



UNIVERSITY
of Prince Edward
ISLAND

Undergraduate Program Proposal

Bachelor of Arts in Indigenous Studies



Submitted to: Maritime Provinces Higher Education Commission

**Faculty of Indigenous Knowledge, Education,
Research, and Applied Studies (IKERAS)
March 2025**

Table of Contents

EXECUTIVE SUMMARY	3
1 PROGRAM IDENTIFICATION.....	4
2 PROGRAM DESCRIPTION	5
3 STUDENT / LEARNING OUTCOMES	8
4 HUMAN RESOURCES.....	10
5 RESOURCE IMPLICATIONS	11
6 ADDITIONAL INFORMATION (GENERAL).....	12
7 ADDITIONAL INFORMATION FOR TECHNOLOGY MEDIATED PROGRAMS	12
8 ADDITIONAL INFORMATION FOR COLLABORATIVE PROGRAMS.....	13
APPENDICES	13
CHECKLIST.....	14
Appendix 1 – Program Structure for Bachelor of Indigenous Studies.....	15
Appendix 2 – Program Outcomes	17
Appendix 3 – Course Descriptions.....	20
Appendix 4 – Admission Requirements	27
Appendix 5 – Regional and National Comparisons	28
Appendix 6– Faculty Teaching Resources	29
Appendix 7 – Summary of Current Resources.....	30

EXECUTIVE SUMMARY

This proposal outlines the information requirements for a new undergraduate Bachelor of Indigenous Studies at the University of Prince Edward Island (UPEI). The following information is presented as per the required assessment criteria for new program proposals by the Maritime Provinces Higher Education Commission (MPHEC):

- Program content, structure and delivery modes reflect a coherent program design that allows for the program objectives and anticipated student outcomes to be achieved, while providing sufficient depth and breadth to meet the standards of quality associated with the credential;
- Clearly defined and relevant program objectives and anticipated student and graduate outcomes;
- Appropriate fit of name, level and content to ensure “truth in advertising” and to facilitate credential recognition;
- Adequate resources (human, physical and financial) to implement and sustain the program; and
- Program need and viability.

More detailed information on the Commission’s program assessment process, including detail on the above-noted criteria, is outlined in the MPHEC policy document, *Academic Program Assessment Prior to Implementation*.

The land on which the UPEI community gathers is the traditional and ancestral territory of the Mi’kmaq People. We acknowledge the original custodians of this land and give thanks to the Elders – those in the spirit world who came before us and gave us the teachings of life; those here today, who preserve stories and traditions and guide us as knowledge keepers; and those who are Elders in the making.

1 PROGRAM IDENTIFICATION

1.1 Submitting institution(s).

University of Prince Edward Island

1.2 Faculty (-ies).

Indigenous Knowledge, Education, Research, and Applied Studies

1.3 School(s).

N/A

1.4 Department(s).

N/A

1.5 Program name.

Bachelor of Arts in Indigenous Studies

1.6 Program type (e.g., bachelor's degree, post-baccalaureate certificate).

Bachelor's degree

1.7 Credential(s) granted.

Bachelor of Arts (B.A.I.S.)

1.8 Proposed starting date, considering all required approvals including the MPHEC's.

September 2, 2026

1.9 Dates of Senate (or equivalent) and Board approval of the proposed program.

Senate: May 2, 2025

Board: May 27, 2025

1.10 Description of the timeframe/phase-out plan, where an existing program will be terminated with the introduction of the new program.

1.10.1 Institutional program code(s) for the existing program(s), as stored in the post-secondary institution's administrative files, that is reported under PSIS (Post-Secondary Student Information System) (element IP 2000).

TBD

1.10.2 Date new registrations will no longer be permitted/accepted into the existing program.

N/A

1.10.3 Anticipated date of completion of last student (for the existing program).

N/A

1.10.4 Any other information to assist the MPHEC in understanding how the program will transition from the existing, MPHEC-approved program to that being proposed.

This is a Bachelor Arts of Indigenous Studies. It builds on the Minor in Indigenous Studies which was previously approved by the MPHEC. Students completing the Minor will be able to complete the degree.

2 PROGRAM DESCRIPTION

2.1 Description of the program objectives (i.e., “This program aims to...”), including an explanation of how the course and curriculum requirements will be integrated to contribute to the intended objectives of the program.

The program structure and outcomes are presented in Appendices 1 and 2.

The development of the Bachelor of Arts in Indigenous Studies succeeds the Minor in Indigenous Studies which was established in 2022. The development of a bachelor’s degree responds to the need to increase knowledge about Indigenous people, their history, language, and culture. It supports the TRC Call to Action #63 which refers to “Building student capacity for intercultural understanding, empathy, and mutual respect.” Article 13 of the United Nations Declaration on the Rights of Indigenous Peoples, states, “Indigenous peoples have the right to revitalize, use, develop, and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems, and literatures.”

This program aims to teach critical aspects of Indigenous knowledge through the IKE courses offered. Elders, Indigenous community members, IKERAS faculty and students in the IKERAS Minor were consulted to create the pathway for this program. The Bachelor of Arts in Indigenous Studies program is designed to support Indigenous knowledge and move forward with “the journey to reconciliation and action reform,” as stated in Pesk’Tek. The Path Ahead. The Bachelor of Arts in Indigenous Studies furthers the UPEI Indigenous Strategic Framework 2024-2028.

The Bachelor of Arts in Indigenous Studies program will advance the University of Prince Edward Island Strategic Plan for reconciliation, decolonization, and indigenization. The UPEI Strategic Plan (2018-2023) refers to the need to “encourage the use and consideration of Indigenous ways of knowing to complement western forms of knowledge and scholarship within UPEI research and graduate

programs.” This program would also aid the university community to “better understand and implement calls to action of the Truth and Reconciliation Commission of Canada, including providing education, cultural awareness and sensitivity training for members of the Board of Governors, faculty, staff, and students.”

This program creates a broad view of Indigeneity while prioritizing Mi’kmaq epistemology, ontology, and pedagogy.

2.2 Description of the target clientele of the program.

The target clientele of the program is Indigenous and non-Indigenous students in the Maritimes and beyond. It is designed for students who are seeking career pathways in Indigenous communities and government and private sector agencies involved with Indigenous affairs.

2.3 Evidence of student demand (e.g., survey results, pilot projects, and related course enrolments).

At UPEI, currently there are 1,400 students who register in the IKE 1040 course every semester. This is a mandated course for all UPEI undergraduate students to complete their degrees. The IKERAS Minor in Indigenous Studies has 30 students who have declared a Minor in Indigenous Studies.

On December 5, 2024, students in the Minor were invited to a Focus Group to determine interest and support for a Bachelor of Arts in Indigenous Studies program. Students were in full support of a Bachelor of Indigenous Studies and stated that the Indigenous aspects would support their career goals. Personal aspects help everyday life and help them to meaningfully engage with others. Students were also attracted to the social justice and diversity issues which are taught. Students indicated that the new program would serve as a great step toward other career pathways.

Students responded that they had chosen to opt for a Minor in Indigenous Studies as they had always been interested in Indigenous knowledge. They planned to give back to the community with their new perspectives. They had learned about diverse forms of knowledge. Lived experiences and life stories created a unique perspective, from which they wanted to learn more about. They were able to integrate knowledge gained from the Minor in Indigenous Studies by learning about mindfulness and a new understanding that the knowledge gained carries on for future generations. They learned about colonialism and the long-term impacts as they work to influence others about environmental exploitation, for example.

2.4 Identify each external expert involved in program development and append their written assessment or comments to the proposal. Provide a summary of how experts’ comments were addressed.

Dr. Wotherspoon, B.A., B.Ed., M.A., Ph.D., from the University of Saskatchewan will conduct the external review. He is the Department Head of Indigenous Studies. Further consultations were held with the Interim Dean of the Faculty of Arts at UPEI and with IKERAS faculty members and Elder in Residence. As part of the consultative process, Lennox Island First Nation and Abegweit First Nation were also presented with the proposal for the new Bachelor of Indigenous Studies program. The feedback from the Chief of Lennox Island First Nation is included in her letter

of support.

- 2.5 Using the table provided as an example (see “Tables to be included in Proposals for New Undergraduate Programs – Table 2.5 Roll-Out”), outline the year-by-year (or term-by-term) roll-out of the program, accounting for its various components and other learning activities (e.g., work placement(s), thesis, major project) and identifying their links to the program objectives; expected program duration should be stated as well as justified.

Students will be transitioning to the Bachelor of Arts in Indigenous Studies program. They will declare their major in the second year of their program. A transitioning plan will include the course sequence. A planning document will be shared with them. This program is scheduled to begin in Fall 2026.

- 2.6 Description of other promotion/qualification and graduation requirements: e.g., maximum # of introductory (1000-level or equivalent) courses; minimum # of upper-level (3000/4000 or equivalent) courses; completion of a clinical placement or practicum component; minimum average in specific courses/the overall program; must complete # credits in XYZ.

One of the following courses is required: UPEI / English 1010 (Writing Studies), UPEI 1020 (Inquiry Studies); UPEI 1030; plus, twenty-five (25) additional courses (75 ch) of the student's choosing, of which one must be a Writing Intensive Course.

IKE 1040 (Indigenous Teachings), IKE 2000 (IKERAS Foundations), IKE 2020 Indigenous People in Canada), and IKE 3062 (Indigenous Knowledge and Worldviews) are required as part of the degree structure. Forty-two (42) credit hours are required under the Major requirements.

This program fulfills the required 120 ch for a UPEI Bachelor's Degree. Program Course Structure is in Appendix 1.

- 2.7 Rationale for the choice of program name and credential(s) to be granted, including comment on the process of selecting the name and credential(s).

The Bachelor of Arts in Indigenous Studies is the program name. This program builds on the existing IKERAS Minor in Indigenous Studies.

- 2.8 Admission requirements and standards specific to the program, including, where applicable, a description of the various admission routes.

Admissions requirements are presented in Appendix 4.

- 2.9 Confirmation of the delivery mode(s) to be used (e.g., traditional classroom, technology-mediated, other distance education methods [please specify], experiential learning, and labs).

The delivery mode is a traditional delivery of in-person classroom instruction, including land-based learning. It will be technologically mediated when needed. The land-based learning component will be part of the classroom learning.

2.10 Comparison of the proposed program with other comparable programs offered elsewhere in the Maritimes, Canada or the United States.

A comparison of the proposed program with other comparable programs offered elsewhere in Canada is attached in Appendix 5.

3 STUDENT /LEARNING OUTCOMES

3.1 Define the learning outcomes at both the degree and the discipline/specialization/field levels.

- Students will develop oral and written communication skills through engagement with course content and curricular expectations.
- Students will develop the foundational skills to support Indigenous and non-Indigenous communities and organizations in pursuit of Indigenous knowledge perspectives, practices, and processes.
- Students will develop knowledge and understanding of Indigenous worldviews and philosophies of Turtle Island.
- Students will develop cultural competence and skills in land-based learning, language, and community-based initiatives.

3.2 Using the table provided as an example (see “Tables to be included in Proposals for New Undergraduate Programs – Table 3.2 Student Outcomes”), identify the mechanisms through which student/learning outcomes will be achieved/measured.

See Appendix 2.

3.3 Description of any accreditation requirements.

N/A

3.4 Define the anticipated graduate outcomes. Available evidence (e.g., letter of support from potential admitting institutions and/or employers) that the program, as designed, will achieve these outcomes is to be appended.

The anticipated graduate outcomes for students include:

- ability to articulate and implement decolonial perspectives for transforming and empowering Indigenous communities to be self- determining nations;
- adoption of Indigenous ways of knowing to complement western forms of knowledge and scholarship, including specific actions of reconciliation, decolonization, and indigenization;

- help the community to better understand and implement Calls to Action of the Truth and Reconciliation Commission of Canada (2015), including through education, cultural awareness and sensitivity training.
- increase knowledge about Indigenous people, their histories, languages, and cultures; and
- support the TRC Call to Action #63 which refers to building student capacity for intercultural understanding, empathy and mutual respect.

Article 13 of the United Nations Declaration on the Rights of Indigenous peoples states that Indigenous peoples have the right to revitalize, use, develop, and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems, and literatures.

A letter of support from the Lennox Island First Nation is attached.



December 9, 2024

University of Prince Edward Island

Support Letter for the Proposed Bachelor in Indigenous Studies Program at UPEI

The Lennox Island First Nation Chief and Council support establishing the proposed Bachelor in Indigenous Studies program at the University of Prince Edward Island (UPEI). This program is important in fostering understanding, reconciliation, and stronger relationships between Indigenous and non-Indigenous communities. It will provide students with the knowledge to engage with Indigenous histories, cultures, and contemporary issues, helping to build allies and advocates for justice and equality.

The Lennox Island First Nation's support highlights the importance of including community members in teaching Mi'kmaq content. Their involvement will ensure the curriculum is authentic, empowering Indigenous people to share their knowledge directly with students. This approach will enrich the program and strengthen ties between UPEI and the local Indigenous community.

Graduates will be equipped to address the challenges faced by Indigenous communities, including socio-economic disparities and health inequities. They will be prepared for careers in education, healthcare, environmental management, and social work, helping bridge the gap between Indigenous and non-Indigenous communities. The program also aligns with UPEI's commitment to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), which supports preserving and revitalizing Indigenous cultures.

This program is critical in advancing reconciliation and building a more inclusive and just society. We recommend its approval, as it will equip future leaders with the tools to advocate for Indigenous rights and contribute to meaningful change.

In Unity

A handwritten signature in blue ink, reading "Chief Darlene Bernard". The signature is fluid and cursive, written in a professional style.

Chief Darlene Bernard
Lennox Island First Nation

4 HUMAN RESOURCES

4.1 Complete and append the summary table (see “Tables to be included in Proposals for New Undergraduate Programs – Table 4.1 Faculty Resources”) for all faculty to support the program.

See Appendix 6.

4.2 Description of the composition of the faculty to support the program, for example:

4.2.1 Academic/professional credentials required of faculty teaching courses in the program

As per the UPEI / UPEIFA Collective Agreement, the academic credentials include a Master’s degree at the Lecturer rank and an earned doctorate at the Assistant rank and higher. Equivalent qualifications and/or experiences may be substituted, such as professional qualifications, and a degree normally considered terminal for teaching the relevant university discipline. Indigenous forms of knowledge and ways of knowing as acknowledged by Indigenous community leaders and judged to be particularly relevant and valuable to a discipline, are recognized appropriately, or where the candidate has accumulated Indigenous experience judged to be relevant and valuable. (page 62)

Faculty resources and academic credentials are attached (See Appendix 6).

4.2.2 Academic/professional credentials required of faculty acting as research/clinical/exhibition supervisors in the program.

IKERAS faculty members who conduct research have either Master’s or PhD degrees. The land-based learning will include instructors who have “Indigenous forms of knowledge and ways of knowing acknowledged by relevant Indigenous community leaders and judged to be particularly relevant and valuable to a discipline,” as written in the UPEI / UPEIFA Collective Agreement (page 62).

4.2.3 Expected vs. current teaching, mentoring, supervision, etc. responsibilities of faculty in the program.

The list of IKERAS courses taught by faculty are attached (see Appendix 6).

4.2.4 Proportions of full-time to part-time faculty for the program.

There are six full-time faculty members in IKERAS and thirty-three (33) Sessional Instructors who teach (or who have previously taught) in the program. Faculty members teach up to five courses per year in a normal teaching workload, as outlined in the Faculty Collective Agreement. Sessional Instructors teach fewer than nine (9) contact hours per semester or summer session.

4.3 Description of additional human resources that will be drawn upon to support the program (e.g.,

adjunct faculty, guest lecturers, administrative support.)

Adjunct faculty members and guest lecturers also support the program. IKERAS has an Administrative Assistant and Elder in Residence.

4.4 Human resource deployment plan for the first five years that takes into account the proposed program as well as current offerings.

Three tenure track positions are expected to be hired for the Fall 2026 semester. A term position is also expected to be hired for the Winter 2027 term. Two more tenure track positions will be hired once the Bachelor of Arts in Indigenous Studies program is in place.

4.5 Estimate of additional human resource needs beyond the first five years.

Additional human resources are not required beyond the first five years.

5 RESOURCE IMPLICATIONS

5.1 Description of the extent to which *current resources* in terms of academic and support staff, library, space, equipment, etc. would be used. [**Append** any relevant reports (e.g., library resources).]

A table showing the current resources is attached, including Library resources (see Appendix 7).

5.2 Description of *additional resources* needed in the same areas outlined under bullet 5.1 above.

Additional resources will include new library resources as they become available.

5.3 Using the table provided as an example (see “Tables to be included in Proposals for New Undergraduate Programs – Table 5.3 Budget”), identify the anticipated costs/revenues (incremental and total) in **each** of the first years of implementation where the final year demonstrates a steady state for the program (i.e., when the program is fully operational, usually by year five of program operation for undergraduate programs).

The cost of two additional tenure track Assistant Professor positions at Step 5 of the Schedule of Faculty Salaries in the Collective Agreement Between The University of Prince Edward Island Board of Governors and the University of Prince Edward Island Faculty Association Bargaining Unit #1, is \$251,141.

5.4 If resources are required but not in place/available at the time of submission, a detailed, credible plan outlining how the funding will be acquired, along with letters of support from potential contributors, is to be submitted. This documentation may be labelled as proprietary which would limit circulation.

There are no further resources required which are not yet secured. The required human, physical and budgetary resources are currently in place. Future student enrolments beyond the initial projections would be a determinant for future resource needs. An initial cohort of twenty (20) students are anticipated to start the program. At least twenty (20) students will be accepted per year.

5.5 Identification of possibilities of collaboration with other institutions in the region (university or non-university), or elsewhere in Canada, in the delivery of the program and the steps taken to that effect.

The new Bachelor of Arts in Indigenous Studies program will be offered in collaboration with the Faculty of Arts at UPEI, particularly for offering Social Justice and Diversity courses.

5.6 Description of the impact that the use of financial resources for the proposed program will have on other existing programs, including the elimination or reduction of the scope of programs to accommodate the new program. (For example, an accounting of funding for course release for existing faculty members to teach, supervise or provide coordination/management support for this new program; reduction in classroom or laboratory space availability.)

N/A.

6 ADDITIONAL INFORMATION (GENERAL)

6.1 Scheduled date of program review, once implemented.

June 1, 2030.

6.2 Any other information the submitting institution(s) believes would assist the Commission in completing its assessment of the proposed new program.

A Letter of Support is attached.

7 ADDITIONAL INFORMATION FOR TECHNOLOGY MEDIATED PROGRAMS

7.1 Description of how the delivery mode(s) will contribute to and enhance learning and create a community both among students and between students and faculty.

The delivery mode includes in-person and land-based learning. It is inclusive of Indigenous and non-Indigenous students and collaborates with other faculties on campus at UPEI. It uses an integrated model including courses delivered by the Faculty of Arts. The Moodle teaching management platform is accessible to students in the community and allows them to readily communicate with each other and with the instructors. Resources are available on the Moodle platform and allow for students to access courses and resource through web browsers.

7.2 Description of support available to faculty (required and optional pedagogical training, technical support for course design and then instruction, etc.) and to students (required and optional orientation to technology use, communications on expectations for interaction and performance, etc.).

There is an opportunity for cross-listing of courses in the Major with other UPEI courses. Student orientation is part of the Moodle platform. UPEI has a Teaching and Learning Centre which provides pedagogical training and support for faculty members. This centre supports course design and

instruction in the new program.

7.3 Description of faculty availability to students, faculty-to-student feedback, and opportunities for interaction with other students, within this program.

There will be in-person learning in the traditional mode of instruction. This enhances interaction between faculty and student to student. Faculty members provide feedback in real-time communication. Land-based learning supports learning on the land, learning from the land, and learning from Elders and knowledge keepers. Student advising by faculty members is key to the success of the program delivery.

7.4 Description of the mechanisms in place to ensure the following for the proposed program:

7.4.1 Reliable, sufficient, and scalable course-management systems

Moodle is the online learning system or virtual classroom at UPEI that provides a reliable teaching and learning platform.

7.4.2 Appropriate hardware, software, and other technological resources and media

Dell desktop computers and iMacs/Mac Pros are available in the Robertson Library for shared use by students. The computers offer various multimedia digitization software tools. UPEI provides students with access to a variety of software packages, including Microsoft Office, Foxit PDF, and Grammarly, among others.

7.4.3 Well-maintained and current technology and equipment

IT Systems and Services at UPEI ensures that information technology services and equipment in teaching labs is regularly updated and maintained. The department offers support to students in computer, printing and software; communication and collaboration tools; audio visual equipment; information security; and teaching and learning platforms and tools.

7.4.4 Sufficient infrastructure to support existing services and expansion of online offerings

UPEI provides a range of IT infrastructure and services to support students with online offerings, including a campus Wi-Fi network; IT Systems and Services department offering support and with a Help Desk; computer labs; and Moodle learning management system; among others.

8 ADDITIONAL INFORMATION FOR COLLABORATIVE PROGRAMS

N/A.

APPENDICES

Please ensure that **each of the following are appended/included**, as applicable, when submitting a completed program proposal:

- A list of appendices to the program proposal
- Detailed course descriptions for each compulsory and required elective course including: calendar entry, course objectives, main themes, prerequisites, student evaluation (assessments), and preliminary bibliography (and availability).
- Letters of support from potential admitting institutions
- Letters of support from potential employers, and relevant professional organizations (and for articulated programs, from an advisory industry group)
- Faculty CVs
- Detailed budget, including completed table of enrolments
- Letters from external sources of funding commitment/intent to fund
- Written correspondence (as evidence of consultation) from post-secondary institutions within and outside the region that offer similar, equivalent, or comparable programs
- Written correspondence/reports from external experts consulted during program development
- Evidence of student demand (e.g., survey results; analysis of a pilot project)
- Signed inter-institutional agreements (for articulated and other collaborative programs)
- Terms of Reference, and list of members, for the inter-institutional coordinating mechanism (for articulated programs)
- Letter of AACHR support (for health-related programs)

CHECKLIST

- All of the information requirements have been addressed
- All relevant appendices are attached
- Description of the timeframe/phase-out plan where an existing program will be terminated with the introduction of the new program
- Program roll-out table is complete and detailed course descriptions are appended
- Student/learning outcomes table is complete
- Faculty table is complete
- Human resources deployment plan is provided
- Explanation of how comments from experts/assessors/consultants etc. were addressed is included
- Any additional information to help the MPHEC assess the quality of the proposed program
- Signature (or appended letter) confirming the collaborative submission, and principal applicant, where applicable

Appendix 1 – Program Structure for Bachelor of Arts in Indigenous Studies

Current Minor Core Requirements	Proposed Major Core Requirements (18 ch core, 6 courses)
1040 Indigenous Teachings of Turtle Island	1040 Indigenous Teachings of Turtle Island
2000 IKERAS Foundations	2000 IKERAS Foundations
2020 Indigenous Peoples of Canada	2020 Indigenous Peoples of Canada
3062 Indigenous Knowledge and Worldviews	3062 Indigenous Knowledge and Worldviews
	3066 Intro to Indigenous Research Methods
	And at least <u>one</u> of the following 4th year land-based or experiential learning courses, which would serve as a capstone course: 4210 Gijituaqasin: On the Land 4240 Ikataquey: Indigenous Gardening and Meditative Practices 4410 Indigenous Territories Use and Occupation Research Methods 4096 Applied Indigenous Justice

and

Current Minor Non-Core Requirements	Proposed Major with Breadth Requirements (24 ch, 8 courses)
3 additional elective IKERAS courses	Minimum three courses from Indigenous Languages and Cultures: 2010 Mi'kmaq Language I 2042 Music, Film and Art 2046 Indigenous Literature 2110 Metis Culture, History, and Governance 2220 Beadwork 2230 Mi'kmaq of Eastern Canada 3010 Mi'kmaq Language II 3221 Mi'kmaq Spiritualities 3350 Storytelling and Wabanaki Legends
	Minimum three courses from Colonialism, Decolonization, and Indigenous Self-Governance: 2055 Introduction to the Indian Act 2052 Indigenous Resistance and Decolonizing 2320 Wabanaki Confederacy 2800 Indigenous Laws in Contemporary Society

	3056 Indigenous Peoples and Justice 3340 Wabanaki Peace and Friendship Treaties 3410 Canadian treaties and Self Government Agreements 4096 Applied Indigenous Justice
	Minimum two courses from Land, Water, and Environment: 2030 IKERAS and Climate Change 2060 Mi'kmaq Foodways 3065 Health, Healing, and Wellness 4210 Gijituaqasin: On the Land 4240 Ikataquey: Indigenous Gardening and Meditative Practices 4520 Islands of Indigeneity

and

	Graduation Requirements
	<u>One</u> of the following prior to graduation: University/English 1010 University 1020 University 1030
	Plus 25 additional courses (75 ch) of student's choosing, of which <u>one</u> must be a Writing-Intensive Course
	All adds up to the required 120 ch for a Bachelor of Arts in Indigenous Studies

Appendix 2 – Program Outcomes

Required Courses												
IKE 1040 Indigenous Teachings of Turtle Island	✓	Program outcome 1: Students will develop a deeper understanding of Indigenous knowledge through the Mi' kmaq worldview.	✓	Program outcome 2: Students will increase their knowledge of the history, culture, language, and traditions of the Indigenous people of the Maritimes.	✓	Program outcome 3: Students will expand their knowledge of how colonization has influenced relations between Indigenous and non-Indigenous people.	✓	Program outcome 4: Students will develop critical and analytical skills about Indigenous knowledge processes and practices.	✓	Program outcome 5: Students will use and apply the knowledge gained to support Indigenous communities.	✓	Program outcome 6: Students will be able to promote indigenization, decolonization, and reconciliation.
IKE 2000 IKERAS Foundations	✓		✓		✓		✓		✓		✓	
IKE 2010 Mi' kmaq Language I	✓		✓		✓		✓		✓		✓	
IKE 2020 Indigenous Peoples of Canada	✓		✓		✓		✓		✓		✓	
IKE 2030 Indigenous Knowledge and Climate Change	✓		✓		✓		✓		✓		✓	
IKE 2042 Introduction to Indigenous Music, Film, and Art	✓		✓		✓		✓		✓		✓	
IKE 2046 Indigenous Literature	✓		✓		✓		✓		✓		✓	
IKE 2052 Indigenous Resistance and Decolonizing	✓		✓		✓		✓		✓		✓	

IKE 2055 Introduction to the Indian Act	✓	✓	✓	✓	✓	✓
IKE 2060 Mi'kmaq Foodways	✓	✓	✓	✓	✓	✓
IKE 2110 Métis Culture, History, and Governance	✓	✓	✓	✓	✓	✓
IKE 2220 Beadwork: The Symbols of Indigenous Culture Resilience and Value	✓	✓	✓	✓	✓	✓
IKE 2320 Wabanaki'k Confederacy	✓	✓	✓	✓	✓	✓
IKE 2800 Indigenous Laws Contemporary Society	✓	✓	✓	✓	✓	✓
IKE 3010 Mi'kmaq Language	✓	✓	✓	✓	✓	✓
IKE 3056 Indigenous Peoples and Justice	✓	✓	✓	✓	✓	✓
IKE 3062 Indigenous Knowledge/Worldviews	✓	✓	✓	✓	✓	✓
IKE 3065 Indigenous Health Healing Wellness	✓	✓	✓	✓	✓	✓
IKE 3066 Introduction Indigenous Research	✓	✓	✓	✓	✓	✓
IKE 3090 Special Topics						
IKE 3221 Mi'kmaq Spiritualities	✓	✓	✓	✓	✓	✓
IKE 3340	✓	✓	✓	✓	✓	✓

Waban Peace and Friendship Treaties						
IKE 3350 Storytelling and Wabanaki Legends	✓	✓	✓	✓	✓	✓
IKE 3410 Canadian Treaties and Self-Government	✓	✓	✓	✓	✓	✓
IKE 4096 Applied Indigenous Justice	✓	✓	✓	✓	✓	✓
IKE 4210 Gijituaqasin: On The Land	✓	✓	✓	✓	✓	✓
IKE 4240 Ika'taquey: Indigenous Gardening and Meditative Practice	✓	✓	✓	✓	✓	✓
IKE 4410 Indigenous Territories and Use and Occupancy Research Methods	✓	✓	✓	✓	✓	✓
IKE 4510 Islands of Indigeneity	✓	✓	✓	✓	✓	✓
Arts Electives						
Open Electives						

Appendix 3 – Course Descriptions

IKE 1040 - Indigenous Teachings

This course is an introduction to the various Nations on Turtle Island. It will be a combination of classroom and culturally based learning. Anchored in L'nu (Mi'kmaq knowledge, students will learn about ceremony, protocol, Elders and traditional teachers. In turn, these will help foster a mental, physical, emotional, and spiritual understanding of Indigenous worldviews and ways of knowing. This course also introduces Canada's history of genocide and cultural assimilation imposed upon Indigenous Peoples. It will discuss why anyone living in Canada needs to know this history.

IKE 2000 - IKERAS Foundations

This course is based on the foundations that led to the creation of the IKERAS faculty. The formation of the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies (IKERAS) is grounded in three prime documents; the 2015 Truth and Reconciliation (TRC) 94 Calls to Action, the 2029 231 Calls to Justice by the National Inquiry into Missing and Murdered Women and Girls (MMIWG) and the 2018 United Declaration on the Rights of Indigenous Peoples (UNDRIP). Students will learn the importance of each document and why they represent the cornerstones to reconciliation.

Requisites: IKE 1040 must be completed prior to taking this course.

IKE 2010 - Mi'kmaq Language (3 credits)

This course is intended for students with no proficiency in the language. This course introduces the Mi'kmaq language, through the study of pronunciation, vocabulary, and grammar. It includes numerous oral drills, frequent written exercises, short oral presentations and simple readings. The objectives are to improve listening, comprehension, and fundamental vocal expressiveness.

Requisites: None

IKE 2020 - Indigenous Peoples in Canada (3 credits)

Students will be introduced to the historical and contemporary social, economic, legal, and political perspectives of First Nations, Inuit, and Métis peoples in Canada. Using anthropological and sociological theories and scholarly work, as well as 'experiencing' cultural practices through 'community connections' and visual culture, the primary focus will be to develop a student's understanding of and respect for Indigenous peoples in Canada. Cross-listed with SAN 2220.

Requisites: IKE 1040 Must be completed prior to taking this course.

IKE 2030 - Indigenous Knowledge and Climate Change (3 credits)

This course brings knowledge of Canadian Indigenous communities' relationship to the environment as valuable lessons for understanding climate vulnerability, impacts and adaptation. Students will be led by a local First Nations teacher whose valuable insights to implementing efficient uses of our land and

spiritual relationships with nature can assist in addressing global sustainability. Cross-listed with ACC 2030.

Requisites: None

IKE 2042 - Indigenous Music, Film and Art (3 credits)

Students will be introduced to the evolution of Music, Film, and Art of Indigenous First Nations, Inuit, and Métis peoples in Canada. Students will develop an understanding of how these works represent spiritual and living narratives, how these are shaped, and continue to be shaped, thus defining the lives of Indigenous peoples in Canada.

Requisites: None

IKE 2046 - Indigenous Literature (3 credits)

This course will serve as an introductory survey to Indigenous literature on Turtle Island (what is now Canada, the US, and Mexico). The work we study will span the period often called the Native Literacy Renaissance, and the years immediately preceding this, from 1954 onwards. This was a time when work written by Indigenous writers reaches a main-stream non-Indigenous, non-academic audience.

Requisites: IKE 1040 Must be completed prior to taking this course.

IKE 2052 - Indigenous Resistance/Decolonizing (3 credits)

Students will be introduced to how colonialism has caused and continues to cause irreparable harm to Indigenous and non-Indigenous peoples in Canada and throughout the world. The harm permeates all relations including our animals and plants, our planet (Mother Earth), and those elements that sustain life. Students learn about the Indigenous warrior spirit which has risen to resist the on-going colonial and post-colonial hegemony. Students will understand the complexities and work of decolonizing by which resistance takes shape and hold in a time when all nations need it most.

Requisites: IKE 1040 Must be completed prior to taking this course.

IKE 2055 - Introduction to the Indian Act (3 credits)

Students will be introduced to the Indian which has dominated, impacted and shaped the lives of Indigenous peoples in Canada since its inception in 1876. Students will develop an understanding of the purpose of the Act, and how through its many amendments it continues to serve as an apparatus of power and control over all aspects of Indigenous peoples' lives. This courses will examine why this discriminatory framework is not so easily abolished, and will challenge students' thinking about broader issues of much needed change within colonial institutions.

Requisites: None

IKE 2060 - Mi'kmaq Foodways (3 credits)

Food is a central element in Indigenous livelihoods. The storage, processing, preparation, and transportation of Mi'kmaq food is a critical component of this course. There will be hands-on opportunity to prepare contemporary Mi'kmaq recipes and concurrently learn cultural teachings about food and its use in ceremonies.

Requisites: None

IKE 2110 - Métis Culture, History (3 credits)

This course will provide an overview of Métis identity, culture, language(s), history and governance. Métis ethnogenesis will be explored to build awareness that Métis does not simply mean "mixed. Grounded in authentic teachings, students will be immersed in perspectives and understandings unique to Métis. Academic research will support accurate, authentic narratives of historical and contemporary issues that have shaped who Métis are, the distinct history and resilience as a people and a Nation.

Requisites: IKE 1040 Must be completed prior to taking this course.

IKE 2220 - Beadwork (3 credits)

This course will explore how beadwork symbolized Indigenous perseverance in the aftermath of colonization and the residential school system. The course will examine the importance of beadwork both before and after European contact. The course will investigate how beading plays a vital role in restoring cultural ties and spiritual belief and how it continues to be significant in demonstrating Indigenous resiliency as well as highlighting the diverse cultural value of Indigenous peoples. The student will learn beading techniques along with the histories of Mi'kmaq beading and storytelling across Turtle Island.

Requisites: IKE 1040 Must be completed prior to taking this course.

IKE 2230 - The Mi'Kmaq of Eastern Canada (3 credits)

This is an ethnological-style course examining traditional Mi'kmaq culture and how it has evolved historically. It introduces students to L'nu cultural practices about the body, food, traditional medicines, religion, politics, and the natural world.

Requisites: IKE 1040 Must be completed prior to taking this course.

IKE 2320 - Wabanaki Confederacy (3 credits)

This course covers the Tribes of the East Coast of the United States and Canada that formed a political/military alliance to support each other during the French Indian Wars. It situates them in their tribal lands and examines some notable individuals and their accomplishments, Relevant legislation that affects them will be covered.

Requisites: IKE 1040 Must be completed prior to taking this course.

IKE 2800 - Indigenous Laws Contemporary Society (3 credits)

This course explores Indigenous law and constitutionalism, the impacts of colonization on

Indigenous laws and its ongoing legitimization in contemporary society. This course will examine how Indigenous legal traditions are articulated through decolonizing approaches such as drawing out of Indigenous historic knowledge systems based on Indigenous worldviews. It also examines how these laws can be applied at a time of transitioning to self-governance and practicing self-determination. What will be learned is how Indigenous laws differ from western laws; how to understand the Indigenous constitutionalism as an ongoing Indigenous governance framework; how to engage with Indigenous stories and articulate their legal principles; and how Indigenous laws can be applied in Indigenous contemporary settings by examining their spaces for their ongoing application and practices.

Requisites: IKE 1040 Must be taken prior to taking this course.

IKE 3010 - Mi'kmaq Language (3 credits)

This course continues learning from the IKE 2010 allowing the student to build on both their vocabulary and understanding both written and oral. This course requires a significant amount of time dedicated to assignments and application of the language.

Requisites: IKE 2010 Must be completed prior to taking this course.

IKE 3056 - Indigenous Peoples and Justice (3 credits)

Students will be introduced to how colonialism perpetuates inequality of Indigenous peoples and results in their over-representation in the criminal justice system, now referred to as 'the new residential schools in contemporary Canadian society' and other unjust systems in Canada. Students will understand the systemic issues that prevent the fair and equitable treatment of Indigenous peoples despite measures that are intended to curb the rise of their incarceration. An examination of social justice and criminological theories will be of benefit to students interested in understanding inequities in larger systems beyond criminal justice, and potential pathways to end this disturbing reality.

Requisites: IKE 200 and IKE 2055 or IKE 2800 Must be completed prior to taking this course.

IKE 3062 - Indigenous Knowledge/Worldviews (3 credits)

This course introduces Indigenous ways of knowing through active participation. This course introduces students to an understanding of traditional ceremonies, worldviews, creation stories and other narrative forms of knowing. By taking part in basic ceremonies and related practices, students will obtain knowledge of how Mi'kmaq people connect to each other, the land, other creatures and the world. This course will also explore certain ceremonies and teachings often referred to as 'women's teachings' by reviewing literature and conducting research on teachings, ceremonies and issues related to Indigenous women.

Requisites: IKE 1040 Must be completed prior to taking this course.

IKE 3065 Indigenous Health, Healing Wellness (3 credits)

Students will be introduced to the determinants of Indigenous peoples' health in Canada. Using both the

anthropological and sociological lens, students will develop an understanding of approaches to health and healing that resonate with Indigenous peoples through readings and a collective exploration. Students will understand that health is one of the most significant issues that defines the lives of Indigenous peoples in Canada.

Requisites: IKE 1040 Must be completed prior to taking this course.

IKE 3066 – Introduction to Indigenous Research

Students will be introduced to the foundations of Indigenous Research Methodologies which are grounded in the principles of ‘for and by Indigenous Peoples,’ which emphasizes techniques and methods from traditional Indigenous knowledges and worldviews. Students will understand quantitative and qualitative research methodologies, and important concepts of ownership, control, access and possession as well as duty to consult. Students will understand that Indigenous research methodologies are a powerful tool for social change as they are relational, inclusive, and participatory in nature.

Requisite: IKE 2000 Must be completed prior to taking this course.

IKE 3090 - Special Topics (3 credits)

Topics or issues explored outside of existing courses. Special topics offered by the faculty of Indigenous Knowledge, Education, Research and Applied Studies.

Requisite: None

IKE 3221 - Mi’kmaq Spiritualities (3 credits)

This course provides insight into L’nu cosmology by examining various Wabanaki’k Creation Stories, along with pan-Indigenous ceremonies, including smudging, fasting, pipe ceremonies, sharing circles, sweatlodges, powwow drumming and dancing. It will examine hybrid Mi’kmaq Catholicism and its modern-day manifestations.

Requisites: IKE 1040 Must be completed prior to taking this course.

IKE 3340 - Waban Peace/Friendship Treaties (3 credits)

This course examines the chain of treaties commencing in the State of Maine between the Abenaki and English in Massachusetts, moving along the Eastern Seaboard into the Maritimes of Canada involving Wabanaki Tribes and the British Crown. It will include the preceding conflicts, resolutions, and key players.

Requisite: IKE 1040 Must be completed prior to taking this course.

IKE 3350 - Storytelling and Wabanaki Legends (3 credits)

Legends and oral traditions provide a deep connection to place and identity. One of the ways that Traditional Ecological Knowledges or Indigenous Territories are passed down is through oral tradition. This course is based on Wabanaki stories and legends about the land and its inhabitants.

Requisites: IKE 1040 Must be completed to taking this course.

IKE 3410 - Canadian Treaties and Self-Government (3 credits)

This course is a survey of the Numbered Treaties in Canada, along with the British Columbia (BC) Treaty Process and modern-day Treaties, such as Self-Government Agreements.

Requisites: IKE 2000 Must be completed prior to taking this course.

IKE 3520 - Islands of Indigeneity

Islands have traditionally been represented in a multitude of ways, for instance, as warm-water tourism destinations, quiet retreats from the mainland and nature reserves, amongst others. This course examines islandness utilizing Indigenous worldviews.

Prerequisites: IKE 1040- Must be completed prior to taking this course.

IKE 4090 - Indigenous Special Topics (3 credits)

Students will review the historical and contemporary developments of Indigenous issues in Canada. Students will undertake a thorough and independent examination of a topic of interest with an opportunity to present their research findings to stakeholders in ways that respond to the TRC Calls to Action and advance reconciliation in Canada.

Requisites: IKE 1040, One of IKE 2000 course, and two 3000 level courses. Must be completed prior to taking this course.

IKE 4096 - Applied Indigenous Justice (3 credits)

Students will study various justice systems where Indigenous justice is being applied such as the Courts, federal and provincial corrections, and sentencing circles. This course will see students gain valuable and practical analytical and writing skills which can be applied to future careers in a variety of settings in ways that respond to the TRC Calls to Action and advance reconciliation in Canada. The format will be a combination of lecture and workshops.

Requisites: IKE 3056 Must be completed prior to taking this course.

IKE 4210 Gijituaqasin: On the Land (3 credits)

This is an experimental land-based field course connecting students to Mother Earth utilizing a two-eyed seeing approach. Elders and knowledge keepers will provide guidance to the student during this intensive course.

Requisite: IKE 1040 Must be completed prior to taking this course.

IKE 4240 - Ika'taquey: Indigenous Gardening & Mediative (3 courses)

Being mindful on the land provides a deep connection to Mother Earth. This is a hands-on experiential course where students learn and practice being present and mindful while growing a

summer Mi'kmaq Garden.

Requisites: IKE 1040 and permission of the instructor. Must be completed prior to taking this course.

IKE 4410 Indigenous Territories and Use and Occupancy Research Methods (3 credits)

This course utilizes Indigenous methodologies and research methods to design and collect data for projects based on a land use and occupancy method called Biographic Mapping. The course has a learning-experiential component in the field and instructors will coordinate the course with Elders and Knowledge Keepers from the region.

Requisites: IKE 3066 Must be completed prior to taking this course

Appendix 4 – Admission Requirements

High School Graduates

Canadian High School Equivalency Chart

https://files.upei.ca/registrar/can_hs_equivalency_chart.pdf

- English
- One Social Studies or Language
- Any 3 other academic courses. Grade 12 math recommended

Please refer to the UPEI Academic Calendar for complete information.

https://calendar.upei.ca/current/chapter/admissionrequirements-from_high_school/

Appendix 5 – Regional and National Comparisons

Atlantic Canada

An Indigenous Studies (Minor) is offered at the following:

Dalhousie University

Saint Mary's University

Mount Allison University

Cape Breton University offers a Certificate in Indigenous

Studies St. Thomas University: Minor in Native Studies

Memorial University in Newfoundland offers a Minor in Indigenous Studies

University of Prince Edward Island offers a Minor in Indigenous Studies

Canada

An Indigenous Studies Minor is offered at the following universities:

University of Manitoba

First Nations University of Canada

University of Saskatchewan

A Bachelor of Indigenous Studies is offered at the following universities:

University of Saskatchewan

First Nations University of Canada

University of Toronto

Carleton University

York University

Univ. of Lethbridge

Simon Fraser Univ.

University of Alberta

McGill University

Cape Breton University offers a major and minor in Mi'kmaq Studies

Appendix 6– Faculty Teaching Resources

Name, Rank, Status	Highest Degree held, University, year	Specialty	List of courses taught (with course #)*	List of courses expected to be taught in this program (with course #)
Erin Reid, Assistant Professor Full Time term-contract	MA, Royal Roads University, 2013: PhD in Educational Sustainability 2027	Metis Culture, history, and governance; K- 12 Education; infusing indigenous content into K- 12 Canadian Classrooms; Literacy; Technology in K- 12 Canadian Classrooms	IKE 1040 Indigenous Teachings of Turtle Island, IKE 2110 Métis Culture, History & Governance, IKE 2020/SAN2220 Indigenous People in Canada, ED 4490 Introduction to Indigenous Education	IKE 3410 Canadian Treaties and Self Government (Fall 2025) IKE 4520 Islands of Indigeneity (Winter 2026) IKE 3090 Special Topics Course – Global Indigeneity (Summer 2025) Louis Riel and the Red River and North West Resistances (Fall, 2026)
David D. Varis Assistant Professor, Term position	Master of Criminology (Applied) University of Ottawa, 1982-1984	Criminology	SOC. 1010: Introduction to Sociology S/AN 2220 / IKE 2020: Indigenous Peoples in Canada SOC 2710: Self and Society Phil 3090: Indigenous Philosophies S/AN 4810: Directed Studies S/AN 4810: Directed Studies SOC 1050: Civility and Society SAN 4801: Directed Studies - Education and the Inuit S/AN 3590: Indigenous Narratives, Creation in Society ED 4490: Introduction to Indigenous Education IKE 3050: Indigenous Health, Healing and Wellness SAN 3590: Indigenous Voices in Stories and Media IKE 1040: Indigenous Teachings of Turtle Island IKE 2042: Indigenous Music, Film, and Art IKE 2052: Indigenous Resistance & Work of Decolonizing	IKE 1040: Indigenous Teachings of Turtle Island S/AN 2220 / IKE 2020: Indigenous Peoples in Canada S/AN 3590 & IKE 3050: Indigenous Health, Healing and Wellness IKE 3056: Indigenous Peoples & Justice
Neil Forbes, Assistant Professor, One-Year contract	Masters of Education, University of New Brunswick, 2016	Settler colonization / decolonization, Indigenous ways of knowing and being Indigenous research methodologies, and urban Indigenous health and wellness	IKE 1040-15: Indigenous Teachings of Turtle Island, Fall 2023, 35 students IKE 1040-17: Indigenous Teachings of Turtle Island, Fall 2023, 35 students -Fall 2024 (35 students) - Winter 2024 (2 sections, 35 students each) IKE 2000: IKERAS Foundations, Winter 2024, Fall 2024, 22 students	IKE 2000: IKERAS Foundations, Winter 2024, 25 students IKE 2042: Indigenous Music, Film and Art; IKE 2052: Indigenous Resistance and the Work of Decolonizing

Doris Googoo, Lecturer, Term Position	Bachelor of Education Degree - B.E.D, St. FX- 2009 Working on Masters degree at STFX	Mi'kmaw Language and Culture McGill University, Northern Native Education, 1995 Aboriginal Literacy Education, 2003, StFX BEd, 2009, Cape Breton University Community Studies Degree 2002	IKE-2010-01 Mi'kmaq Language I 2024F (10 to date) IKE-3340-01 Waban Peace/Friend Treaties 2024F IKE-3010-01 2024S Mi'kmaw II	IKE-1040: Indigenous Teachings of Turtle Island IKE-2010-01Mi'kmaq Language I IKE-3010-01 Mi'kmaq Language II
Karla Green, term contract	Master of Critical Studies in Education, UNB, 2023 Current Student, DrEd in Equity, Diversity, Social Justice, UWO (expected, 2027)	Post-Colonial/Indigenous Studies Early Childhood Education/ Poqj-kina'masulti'kw tel-kina'mujik mijua'ji'jk Trauma Informed Care Etuaptmumk (Two-Eyed Seeing Anti-Bias and Inclusive Curriculum in Early Years Education Autism Spectrum Disorder and Behavioural Interventions	IKE-1040: Indigenous Teachings of Turtle Island (8 to date) IKE-1040: Indigenous Teachings of Turtle Island 1 taught in Cairo Campus)	IKE-3062 ; Introduction to Indigenous Knowledge and Worldviews Willing and capable of teaching: IKE 2000 IKERAS Foundations; IKE 2020 Indigenous Peoples of Canada; IKE 2042: Intro to Indigenous Music, Film, and Art IKE 2046: Indigenous Literature IKE 2052: Indigenous Resistance & the Work of Decolonizing IKE 2230: Mi'kmaq of Eastern Canada; IKE 2055: Introduction to the Indian Act IKE 3062: Intro to Indigenous Knowledge and Worldviews IKE 3410: Canadian Treaties and Self Government
Lori St. Onge sessional	MBA, UPEI, 2012		IKE-1040: Indigenous Teachings of Turtle Island (11 to date)	IKE-1040: Indigenous Teachings of Turtle Island
Morgan Varis, sessional instructor	Masters of Arts, Criminology, Simone Fraser University 2017	Social justice; Indigenous justice; decolonization and resistance; Artisan/cultural arts (beadwork and ribbon skirts); Indigenous literature	IKE-1040: Indigenous Teachings of Turtle Island (8 to date) IKE-2046 Indigenous Literature (3 to date)	IKE-1040: Indigenous Teachings of Turtle Island IKE-2046 Indigenous Literature; also can teach: IKE 2052 Indigenous Resistance and Work of Decolonizing
Corinne Chappell, sessional instructor	Doctor of Education, Western University, August 2023	Indigenous Culture and traditions	IKE-3090 Global Indigenous Language and Cultural Ways of Knowing; IKE-2220: Beadworks, Symbols of Indigenous Culture Resilience and Values	IKE-2220: Beadworks, Symbols of Indigenous Culture Resilience and Values
William Bourque, Lecturer, Term Position	BA in Psychology (will have MSV at the end of June 2025)	Indigenous Trauma and Resiliency	IKE-1040: Indigenous Teachings of Turtle Island (3 to Date) IKE-2000: IKERAS Foundations	IKE 1040: Indigenous teachings of Turtle Island IKE-2000: IKERAS Foundations

Appendix 7 – Summary of Current Resources

Academic Staff	6 Assistant Professors: 33 Sessional Instructors
Support Staff	Administrative Assistant, Elder in Residence
Library Resources	Report on Library Resources
Space	Classroom Space designated by the Registrar's Office
Equipment	ITSS provides the equipment as needed to deliver the courses

Report on Library Resources

• January 10,
2025

For the Proposed Bachelor of Arts in Indigenous Studies Program

Submitted by Courtney Matthews, MLIS
Systems Librarian and Liaison Librarian for IKERAS

UPEI's Robertson Library offers a broad range of resources and services for a university of its size. With 290,000 print and over 800,000 digital resources, over 100,000 streaming videos, as well as an active interlibrary loan department, we provide information for the students, instructors, and researchers at UPEI. Through research assistance, instruction, and a liaison (subject) librarian program, we offer personalized information services to assist the community in navigating a complex information landscape. And through our virtual services, including virtual research environments (VREs), the institutional repository (IslandScholar), data repository (data.upei.ca) and open textbooks hosting platform (Pressbooks), we provide ways for scholars and researchers to connect, have a virtual presence, and share their work so it is accessible from anywhere in the world.

There are currently six full-time, permanent-track librarian positions and sixteen full-time, permanent staff positions in the Library, in addition to the University Librarian. At the time of this report, there were an additional two term librarian positions, two staff backfill positions, and two casual staff positions. In addition, the Library usually hires 14 student assistants during the fall and winter semesters.

The Library is typically open and staffed for over 90 hours each week during the fall and winter semesters, with extended hours during the final exam period and reduced hours over holidays and the summer term.

Robertson Library offers an extensive range of resources and services for a small university. We are members of two academic library consortia, CRKN (Canada Research Knowledge Network) and CAAL (Council of Atlantic Academic Libraries, which itself is part of Consortia Canada), which help us to acquire digital resources at affordable prices. Courtney Matthews, Liaison Librarian for IKERAS, is a member of CAAL's Indigenous Knowledge Committee. In this role he collaborates with Librarians from the Atlantic region on efforts to indigenize our libraries.

• Resources

The library collection focuses on academic books and peer-reviewed journals, though we also provide access to primary sources, music, and video formats (including news clips, instructional videos, theatrical productions, documentaries and feature films). We provide access to these collections through our catalogue and databases, including OneSearch, our meta-index or "discovery layer".

• Discovery Layer: OneSearch

Robertson Library uses EBSCO Discovery Service, which we refer to as “OneSearch,” to allow users to search a wide variety of resources at the same time. OneSearch incorporates the Library’s local holdings (such as print books, eBooks, microfilm, newspapers, and other “library catalogue” items) along with indexing and full-text searching of millions and books and articles across all academic disciplines and from all major academic journal publishers.

This means that students, faculty, and other library patrons can simultaneously discover materials that are on the physical library shelves in print, materials that are available immediately online through various Library subscriptions, and materials that are likely available from other institutions via Interlibrary Loan. (See the “Interlibrary Loan” section for more details).

• Books

The Library provides access to over a million books, including over 290,000 print books and over 800,000 electronic books. These numbers include books the Library has permanently purchased as well as those made available through subscription collections. When affordable and appropriate, new titles are typically purchased as eBooks.

Please note that the Library’s ebook collection and online videos are no longer available in the catalogue. They appear in OneSearch alongside print books, articles and materials in other formats.

The following subject searches were performed in the OneSearch for books:

- Colonization: 273
- Doctrine of Discovery: 4
- Terra Nullius: 32
- Decolonization: 3,092
- Indians of North America: 9,386
- Indigenous Art: 718
- Indigenous Music: 243
- Indigenous Peoples: 9,081
- Indigenous Ways of Knowing: 8
- Indigenous Studies: 1,297
- Mi’kmaq: 215
- Missing and Murdered Indigenous Women and Girls (MMIWG): 10
- Residential Schools: 287
- Truth and Reconciliation: 423
- Two-eyed Seeing: 6
- Two Spirit People: 37

Given the interdisciplinary nature of this area of study, it is likely that there are many other works held by the library which may be relevant to the Bachelor of Arts in Indigenous Studies program.

• Databases

The Library uses a "discovery service" product provided by EBSCO Discovery Service, which is locally called "OneSearch". OneSearch indexes over 1 billion articles and 100 million books across all academic disciplines. The producer has partnerships with all major academic journal publishers to include full text searching of their publications. OneSearch also incorporates all of the Library's local holdings (i.e. the "Catalogue"), and is updated weekly. It also integrates many of the Library's most important paid individual database subscriptions, to provide immediate full text for tens of thousands of journals.

Given the interdisciplinary nature of the Bachelor of Arts in Indigenous Studies program other databases are equally important to the program and its curriculum. These databases are also integrated into OneSearch which facilitates discovery and access:

• Database	• Description
• Academic Search Complete	• A multi-disciplinary database that provides full text for more than 8,500 periodicals, including full text for over 7,300 peer-reviewed journals.
• American Indian History Collection	• American Indian History offers fast access to more than 15,000 years of culture and history, covering more than 600 Native American groups, through videos and slideshows, images, biographies of key people, event and topic entries, primary sources, maps and graphs, and timelines.
• Bibliography of Indigenous Peoples in North America	• Contains citations for books, essays, journal articles and government documents of the United States and Canada pertaining to native North Americans, including culture, history and daily life. • Useful for researching the contributions, struggles and issues surrounding North America's indigenous peoples. An EBSCO product, also included in OneSearch Full.
• Canada Commons	• Canada Commons contains over 17,000 ebooks and over 180,000 Canadian documents of other kinds, mostly in English but also over 50,000 in French. • The documents are mostly from the Canadian government, but also many are from non-profit agencies and "think tanks".
• Canadiana Online	• The Canadiana collections are the largest online collections of early textual Canadiana in the world and include valuable national documentary heritage that is used for research, teaching, and personal history.
• SocINDEX with Full Text	• A sociology research database which provides over 2.1 million records with subject headings from a 20,000+ term sociological thesaurus.

<ul style="list-style-type: none"> ● EconLit with Full Text (via EBSCOhost) 	<ul style="list-style-type: none"> ● Foremost source of references to economic literature. Provides indexing and abstracting of 450+ international economic periodicals, books & papers.
<ul style="list-style-type: none"> ● Earth, Atmospheric & Aquatic Science Database 	<ul style="list-style-type: none"> ● This indexing + full text database from Proquest contains: <ul style="list-style-type: none"> ● Aquatic Sciences & Fisheries Abstracts (ASFA) ● Oceanic Abstracts ● Meteorological & Geostrophysical Abstracts (MGA) ● Plus hundreds of full text journals and documents relating to earth, land, and air sciences.
<ul style="list-style-type: none"> ● GeoRef 	<ul style="list-style-type: none"> ● Produced by the American Geosciences Institute, this comprehensive geosciences database contains records for geosciences literature from around the world, including 3.8 million records from over 3,500 journals. Other records featured within the database include indexed books, maps, government reports, conference papers, theses and dissertations.
<ul style="list-style-type: none"> ● Gale In Context: Environmental Studies 	<ul style="list-style-type: none"> ● Content that covers topics about environmental concerns, such as soil science, science and management, introduction to agronomy, food, crops & environment. Understand environmental issues that affect people globally through topic overviews, journals, news, and multimedia content. This database was formerly known as GREENR.
<ul style="list-style-type: none"> ● GreenFile 	<ul style="list-style-type: none"> ● Covers all aspects of human impact to the environment, including global warming, green building, pollution, sustainable agriculture & renewable energy.
<ul style="list-style-type: none"> ● Google Scholar 	<ul style="list-style-type: none"> ● Searches scholarly literature across many disciplines and sources, including peer-reviewed papers, theses, books, abstracts, and articles. Note: only use the proxied link when you are off-campus.
<ul style="list-style-type: none"> ● Indigenous Peoples of North America Part 1 (Gale) 	<ul style="list-style-type: none"> ● Primary historical documents relating to the historical experiences, cultural traditions and innovations, and political status of indigenous peoples in the United States and Canada
<ul style="list-style-type: none"> ● Informit Indigenous Collection 	<ul style="list-style-type: none"> ● Informit's Indigenous Collection brings together ground-breaking and emerging research with topical and historical issues paramount to Indigenous studies across the world.
<ul style="list-style-type: none"> ● Indigenous Studies Portal (iPortal) 	<ul style="list-style-type: none"> ● The I-Portal: Indigenous Studies Portal was launched in 2006 at the University of Saskatchewan as a tool for faculty, students, researchers, and members of the community to access digital Indigenous studies resources. Its primary focus is on Indigenous peoples of Canada with a secondary focus on Indigenous peoples of the United States, Australia, Aotearoa – New Zealand, and other areas of the world.

• Journals

Journals owned by the library are indexed by EBSCOhost's [Publication Finder](#) tool, which classifies journals by discipline and assigns a peer-reviewed status. The Library's holdings include widely used and recommended journals in the field and compares favourably with the holdings of our peer institutions in the region and larger better funded universities across the country. At time of writing the collections includes the following:

• AlterNative
• American Indian and Alaska Native Mental Health Research
• American Indian Culture and Research Journal
• American Indian Law Review
• American Indian Quarterly
• Canadian Journal of Native Education
• Canadian Journal of Native Studies
• Cultural Survival Quarterly
• Decolonization: Indigeneity, Education and Society
• Diaspora, Indigenous, and Minority Education
• Études Inuit Studies
• First Peoples Child and Family Review
• Indigenous Business and Public Administration
• Indigenous Law Bulletin
• Indigenous Law Journal
• Indigenous Peoples Journal of Law, Culture and Resistance
• Indigenous Studies and Cultural Diversity
• International Indigenous Policy Journal
• International Journal of Critical Indigenous Studies
• International Journal of Indigenous Health
• Journal of Aboriginal Economic Development
• Journal of American Indian Education
• Journal of Global Indigeneity
• Journal of Indigenous Research
• Journal of Indigenous Social Development
• NAIS: Native American and Indigenous Studies
• Native Social Work Journal
• Native Studies Review
• Rooted: A Publication on Indigenous Law
• Settler Colonial Studies
• Studies in American Indian Literatures

● Tribal Law Journal
● Turtle Island Journal of Indigenous Health
● Wicazo Sa Review

● Reference Materials

Reference works such as encyclopedias can be an important sources of information for students as they develop their research skills and encounter new topics. Where possible, the Library collects new reference materials in online formats; however, some significant works are only available or affordable in print, and some older materials have been retained in print as well.

Print and online reference materials can be located using OneSearch or the catalogue. In addition, the Library has added shelf blocks (placeholders that can be shelved alongside books) with call numbers and QR codes throughout the print collection which lead patrons to specific online titles of note.

The Library subscribes to three major collections of online reference works, *Oxford Reference Online* and *Credo Reference Premium*, and the *Gale Virtual Reference Library*.

Our holdings include:

- Encyclopedias
 - Canadian encyclopedia
 - Encyclopedia of Native American Music of North America
 - Indigenous Peoples : An Encyclopedia of Culture, History, and Threats to Survival [4 Volumes]
 - Native Peoples of the World: An Encyclopedia of Groups, Cultures and Contemporary Issues
 - American Indian Religious Traditions
 - Native America in the Twentieth Century : An Encyclopedia
- Handbooks, Quick Reference, Dictionaries
 - Indigenous peoples atlas of Canada = Atlas des peuples autochtones du Canada.

● Multimedia

The Library subscribes to several streaming film and video collections:

- Audio Cine Films
 - Immediate access collection which offers 100s of feature films.
- Criterion-on-Demand
 - Immediate access to both feature film and small independent films.
- Curio.ca
 - CBC news and documentary videos, commercial free, streaming. Includes themes collections for Indigenous Education, Indigenous Films, Indigenous Governance, Indigenous Language Revitalization, Indigenous Youth, Traditional Indigenous Knowledge, Sixties Scoop and Truth and Reconciliation.
- Kanopy
 - Offers access on a "pay per use" model to this very large library of streaming films.
- NFB Campus
 - Films produced by the National Film Board of Canada. Films are organized by subject

categories and subcategories:

- Indigenous Peoples in Canada (First Nations and Métis) : 41
- Indigenous Peoples in Canada (Inuit): 29
- Indigenous Peoples outside Canada: 2
- Proquest Academic Videos Online (AVON)
 - Assimilation: 125
 - Cultural identity: 63
 - Native peoples: 188
 - Indigenous ethnic groups: 159
- SAGE Research Methods Video: Practical Research and Academic Skills
 - Explanatory videos to assist in the development of practical skills such as project management, writing for publication, presenting work, and building networks.

● Open Education Resources (OER)

The Library and the Centre for Teaching and Learning collaboratively support the use and development of open educational resources (OER) through the Open Education Resource Development Program. This program provides grants for faculty wanting to create or adapt an OER, access to an OER publishing platform called Pressbooks, and a list of OER education and resources. The program also highlights UPEI educators who've selected open textbooks/OERs for their course(s) and showcases the efforts of these educators to reduce student costs and provide equitable access to educational materials by selecting Textbook Champions. At the time of writing four OER authored by current and former UPEI educators are being developed with the support of OER Development Program grants. You can learn more by visiting [2024 Grant Recipients and Projects](#).

OERs are increasingly available. A keyword search of eCampusOntario's Open Library for "Indigenous Studies" returns 496 OER relevant to the Bachelor of Arts in Indigenous Studies program.¹

● Engagement

The Library is engaged with IKERAS in a variety of meaningful ways. Our lobby includes a welcome to the Library in Mi'kmaq Pjila'si Wi'katiknewo'kuom Weji-Wisik wjit Robertson and hosts the [Aboriginal Survivors for Healing](#) display. There are also collaborations with students and faculty like the [Indigenous Perspectives on Climate Change course \(ACC2030/IKE2030\) Exhibition](#).

1

<https://search.ecampusontario.ca/?k=indigenous%20studies&itemTypes=6&sourceWebsiteTypes=3&sortCol=1&increasePopularSearch=true>

- **Library Services**

- **Library Instruction**

Liaison librarians provide class instruction on various resources, in consultation with the faculty. In addition to introductory library instructional sessions offered to all first-year students, more specialized instruction for particular courses and disciplines can be arranged through consultation between classroom faculty and the Liaison Librarian.

- **Research and Technical Assistance**

The Library Service Desk is staffed during all library hours. In addition to loaning library materials, employees at the Service Desk are trained to provide one-on-one quick research assistance in person, by telephone, and by email. Staff and student assistants also provide help with printing, scanning, and common desktop software such as the Microsoft Office suite.

Additionally, the Library provides an online “Ask Us” chat help service. The chat is staffed by library employees and provides similar assistance to the in-person services at the Service Desk. Chat services typically begin one hour after the Library opens and end one hour before the Library closes each day.

In-depth research questions received at the Service Desk or via chat are typically referred to librarians or other expert employees.

- **Reserves**

The Library currently offers both physical and electronic reserves for UPEI courses. This service allows faculty to provide increased access to course materials.

Print books, either in the library’s collection or the instructor’s personal collection, can be put aside for students to borrow for 1, 2, or 3 hours at a time.

Using the electronic reserves service, instructors are able to provide online access for their course readings. Library staff set up and maintain the links for the articles and books for the reading lists provided by the instructors. The Library’s reserves web page provides links to reserves at the course level (<https://library.upei.ca/reserves>), and then the Library staff adds links for these course pages to the corresponding Moodle course. How to produce a print books list in EG?

- **Interlibrary Loan**

The Library absorbs the costs of interlibrary loans (books and articles) for students, faculty and staff. The Library is a member of the regional interlibrary loan consortium of academic libraries. Article requests are delivered online through an email link. Books requested from universities in the Atlantic region are delivered between universities by courier, and from outside the region by mail. Faculty and students may request a PDF

scan of an article from the Library's print collection so they do not have to retrieve it themselves.

<https://library.upei.ca/ill>

- **Hours**

During Fall and Winter terms, the Library is open from 8 am to 11 pm Saturday through Thursday, and from 8 am to 8 pm Friday. Summer hours are 8 am to 8 pm, Monday through Thursday, 8 am to 5 pm on Friday, and 1 pm to 8 pm on Sunday. <https://library.upei.ca/hours>

- **Moodle Library Information**

Moodle is the UPEI Course Management System. Each Moodle course has a library "block" with links to the virtual reference chat box, library catalogue search, plagiarism tutorial, and library website. Links for course-specific resources can also be added such as course reserves, reference works, style guides, etc.

<https://moodle31.upei.ca/>

- **Study Spaces**

The Library serves as a common study and collaborative work space for students. To support a wide variety of student needs, the Library is divided into "noise zones" that provide separate spaces for group work and social conversation; quiet coworking and collaboration; and silent study. A variety of comfortable seating, large tables, and individual carrels are available throughout the Library for students to use. Where possible, power outlets have been provided.

In addition to the Library's shared spaces, students have access to both group and individual study rooms. Currently, there are 12 group study rooms (which can accommodate up to eight people) and six individual study rooms available, as well as four additional rooms that are specifically set aside for students attending online classes. Students can reserve these rooms online for a block of up to three hours.

Most of the group study rooms are equipped with a Dell computer and a whiteboard, and many also have an LCD wall-mounted panel display. The rooms for online class attendance are equipped with an iMac computer with a microphone and a webcam.

In addition to these study spaces, the Library also has a sound-proof booth (bookable in advance) and four individual study rooms that are set aside for research use (available at time of need).

https://library.upei.ca/study_rooms

https://rooms.library.upei.ca/room_reservations

- **Technology in the Library**

- **Hardware**

The Library has over 100 computers for student use including both Dells and Macs. On the main level, the Learning Commons includes 30 Dells, 13 iMacs, and 8 Mac Mini computers. The Collaboratory / Media Centre contains 16 MacPro workstations with a variety of multimedia authoring/editing/conversion resources. On the upper floor, there is a pod of 10 Dells in a quiet study area, and a Dell computer in most of the group study rooms.

The Library has three computer labs, two of which are available for general student use when not booked for classes. The open lab on the main floor (the Language Lab) has 20 Dell computers and can be used by students when not used for classes, and the upper floor computer lab has 15 Dells. A third computer lab is used for library instruction and has 30 Dell computers.

The Library loans 32 PC laptops and 13 chromebooks to students through the laptop-lending program. Wireless Internet access is available throughout the Library. The Library also lends phone/laptop chargers, microphones, webcams, light therapy lamps, and portable disc drives.

- **Software**

The Dell computers in the Library offer all of the software that the campus has been able to license for student general use, including SPSS, SAS, and Minitab and the Microsoft Office suite.

The Library also subscribes to RefWorks, a citation management system from ProQuest, which is frequently used in First Year Experience classes. The Library provides online tutorials and in-person instruction about the use of RefWorks. The library also provides access to Grammarly, an automated tool to assist students to improve their writing skills.

- **Printing**

The Library is the campus' central point for student printing. It offers multiple black and colour printers, and various options for payment and submission of print jobs, using the market-leading PaperCut system. The Library is also the home of the campus Central Printing Office, which provides faculty and students with mediated services for larger and more complex print jobs including conference posters and course packs.

- **Pressbooks and the Espresso Book Machine**

For those faculty members wishing to create open textbooks, the Robertson Library now provides access to Pressbooks (<http://pressbooks.library.upei.ca/>), a simple web-based book publishing tool. Authors can add their content to Pressbooks, edit it as needed, and export the resulting book in a variety of ebook and PDF/print-on-demand formats. This initiative is part of a comprehensive effort by the University of PEI to deliver quality educational content while reducing the high costs of an undergraduate education. While ideally suited to electronic formats, the Library's Espresso Book Machine can be used to generate a perfect-bound print version of the work for those students that would prefer it.

- **Scanning**

The Library offers multiple scanning solutions: two automatic document feeder/flatbed multi-function devices for copying and scanning, two small portable 35mm film/slide scanners, and two KIC Mini book scanners for scanning bound materials efficiently.

The Library also has an advanced digitization lab, which supports the digitization of historical and archival materials related to Prince Edward Island and UPEI.

- **Research Data Services & Scholarship Support**

- **Virtual Research Environment**

The Library's award-winning Virtual Research Environment (VRE) provides a collaborative, secure web-based space for research groups to share, organize, store, and access documents and data. Research projects can

present a professionally designed "public face" to their efforts. Further information about VREs is available at <http://library.upei.ca/vre>. **Note: as of March 2021, the VRE program is on a temporary hiatus from accepting new projects due to strains on staff and resources.**

- Research Data Management Services

The Library, in cooperation with ITSS and UPEI Research Services, provides a suite of research data management services through <https://data.upei.ca>, including educational resources, a data management planning tool, and a repository for archiving/publishing final datasets.

- IslandScholar

The Library has a repository for faculty and student scholarly works, called [IslandScholar](#), that contains citations and some full text for some works (i.e., pre-print, post-print, published pdf). It contains graduate student theses and graduate projects. Users can search for individual publications or browse for publications by author or department.

- Other Services Located in the Library

The Library now hosts working space for the campus Writing Centre within the Learning Commons area, providing a useful synergy for students working on papers.

The Library also hosts the Accessibility Services testing space, providing a quiet work area for students with relevant access needs, as arranged through the campus Accessibility Services office. In addition, the Centre for Teaching and Learning works closely with the Library and is located in the same building.