

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Certificate in Introductory Agriculture**

MOTION: *It is recommended by the Academic Programs Committee that Council approve the Certificate in Introductory Agriculture effective May 2025.*

CONTEXT AND BACKGROUND:

The College of Agriculture and Bioresources is proposing a new Certificate in Introductory Agriculture. The purpose of this new certificate is to provide a robust introduction to agriculture, and to offer laddering opportunities into the college's two-year diploma and four-year degree programs. In addition, the certificate will also address the needs of Saskatchewan communities by allowing students enroll in the program while staying in or close to their home communities. The College of Agriculture and Bioresources anticipates several groups (outlined in the proposal) will be interested in the opportunity to obtain a USask credential which can be taken at a distance. The proposed Certificate in Introductory Agriculture is comprised of existing courses offered by the College of Agriculture and Bioresources and thus no new resources are requested as part of this proposal.

CONSULTATION:

On December 18, 2024, the College of Agriculture and Bioresources brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal and ask questions. The committee voted in favour of this proposal.

ATTACHMENTS:

1. Certificate in Introductory Agriculture Proposal

Proposal for New Programs or Curricular Changes

Title of proposal: Certificate in Introductory Agriculture

Degree(s):

Field(s) of Study: **Agriculture**

Level(s) of Concentration: **Certificate**

Option(s): **None**

Degree College: **College of Agriculture and Bioresources**

Contact person(s) (name, telephone, fax, e-mail): **Tom Yates, 966 4064, tom.yates@usask.ca**

Proposed date of implementation: **Fall 2025**

Proposal Document

Please provide information which covers the following subtopics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

Academic Justification:

a. Describe why the program would be a valuable addition to the university from an academic programming perspective.

The College of Agriculture and Bioresources has a history of responding to the educational needs of the province, the nation and the world by developing innovative degree and non-degree level programs at the same time maintaining and improving traditional programs. Examples of this commitment include new programs such as the Certificate in Precision Agriculture, Bachelor of Science in Food Industry Management, and the micro-credentials in Sustainable Irrigation. AgBio continually works to improve programs with new courses such as AGRC 110 Scientific Communications for the Agricultural Sciences, and AREC 220 Indigenous Agriculture. We look for opportunities to broaden access and mobility for students such as direct entry into Indigenous Land Management and Indigenous Lands Governance Diplomas, and the ability to ladder into these from the Kanawayihetaytan Askiy Certificate, as well as innovative delivery for non-credit courses in the Master Gardener Program. However, the need for agriculture programming by our communities and people of Saskatchewan has grown greater and in ways that behooves the college to find ways to offer new programs with existing resources that offer flexible learning.

Distance learning has always been an important part of teaching and learning at AgBio. The college boasts several successful online courses. AGRC 110, 111, 112, 113 have online asynchronous versions that can be taken at home regardless of where that home is located. There are also senior courses such as SLSC 232, PLSC 201, 214, 234, 235, 350 and 445. These courses fill an important role in allowing flexibility in student programs, and in conjunction with select basic science courses offered by the College of Arts and Science, can allow a student to complete a first year of an AgBio program thorough Prince Albert Campus or a regional college. However, the college is now being

asked by communities to provide more options that would allow students to complete credentials without having to come to Saskatoon Main Campus. Also, federal policy changes that are impacting the ability of international students to come to the U of S speaks to a need to make it possible to obtain a U of S credential at a distance. As an additional advantage the courses in this certificate can be transferred into our other degree and diploma programs.

There are several reasons why it is in the interest of the College of Agriculture and Bioresources, as well as the university, to make this happen. Foremost is that addressing the need of Saskatchewan communities is core to the mission of both the college and the university. An expansion in off-campus programming will also mean an expansion in flexible learning which will benefit all students, off- and on-campus. This will in turn positively impact enrollments without significantly impacting on-campus teaching space.

By developing a certificate program that provides a robust introduction to agriculture we can focus on producing graduates that can enter the workforce quickly or count these courses as credit in existing two- and four-year diploma and degree programs and at the same time allow students to stay in or close to their home communities. The Certificate in Introductory Agriculture is a credential that is long overdue. We anticipate that several groups will be interested in the opportunity to obtain a U of S credential from the College of AgBio that can be taken at a distance one to two terms. These groups include:

1. It is anticipated that international students would be very interested in the opportunity to obtain a credential from the U of S and College of AgBio without having to navigate the permit process or start on their program of study and take classes that will result in a credential even if their study permit is not issued.
2. The Saskatchewan Institute of Agrology frequently receives applications for membership from professionals who hold a non-agrology degree (Biology, Geography, Geology, Commerce, Engineering, for example). The applicants are often accepted with a requirement to increase the number of agrology credits by taking introductory courses through the college of AgBio. These courses are usually the online courses in this proposed certificate. It would be of value to these applicants, and current students in colleges other than AgBio to have the opportunity to obtain a credential in addition to the agrology credits.
3. Saskatchewan communities, particularly First Nations, have expressed interest in AgBio programs and courses that speak to their growing participation in the agriculture sector, whether this is working directly in agriculture operations or complementing prior teacher education to deliver agriculture curriculum to primary and secondary students in the community. This interest includes a desire for learning opportunities that allow members to take courses in their home communities or with minimal travel to local colleges or PA Campus. It is important to acknowledge that current teachers will need to consult with the Saskatchewan Professional Teachers Regulatory Board to ascertain if this certificate can count toward professional development.
4. The College of Agbio has been in discussion with the College of Education on improving awareness and access to AgBio courses for the purpose of providing teachers with the knowledge necessary to deliver science-based agriculture programs in primary and secondary schools. As part of this initiative several Agbio courses (including ones in the proposed

certificate) have been included in some of the Teaching Areas as part of the B.Ed degree program. We believe the opportunity to get credit for these courses in the form of a credential from AgBio may be of interest to B.Ed students. It is expected that few pre-service teachers will have the capacity to take the additional courses necessary and it is recognized that although some of these courses will count toward Teaching Practice Areas, pre-service teachers should be avoid taking additional courses on overload.

b. Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans.

The Strategic Plan 2025 calls for the College of Agriculture and Bioresources to work to ensure food security at local, national and global scales. This calls for us to readjust our thinking in terms of teaching and learning. We can have meaningful impact by sharing our knowledge with communities to help them achieve social and economic goals and contribute to the success of our distinguished learners by providing more options for credential-based education. Providing easier access to AgBio courses by making it possible to obtain a credential at a distance makes it possible for learners to stay in their communities. We believe that this is particularly important to members of First Nations communities.

The Teaching and Learning, and Student Experience Plan of the Strategic Plan 2025 for the University of Saskatchewan speaks to Enhancing and Aligning Systems, Structures and Processes. Flexible learning is a key component in that thus providing a U of S credential that addresses the needs of Saskatchewan professions and communities through distance learning is an example of meeting this goal. As well, Sharing and Stories and Celebrating Our Successes looks for a measurable growth in undergraduate enrollment; and this certificate can contribute to that goal as well. More significantly, the proposed certificate addresses the goal of reflecting community needs through enhanced program offerings. This certificate, by addressing needs of the agriculture profession, can strengthen our relationship with the Saskatchewan Institute of Agrologists, another goal of the Teaching and Learning, and Student Experience Plan.

c. Is there a particular student demographic this program targets, and if so, what is that target? (e.g., Indigenous, mature, international, returning)

This program will target students seeking a U of S, AgBio credential that can be completed at a distance from Saskatoon Main Campus. For example, members of First Nation communities who seek agricultural knowledge as part of the growing participation of First Nations in the agriculture industry; international students who seek a credential that can be obtained without having to navigate the study permit process; degree-level students or practicing professionals that need to bolster their qualifications toward professional membership or broaden their scope of practice in the Saskatchewan Institute of Agrologists; and pre-service teachers or current teachers that are interested in learning about agriculture so they can offer agriculture programming to primary and secondary students;

d. *What are the most similar competing programs in Saskatchewan and Canada? How is this program different?*

The following programs that are most likely to be considered by the student demographic include:

- A three-year Diploma in Agriculture and Food Production, Saskatchewan Polytechnic
- The Saskatchewan Indian Institute of Technologies does not currently have a similar program; however, a program to train Indigenous students to work in the agriculture industry is under development.
- Olds College, Olds AB, has a 2-year diploma in Agricultural Management
- Lakeland College, Vermillion AB has a set of 1-year certificates in various agricultural areas.
- University of Manitoba has a 2-year diploma in Agriculture
- Assiniboine College, Brandon MB, has a 1-year diploma in agriculture
- Great Plains College, Swift Current SK, and Suncrest College, Tisdale SK, each have a certificate in Agricultural Science

Several post-secondary programs in agriculture are available that offer a credential (certificate or diploma) in a shorter time frame than the 4-year degrees offered by the U of S, U of A, U of M and UBC. Whereas the proposed certificate in Introductory Agriculture can be completed in less than a year, most of the programs available require 1 – 3 years of study. Also, these programs, except for the proposed certificate, require or have a component of in-person learning. Except for the U of M and the Lakeland College programs, these listed programs are not degree-level and the courses that compose them would not be transferable into a U of S undergraduate program. Finally, the nature of the material does not address the needs of the target students, which for the proposed certificate in Introductory Agriculture is the need for junior level courses to augment prior learning, to start a degree program at a distance, or put them on a path that permits transfer into a diploma or 4-year degree. Some institutions offer on-line courses in general agriculture, but these are not structured to fit into a certificate program, but instead are viewed as continuing education courses. The proposed certificate is unique.

Admissions:

The **Admission Framework** document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on <https://programs.usask.ca/programs/admission-requirements.php>

a. **What are the admissions requirements** of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?

Regular Admission – High School (less than 18 credit units of transferable post-secondary)

- Grade 12 standing or equivalent. Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004)).

- Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
- Proficiency in English.

**Applicants may be admitted with one subject deficiency*

Regular Admission – Post-Secondary (18 credit units or more transferable post-secondary)

- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
- Proficiency in English.

**Applicants may be admitted with one subject deficiency*

Special (Mature) Admission

- Proof of age (21 or older).
- Biology 30 or Chemistry 30 or Physics 30; and Foundations of Mathematics 30 or Pre-Calculus 30
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary or post-secondary coursework.
- Less than 18 credit units of transferable post-secondary coursework.
- Resume
- Proficiency in English

b. What are the selection criteria – how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?

- **Regular Admission:** Academic average – 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credits.
- **Special (Mature) Admission:** Special admission package – 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant’s written submission and demonstrated academic potential.

c. **What are admission categories** – regular admission, special admission, and Indigenous equity admission?

- **Regular Admission:** Academic average – 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credits.
- **Special (Mature) Admission:** Special admission package – 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant’s written submission and demonstrated academic potential.

d. **What are the admission models** – direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?

Direct entry

e. **Intake** - how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?

No reserved seats. Classes are established and enrollments will be expanded to meet demand.

f. **What are the application process and timelines** – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?

Spring Term Application deadline: April 1 (International deadline: February 1)

Fall Term Application deadline: May 1 (International deadline: May 1)

Winter Term Application deadline: December 1 (International deadline: September 1)

(Spring and Summer Term intake application deadline)

The application process will be similar to that of our other degree and diploma programs. Scholarship deadlines are not applicable.

g. **Which office will manage the admission process** – TLSE, college, department, or a combination?

TLSE Admissions and Transfer Credit

h. Marketing and Promotion of New Program – consideration needs to be given to a communications plan and marketing of the new program.

A communications and marketing strategy for the new program will be led by AgBio Communications. This includes a new program webpage, a media release, updating print materials, and creating digital content to promote the new certificate.

i. Admissions Appeal – what will this process be.

The admissions process will be managed by the TLSE Admissions and Transfer Credit office. As per the admissions policy of the University:

“Grounds for an admission appeal shall be limited to (1) unit procedural errors, (2) evidence that the information used in the assessment of the decision was wrong or incomplete, or (3) evidence that the assessment was not made according to the published admission qualifications and selection criteria. A failure by the applicant to provide accurate and complete information in accordance with the established admission qualifications and selection criteria shall not be grounds for an appeal.”

j. Transfer Credit – when will this be assessed and by which office?

Transfer Credit will be evaluated by TLSE Admissions and Transfer Credit as part of the admission process.

Description of the program:

a. What are the curricular objectives, and how are these accomplished?

After engaging with the courses, students will be able to:

- Demonstrate a robust understanding and application of key competencies in the field of agriculture.
- They will have the ability to recognize and integrate diverse perspectives and multiple ways of knowing, essential for enhancing their professionalism and ethical practices within the agricultural community.
- Students will gain comprehensive knowledge of agrology, understand the scientific principles that govern agriculture, and effectively engage in professional communication within the sector.
- They will be equipped to apply scientific methods and literacy skills to address discipline-specific problems, critically analyze information for credibility.
- Moreover, they will understand the economic and environmental impacts of agriculture, fostering their ability to contribute to sustainable practices and food security globally.

b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

The proposed certificate in Introductory Agriculture is composed of five – 3 credit courses: AGRC 110, 111, 112, 113, and one of PLSC 201, 235 or AREC 220. Except for AREC 220, each of these courses are fully online and asynchronous. AREC 220 is only available in-person, and it is hoped that a fully online version will be available in the future. As a result of this delivery mode, experiential learning opportunities will be limited for distance students; however, AGRC 110, 111, 112, and 113 also have in-person offerings. The general teaching philosophy is one of flexibility for the student and addressing the need for general agriculture knowledge to and complement prior skills and knowledge; however, the online versions of the AGRC courses have assignments which require commentary and response to commentary by students on selected agricultural issues. AGRC 110 in both the online and in-person offering include a First Year Research Experience where students are placed into groups to collaborate on a research project and poster presentation.

This program is not intended to be delivered in a distributed format. All in-person or online courses originate out of the Saskatoon Main Campus.

c. Provide an overview of the curriculum mapping.

Curricular objectives mapped to the program courses.

Course Number/Name			Note	Key Comp. in Field of Ag.	Diverse Perspectives; Multiple Ways of Knowing	Knowledge of Agrology, Scientific Principles and Comm.	Scientific Methods, Literacy.	Econ. and Environ. Impacts of Agric.; Sust. Practice and Food Security
AGRC	110.3	Scientific Communications for the Agricultural Sciences	Required		X	X	X	
AGRC	111.3	Introduction to Plant and Soil Sciences	Required	X		X		X
AGRC	112.3	Animal Agriculture and Food Science	Required	X		X		X
AGRC	113.3	Introduction to Agri-Food Economics	Required	X		X		X
PLSC	201.3	Field Crops of Western Canada	One of Required	X		X	X	
PLSC	235.3	Urban Agriculture		X		X		
AREC	220.3	Indigenous Agriculture			X			X

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers.

The junior-level AGRC courses in this certificate provide a base-knowledge of the agriculture industry and the science that supports it. The upper-year PLSC and AREC course options offer the student an opportunity to apply to and synthesis the base knowledge in a specific area of interest (urban, production, Indigenous) important to the various demographic groups. Assignments in AGRC 110 and 111 develop critical thinking skills by exposing students to literature searches and the process of assessing credible sources of knowledge. Both PLSC 201 and AGRC 110 require students to present on their work, providing an opportunity for synthesis of knowledge. In PLSC 235 students learn about designing urban garden systems which require working through the complexities of food production and the constraints of urban settings and civic policy. Students in AREC 220 discover the unique strategies Indigenous communities have developed to participate in the provincial agriculture economy and maintain traditional values of land management and sustainability.

e. Explain the comprehensive breadth of the program.

The comprehensive breadth of the program is to introduce concepts and knowledge fundamental to a base of learning in agriculture. The five courses selected introduce the student to soil and plant sciences, food and animal sciences, agricultural business and economics, communication of scientific knowledge, professionalism, ethics, other ways of knowing, and organization and analysis of agricultural data. The course material's introductory level is intended to complement prior or current studies in disciplines and related practice such as teacher education, ecology and earth sciences, and financial or legal.

f. Referring to the university "Learning Charter", explain how the learning pursuits are addressed and what degree attributes and skills will be acquired by graduates of the program.

Discovery goals: Students taking part in this certificate program will discover comprehensive general knowledge of the agriculture industry in Western Canada. With the option of further study in Urban Agriculture, Field Crops of Western Canada, or Indigenous Agriculture students will be able to utilize that knowledge in the context horticulture, production agriculture, or First Nations agriculture.

Knowledge goals: Students who complete the Certificate in Introductory Agriculture will acquire a strong base of knowledge in the agriculture industry of Western Canada including the broader perspective of growing food to meet a world demand and the science-based principles, techniques and processes that grow food to meet that demand. The chemical, biological, and fertility properties of soils and related agronomic principles necessary for crop production; animal production systems and the role of these in global food security and sustainability; food processing and nutritional value as well as food safety; the importance of the agricultural economy to Saskatchewan and Canada, and economic theory of production as it applies to the agriculture industry; scientific methods and communication for agriculture, professionalism, ethics, and other

ways of knowing; using digital technologies for communication and learning to collaborate and work in a team environment.

Students can also have the option to drill down into production systems of major field crops in Western Canada; or into the fruits and vegetables suitable for urban gardening and the complexities of designing sustainable urban food and gardening systems; or learn how agriculture has influenced the cultural and economic fabrics of Indigenous peoples in Canada, and about the origin and motivations fueling Indigenous food sovereignty movements.

Integrity goals: Academic integrity is an important component in the delivery of AGRC 110. Students complete the Academic Integrity modules and learn how to properly credit sources of information which is also practiced in AGRC 111. Students, whether online or in person, are held to high integrity standards by both faculty and sessional instructors.

Skills goals: Nearly all required and optional courses, except for AREC 220, are available online, with some in-person offerings. Whether online or in-person, most courses include a discussion forum where students are mentored to discuss and respond on relevant topics. In AGRIC 110 students work in teams to complete a FYRE (First Year Research Experience) project learning principles of research, writing skills, communication/presentation skills, and teamwork. Some of these skills are also embedded in AGRC 111 including use of the U of S Library system and applying the peer-review process. In AGRC 113 students apply economic concepts to current issues faced by consumers and the agriculture industry. Students can learn how to identify using plant characteristics, the major field crops of Western Canada, and identify appropriate places for urban food production using key site attributes.

Citizenship goals: Graduates from this certificate will have learned both soft and hard skills that enhance their citizenship following graduation. The student cohorts in these classes will be multicultural background. Other ways of knowing and sensitivity to First Nation concerns and challenges are introduced with the option to pursue with further study.

g. Describe how students can enter this program from other programs (program transferability).

Students from other colleges and programs may enter the certificate program at any time because each of the AGRC courses do not have pre-requisites. PLSC 201 is a second term course that requires AGRC 111 as a pre-requisite; however, the students would have the opportunity to take AGRC 111 in fall term or the preceding spring/summer terms. PLSC 235 has a pre-requisite of 30 credit units of undergraduate course work; however, students who do not meet this requirement can apply for an override. AREC 220 does not have pre-requisites.

Students who are currently enrolled in or have graduated from AgBio degree programs such as the B.Sc. Food and Nutrition or the B.Sc. Renewable Resource Management would be eligible to enroll in the Certificate in Introductory Agriculture. Students who are currently enrolled in or have graduated from a closely related AgBio degree or diploma program (such as the Bachelor of Science in Agriculture degree) would not be allowed to enroll in the Certificate in Introductory Agriculture.

h. Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe

Measures of success will include a) tracking student enrolment and completion (we are aiming for a total of approximately 35 students enrolled in the certificate per year after 4 years of delivery; b) conduct an annual survey of enrolled students to determine the degree of participation by the target groups; and c) seek feedback from workplace graduates and industry to determine the perceived value of the certificate. Following two years of delivery, the Undergraduate Affairs Committee for the College will study the results and respond, if necessary, with measure to increase enrollment and/or the perceived value of the certificate.

i. If applicable, is accreditation or certification available, and if so, how will the program meet professional standard criteria? Specify in the budget below any costs that may be associated.

Accreditation or certification of this certificate program is not necessary; however, the certificate program is composed of junior level agrology courses, as defined by the Saskatchewan Institute of Agrology. Junior level agrology courses are often assigned by the Institute to applicants who possess a four-year degree level that does not meet the full criteria for membership. The courses identified in this certificate are several of the courses commonly recommended by the Institute.

Consultation:

a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?

The courses that are offered as part of the Certificate in Introductory Agriculture can be used to meet requirements or elective options in nearly all AgBio degree or diploma programs, which creates laddering opportunities for students who wish to seek further education. Students in other science programs who seek employment in agriculture sector but are not in an AgBio degree program would benefit from this certificate because it would provide the agrology credits needed to secure entry into the Saskatchewan Institute of Agrology. Examples of other programs would include Biology, Chemistry, Geography, Geology, Engineering, Commerce. Students in teacher-education programs would also benefit from this certificate as it would position them to deliver secondary courses in agriculture using provincial curriculum that already exists. The proposed certificate can lead into existing programs offered by the College of Agriculture and Bioresources, such as the BSA, BSc Animal Bioscience, BSc Agribusiness, and the BSc RRM, as well as the Diploma in Agronomy and the Diploma in Agribusiness, because each of those programs require some of the courses in the proposed certificate and all these courses could be used as restricted electives in several.

b. List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.

College of Arts and Science: We corresponded with Dr. Jennifer Lang, Interim Vice-Dean, College of Arts & Science. Provided a 1-page description of the proposed certificate (see related documentation) and received the following email indicating that the college has no concerns. At the time of the consultation, PLSC 214 had been included as a required course instead of the options to take PLSC 201, 235 and AREC 220. It is not expected that this change will affect their decision as they do not include or impact Arts & Science courses.

From: Lang, Jennifer <jennifer.lang@usask.ca>
Sent: September 24, 2024 7:59 PM
To: Yates, Tom <tom.yates@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Shirkie, Amie <amie.shirkie@usask.ca>
Subject: Re: Description of Introductory Ag Certificate

Hello Tom,
Thank you very much for sending this one-page description to us. After reviewing the document, we thank you for consulting us, and the College of Arts & Science has no objections to your proposal. I'm sorry this is such late notice before the meeting and we are still happy to meet if you would like or need to ask us questions, but we have no objections to your proposed certificate.
Please let us know if you would like to cancel our meeting tomorrow morning, otherwise, we will be there to meet with you as planned.
Have a great evening.
Jen

Jennifer Lang, Ph.D.
Interim Vice-Dean Academic
Professor, Music Educational Choral

University of Saskatchewan
College of Arts & Science Dean's Office, Arts 230
Ph: 306-966-6812

College of Education: A meeting held with Shaun Murphy, Associate Dean Academic for the College of Education on September 25th. In advance of the meeting, he was provided with the 1-page description of the proposed certificate. ADA Murphy indicated that he has no problem with the implementation of the new certificate; however, he felt it was important to be aware of the academic expectations of pre-service teachers in relation to their required education courses that are required to obtain teacher certification in Saskatchewan as well as the possibility of overloads needed to enroll in extra courses required for this certificate. Also, to be aware that the Saskatchewan Professional Teachers Regulatory Board (SPTRB) has very specific requirements for graduates to obtain Advanced Qualification Certificates (AQC) and if students are hoping to enroll in the Certificate in Introductory Agriculture as an AQC, the SPTRB should first be consulted.

This feedback was taken into consideration when preparing an estimate of the student enrollment over the first 5 years of the program. Dr. Murphy has indicated that he will provide a letter of support to the proposal.



Murphy, Shaun
To: Yates, Tom

😊 ↩ Reply ↶ Reply all → Forward 📎 ⋮
Thu 2024-09-26 10:05 AM

🚩 Flagged

🕒 You replied on Tue 2024-10-01 8:48 AM

Hi Tom,

Here is a draft..after you have looked at it I will put it on letterhead with my signature to make it more formal.

I was pleased to meet with Dr. Tom Yates, Associate Dean (Academic) in the College of Agriculture and Bioresources, on September 25, 2024 to discuss the proposed Certificate in Introductory Agriculture. I have no problem with the implementation of this new certificate.

Please be aware of the academic expectations of pre-service teachers in relation to their required education courses that are required to obtain teacher certification in Saskatchewan as well as the possibility of overloads needed to enroll in extra courses required for this certificate. Also, please be aware that the Saskatchewan Professional Teachers Regulatory Board (SPTRB) has very specific requirements for graduates to obtain Advanced Qualification Certificates (AQC) and if students are hoping to enrol in the Certificate in Introductory Agriculture as an AQC, the SPTRB should first be consulted.

Thanks,
Shaun

M. Shaun Murphy, Ph.D.
Associate Dean
Undergraduate Programs, Partnerships, and Research
College of Education
Ph: 306-966-7560

Prince Albert Campus: We met with Dr. Jay Wilson, Principal of Prince Albert Campus on September 23rd, 2024. Dr. Wilson received the 1-page description of the program prior to the meeting. He voiced no concerns and expressed considerable support for the proposed certificate as it will offer a Usask credential from the College of Agbio that can be completed with a year and speaks to the needs of PA Campus students, many of whom seek continuing education and are not capable or interested in taking classes at the Saskatoon Main Campus. Dr. Wilson has provided a letter of support.

Office of Registrar:

Information Technology: See attached

U of S Library: See attached

Facilities Management: See attached

c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges.

The proposed certificate does not include courses or need resources from units outside the College of Agriculture and Bioresources.

d. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).

Saskatchewan Institute of Agrology: On September 26th, 2024, the ADA for AgBio met with Valerie Pearson, the Executive Director of the Saskatchewan Institute of Agrologists to discuss the proposed certificate. Prior to the meeting Ms Pearson received the 1-page description. Valerie had no concerns about the proposal and indicated that it would be of use to professionals and current students who seek Professional Agrologist status in the Saskatchewan Institute of Agrologists who have what is referred to by the SIA as a “non-agrology” degree.

To be registered as a Professional Agrologist the applicant must have a 4-year degree or equivalent. This degree must include a substantial number of junior and senior agrology credits, such as would be obtained from a Bachelor of Science in Agriculture degree. However, the agriculture industry requires a broad spectrum of disciplinary knowledge and skills. The SIA registers professionals with degrees that have a focus on, for example, environmental science, commerce, biology or geography. In cases where the professional holding a “non-agrology” degree is determined to be working with producers and other ag-industry professionals or potentially in a role that would see them providing advice to producers, the Admissions and Registration Committee of the SIA will require the applicant to obtain additional agrology credits, usually in the form of introductory agriculture courses as it is formal education in the basic understanding of the agriculture industry that is often lacking. The proposed certificate would provide 15 cu of agrology credits that are typically assigned by the SIA Admissions and Registration Committee in these situations. Having these courses count toward a degree-level credential would be attractive to students and graduates of commerce, basic sciences, engineering and related degrees.

VP Valerie Pearson <valerie.pearson@sia.sk.ca> Wed 2024-12-18 11:27 AM
To: Yates, Tom
Cc: Annette Horvath; Valerie Pearson

You replied on Wed 2024-12-18 12:18 PM

CAUTION: External to USask. Verify sender and use caution with links and attachments. Forward suspicious emails to phishing@usask.ca

Dear Tom

I have reviewed the materials related to the College of Agriculture & Bioresource’s new Certificate in Introductory Agriculture program. On behalf of the Saskatchewan Institute of Agrologists (SIA), I am pleased to confirm our support for this certificate.


The SIA recognizes this program is designed for individuals without a background in agriculture, aiming to help them pursue careers in the agriculture industry. Additionally, the certificate will benefit the SIA by providing an option for applicants from non-traditional agrology backgrounds, including their education, who are seeking registration.

The Certificate in Introductory Agriculture will serve as additional training for agrologists, although on its own, it will not be sufficient for licensure as an agrologist.

We look forward to updates on the program and wish you success in its development.

Valerie

Valerie Pearson PAg BAC, ICD.D, Co-opD.D | Executive Director & Registrar



Licensed. Trusted. Professionals.

Budget:

The ***Budgetary and Financial Implications Form*** must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

College Statement: This proposal was developed in consultation with College of AgBio Undergraduate Affairs Committee and Faculty Council with revisions made based on feedback presented by our faculty and department heads. The consensus was that the proposed certificate would be a valuable addition to the college programs. The College is not requesting any additional resources to support this program.

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- • Relevant sections of the College's/School's plan
- • Accreditation review recommendations
- • Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.
- • Memos of consultation
- • External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.

Consultation Forms Attach the following forms, as required.

Required for all submissions:

Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).

Budget forms, including tuition. **MS Excel Template**

Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes marked in red

o Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.

Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate. **TBD**

Entry for the Tuition website: students.usask.ca/money/tuition

Required for all new courses:

New Course Proposal Form **n/a**

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form:

Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca

Academic Programs Approval Process

Checklist of forms and consultations to be completed before submission of a *Proposal for New Programs or Curricular Changes* to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with?
1	Consultation with other colleges re: impact or similar programs	N/A		
2	Financial Sustainability/Tuition Review	<i>Budgetary and Financial Implications Worksheet</i>		
3	Consultation with Manager, Admissions and Transfer Credit	<i>Admissions Template</i>		
4	Budget Consultation with Institutional Planning and Assessment	<i>Budgetary and Financial Implications Worksheet</i>		
5	Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications Worksheet</i>		
6	Secure College Faculty Council Approval	<ul style="list-style-type: none">• <i>Proposal for Academic or Curricular Change Form</i>• <i>Completion of Physical Resource and Space Requirement Form</i>• <i>Completion of Library Requirement Form</i>		

- Completion of *ICT Requirement Form*
- Completion of *New Course Creation Form*
- Completion of *Catalogue Entry*

- 7 (For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval
- 8 Consultation with Registrar

(As above)

Consultation with the Registrar Form (completed during the consultation)

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Degree-Level Certificate in Introductory Agriculture

General Description: The College of Agriculture and Bioresources proposes this undergraduate degree-level certificate using existing courses that are all taught online, with the exception of one elective course. The goal is to provide both distance and in-person learners with access to agricultural education.

Degree College: College of Agriculture and Bioresources

College Approval: College Faculty Council meeting will review the proposal and vote on December 10, 2024

Effective Term: May 2025

Course implications

- No new courses; using existing courses

Registration and classes

- Apart from the in-person elective AREC 220, all courses will offer both in-person and online sections
- No change to standard class time slots, terms, and sessions
- Room scheduling needs will be similar to current needs

Convocation

- No new hood

Financial and Budget

- Standard, existing tuition rates and per credit unit method of assessment
- SFO and Provost's Office approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements