, this kind of initiative takes on even more significance. This certificate program helps to establish and strengthen meaningful relationships between UBC and Indigenous peoples that will sustain the kind of work the Centre hopes to achieve.

Growing land-based learning

It builds on land-based learning opportunities for students that are already underway at the department of First Nations and Indigenous Studies (FNIS), including an existing two-week seminar at Dechinta offered through Go Global. It fulfills FNIS's commitment to transform knowledge into lived experience, and to foster knowledge creation and exchange through building ethical partnerships with Indigenous students, scholars, and communities.

Most importantly, as current literature, research, and practice demonstrate, pedagogy rooted in land and place has the profound potential to revitalize Indigenous peoples' knowledge systems and political self-determination. It recognizes the skills, authority, and expertise of Elders and other community knowledge holders, and the importance of transmitting that knowledge according to the traditions, methods, and practices of the particular place and community. It supports the next generation of community leaders to carry on that knowledge and practice, and respond to their.

Course Learning Outcomes:

INLB 210 Indigenous Land and Self-Determination: Introduction to Theoretical Perspectives

- Identify key interventions and theoretical debates relating to the nature of Canadian settler-colonialism and Indigenous politics in northern Canada.
- Describe Indigenous cultural, political, and economic relations, as well as relationships to land, from an Indigenous epistemological perspective.
- Conceptualize the importance of Dene land-based practices as an expression of individual and collective empowerment.
- Demonstrate a grasp of the historical background and theoretical tools required to further their education in the field of First Nations and Indigenous Studies in land-based contexts.
- Read and write in the field of Indigenous Studies at a lower university level.

- Orally transmit knowledge through listening and verbal communication.
- Assess the ethical considerations and appropriate methods required to work with and in Indigenous communities in the north and elsewhere.

INLB 310 Land and Indigenous Self-Determination: Advanced Theoretical Perspectives

- Describe and discuss key interventions and critical/theoretical debates relating to the nature of Canadian settler-colonialism and Indigenous politics in northern Canada.
- Examine and analyse Indigenous cultural, political, and economic relations, as well as relationships to land, from an Indigenous epistemological perspective.
- Draw critical connections between the Dene land-based practices and individual and collective self-determination.
- Demonstrate a sophisticated understanding of the historical background, theoretical tools, and methodological approaches required to further their education in the field of First Nations and Indigenous Studies in land-based contexts.
- Read and write in the field of Indigenous Studies at an upper university level.
- Employ the ethical and methodological skills required to work with and in Indigenous communities in the north and elsewhere.

INLB 220 Land and Indigenous Self-Determination: Introduction to Methods and Application

- Actively practice economic, cultural, and political relationships between Dene people and their land, using Indigenous place-based knowledge and methods.
- Identify the relationship between land-based practices and the larger aims of Indigenous resurgence and decolonization.
- Demonstrate a foundational grasp of practical methods and skills that guide Dene self-determination and governance on the land.
- Pursue research from an Indigenous and land-based epistemological and methodological approach.
- Orally transmit knowledge through listening and verbal communication.
- Assess the ethical considerations and appropriate methods required to work with and in Indigenous communities in the north and elsewhere.

INLB 320 Land and Indigenous Self-Determination: Advanced Methods and Application

- Foster economic, cultural, and political relationships between Dene people and their land, using Indigenous place-based knowledge and methods.
- Examine and analyse the relationship between land-based practices and the larger aims of Indigenous resurgence and decolonization.
- Build the practical methods and skills that guide Dene self-determination and governance on the land, through repeated practice and mentorship from land-users.
- Develop and execute research from an Indigenous and land-based epistemological and methodological approach.
- Orally transmit knowledge through engaged listening and advanced verbal communication.
- Employ the ethical and methodological skills required to work with and in Indigenous communities in the north and elsewhere.

INLB 250 Indigenous Knowledge, Science, and Environmental Justice

- Describe and compare the varied ways western science has approached Indigenous peoples and their epistemological traditions.
- Conceptualize the unique relationship between Dene people and their environment, and put it into practice on the land.
- Identify how relationships to the land and non-human entities shape northern Indigenous experiences and perspectives on pressing issues such as natural resource management, environmental assessment, climate change, and ecological governance more broadly.
- Read and write in the field of Indigenous Studies at a lower university level.
- Assess ethical considerations and appropriate methods required to work with and in Indigenous communities in the north and elsewhere.

INLB 450 Decolonizing Science and the Politics of Sustainability

- Critique the varied ways western science has approached sustainability, environmental justice, and Indigenous scientific or epistemological traditions.
- Demonstrate an advanced understanding of the unique relationship between Dene people and their environment, and apply it on the land.

- Analyse how relationships to the land and non-human entities shape northern Indigenous experiences and perspectives on pressing issues such as natural resource management, environmental assessment, climate change, and ecological and water governance more broadly.
- Read and write in the field of Indigenous Studies at an upper university level.
- Employ the ethical and methodological skills required to work with and in Indigenous communities in the north and elsewhere.

INLB 251 Introduction to Indigenous Health, Wellness, and Self-Determination

- Identify and consider social determinants of health as they apply to Indigenous peoples in northern Canada, with a critical focus on the impacts of settler-colonialism and related policy to Dene health and wellbeing.
- Examine patterns of health and illness from an interdisciplinary approach, including epidemiology, psychiatry and counselling, and Indigenous knowledge and practice.
- Demonstrate an understanding of Dene knowledge and land-based practices concerning health and wellbeing, including traditional medicine, nutrition, and healing.
- Identify and describe links between Indigenous peoples' self-determination and health outcomes.
- Generate ideas for decolonizing health care, services, policy, and governance.
- Read and write in the field of Indigenous Studies at a lower university level.
- Orally transmit knowledge through listening and verbal communication.
- Assess ethical considerations and appropriate methods required to work with and in Indigenous communities in the north and elsewhere.

INLB 451 Decolonizing Indigenous Health and Wellness

- Describe and analyse social determinants of health for Indigenous peoples in northern Canada, with a critical focus on the impacts of settler-colonialism, land dispossession and resource extraction.
- Apply a robust interdisciplinary analysis of health and illness, including epidemiology, psychiatry and counselling, and Indigenous knowledge and land-based practice.
- Demonstrate an advanced understanding of Dene knowledge and land-based practices concerning health and wellbeing, including traditional medicine, nutrition, and healing.
- Investigate critical links between Indigenous peoples' self-determination and health outcomes.
- Develop comprehensive solutions for decolonizing health care, services, policy, and governance.
- Read and write in the field of Indigenous Studies at an upper university level.
- Orally transmit knowledge through engaged listening and advanced verbal communication.
- Employ the ethical and methodological skills required to work with and in Indigenous communities in the north and elsewhere.

INLB 252 Introduction to Gender Justice and Indigenous Communities

- Define and analyse key concepts related to Indigenous feminist thought and action at a lower undergraduate level.
- Identify and discuss the central scholars, writers, activists and artists within the fields of Indigenous feminist and queer/two-spirit thought and practice.
- Describe the relationship between Indigenous feminisms and the larger aims of Indigenous resurgence and decolonization.
- Demonstrate an understanding of "intersectionality" as a theoretical and methodological tool in the analysis of settler-colonialism and decolonization.
- Recognize and discuss the leading role(s) of women and queer/two-spirit people in community and land-based movements.
- Read and write in the field of Indigenous Studies at a lower university level.
- Orally transmit knowledge through listening and verbal communication.
- Assess ethical considerations and appropriate methods required to work with and in Indigenous communities in the north and elsewhere.

INLB 452 Gender Justice and Indigenous Resurgence

- Critically engage and analyse key concepts that define Indigenous feminist thought and action at an upper undergraduate level.
- Describe and compare the central scholars, writers, activists and artists within the fields of Indigenous feminist and queer/two-spirit thought and practice.
- Demonstrate an advanced understanding and analysis of the relationship between Indigenous feminisms and the larger aims of Indigenous resurgence and decolonization.
- Apply "intersectionality" as a theoretical and methodological practice in the analysis of settler-colonialism and decolonization.
- Recognize and analyse the leading role(s) of women and queer/two-spirit people in land-based practices and movements.

- Read and write in the field of Indigenous Studies at an upper university level.
- Orally transmit knowledge through engaged listening and advanced verbal communication.
- Employ the ethical and methodological skills required to work with and in Indigenous communities in the north and elsewhere.

INLB 201 Special Topics in Indigenous Land-Based Studies

- Describe the key historical and political debates relating to settler-colonialism and Indigenous politics in Canada, from an Indigenous epistemological perspective.
- Conceptualize the importance of land-based practices as an expression of decolonization and self-determination.
- Demonstrate a grasp of the historical background and theoretical tools required to further their education in the field of First Nations and Indigenous Studies in land-based contexts.
- Read and write in the field of Indigenous Studies at a lower university level.
- Orally transmit knowledge through listening and verbal communication.
- Assess the ethical considerations and appropriate methods required to work with and in Indigenous communities in the north and elsewhere.

INLB 401 Advanced Special Topics in Indigenous Land-Based Studies

- Analyse and compare the key theoretical and political debates relating to settler-colonialism and Indigenous politics in Canada, from an Indigenous epistemological perspective.
- Draw critical connections between land-based practices and individual and collective self-determination.
- Demonstrate a sophisticated understanding of the historical background, theoretical tools, and methodological approaches required to further their education in the field of First Nations and Indigenous Studies in land-based contexts.
- Read and write in the field of Indigenous Studies at an upper university level.
- Orally transmit knowledge through engaged listening and advanced verbal communication.
- Employ the ethical and methodological skills required to work with and in Indigenous communities in the north and elsewhere.

FNIS 260 Applied Learning: Collaborative Place-Based Research

FNIS 360 Applied Learning: Collaborative Place-Based Research

CONSULTATION DURING THE PROGRAM DEVELOPMENT PROCESS

The whole development of this certification program, from its inception has happened in partnership with the Dechinta Centre for Research and Learning, and in consultation with the Yellowknives Dene First Nation. The Nation identified the need for a certificate that formally recognizes the transmission of land-based knowledge, and which supports the professional, educational, and personal development of young people in the community. Since setting out to develop such a certificate, the ongoing work of Elders and community faculty have provided the pedagogical guidance and inspiration in everything from course content to structure to student evaluation. We have also undergone an extensive consultation process at UBC. It has been the focus of substantial conversation within the department of First Nations and Indigenous Studies, the Institute for Critical Indigenous Studies, and with the Director of UBC's First Nations Longhouse. Proposal materials were also sent out for done formal consultation with staff, faculty, and leadership in the following programs and departments at UBC:

- Department of History
- Department of Geography
- Department of Anthropology
- Canadian Studies Program
- Peter A. Allard School of Law
- Centre for Excellence in Indigenous Health/School of Population and Public Health
- Social Justice Institute
- UBC First Nations Longhouse
- Humanities 101
- Arts Advising

TUITION AND FEES RATIONALE

The proposed tuition fees are equivalent to any regular full-time semester (of 15 credits) for undergraduate students in Arts at UBC, i.e. \$176.45 per credit for domestic students and \$1270.37 per credit for international students. As per the fee policy for Studying Off-campus or Distance Education, students are not charged the additional student fees that would normally apply to on-campus programs (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,265,0,0#18208>).

Given the realities of financial barriers to post-secondary education for Indigenous students, and the barriers facing Indigenous students coming from northern communities in particular, Dechinta works directly with students on a case-by-case basis to help them access and apply for external and internal funding, including donor support, funding from their respective First Nation bands, scholarships, internal bursaries, etc.

Tuition and Fees

The proposed tuition for the Dechinta Community and Land-Based Research Certificate is \$176.45 per credit with the total 15 credit program at \$2,646.75 for domestic students and \$1270.37 per credit with the total 15 credit program at \$19,055.55 for international students. These are the rates for 18/19 and are subject to annual increases as determined by the university.

APPENDIX 2: STUDENT SUBMISSIONS

There was a submission from the AMS.



Submission to the UBC Board of Governors regarding the Tuition for the New Dechinta Community and Land-Based Research Certificate April 9th, 2018

Dear Board of Governors,

This submission is being made on behalf of the Alma Mater Society (AMS) of UBC Vancouver in response to the request for feedback from the Vice President Students Office sent on March 8th, 2018 on the tuition for the Dechinta Community and Land-Based Research Certificate.

The proposed tuition for the Certificate is \$6,000.00 for domestic students and \$7,200.00 for international students, and the proposed tuition for the Award of Proficiency is \$4,000.00. The proposed tuition is unique in that the Provost and Faculty of Medicine have agreed to cover a budgeted deficit for the program.

This certificate will address multiple priorities within UBC's Strategic Plan, *Place and Promise*, by expanding meaningful partnerships and curricula that address Indigenous issues and develop opportunities for student exchanges with Indigenous partner institutions. Furthermore, the certificate will help strengthen UBC's contribution to the Truth and Reconciliation Commission's calls to action by creating new opportunities in areas of scholarship that increase Indigenous self-determination, skills and leadership to address disparities in Indigenous communities.

The AMS appreciates that these opportunities are made available to both international and domestic students without a significant difference in tuition parity. The AMS hopes that UBC will be able to commit significant aid and scholarship programs for this certificate to ensure these opportunities are accessible to all financial backgrounds. The AMS would appreciate an update from the development office on what awards and scholarships are acquired.

The AMS fully supports the creation of this new certificate and we are grateful to the University for including student input in this process. We look forward to the creation of this certificate and the great work that will be accomplished by those students who enroll in it.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Ehrenholz".

Alan Ehrenholz
President
AMS Student Society of UBC Vancouver
president@ams.ubc.ca

A handwritten signature in black ink, appearing to read "Max Holmes".

Max Holmes
Vice President Academic and University Affairs
AMS Student Society of UBC Vancouver
vpacademic@ams.ubc.ca

There was a submission from FNSSA.

Does the proposed tuition make sense for the program? Did they benchmark using comparable programs?

The proposed tuition makes sense for the program, and they have benchmarked using comparable programs. Based off the content of the program and learning outcomes, I believe the tuition cost is fair. Throughout the duration of this program, students participate in an unparalleled form of education, that is both meaningful and extremely engaging. The proposed tuition cost also makes sense as the program itself is expensive to run, as it takes place in the bush in a very rural area, so I can confidently say the proposed tuition will help cover all necessary costs.

Are there sufficient scholarships and financial aid?

There are not sufficient scholarships and financial aid offered by UBC for this program. I believe offering funding/scholarships for Indigenous students to attend this program should be a priority, especially is UBC and the AMS as institutions are invested in reconciliation.

Are there sufficient resources for the program? (space, instructors, etc...)

Yes. In terms of resources, the instructors of this program are extremely knowledgeable and highly regarded in their respective fields and communities. The level of education that you receive in the short 6 weeks at Dechinta is unlike anywhere else. In terms of space, being out on the land and outside of the classroom serves to be a unique and meaningful way to learn.

Dechinta provides interested students with an opportunity unlike any other. Not only is participating in this program transformative, but it provides students with an understanding of the theoretical concepts and Dene politics that you simply *cannot* get in a classroom setting. While this program is especially important for Indigenous students, it is also accessible and welcoming of non-Indigenous students. The proposed tuition costs are fair. Based off of the content of the program, the actual environment/resources needed to carry out the program, and the learning outcomes of the program, the tuition costs are in line.

On a personal note, I attended the Dechinta short course in the summer of 2017. I can confidently say that Dechinta was the most meaningful and inspiring experience of my undergraduate degree. I learned more in one week at Dechinta than I have in entire semesters. Not only are the instructors caring, kind, and extremely knowledgeable; they also are dedicated to creating an educational experience that is accessible and safe for Indigenous and non-Indigenous students alike. Any interested students should have the ability to access this program. The work that is being done through Dechinta is extremely important.

Alexa McPhee

President

First Nations Studies Students Association