AGENDA ITEM NO: 11.5

UNIVERSITY COUNCIL ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

PRESENTED BY:	Kevin Flynn, Chair, Academic Programs Committee
DATE OF MEETING:	June 23, 2016
SUBJECT:	Kanawayihetaytan Askiy ("Let us take care of the Land") Diploma in Aboriginal Lands Governance
DECISION REQUESTE	D:
	It is recommended:
	That Council approve the Kanawayihetaytan Askiy Diploma
	in Aboriginal Lands Governance, effective May 2017

PURPOSE:

The purpose of the two-year Kanawayihetaytan Askiy (KA) diploma in Aboriginal Lands Governance is to allow students who have completed the KA certificate of proficiency the opportunity to achieve broad background in governance, management, administration and political science as they relate to Aboriginal communities.

CONTEXT AND BACKGROUND:

The College of Agriculture and Bioresources has been offering the Indigenous Peoples Resource Management program (recently renamed the Kanawayihetaytan Askiy (KA) program) since 2006. Its certificate of proficiency for Aboriginal land managers has seen high demand. The College is strongly committed to working with indigenous communities, who strongly support the KA program. Consultation with these communities revealed a demand for additional training. The proposed two-year diploma program would allow students to further enhance their knowledge and skills.

This diploma builds on the existing Kanawayihetaytan Askiy certificate and prepares students for roles in governance in their communities and leadership in local, provincial, and national settings. The program has a strong focus on experiential learning. It teaches students the skills required for future employment as land managers as well as the scientific and traditional knowledge required for research and decision-making in this area.

The depth of relevant knowledge and expertise in the College positions it to develop and offer a diploma in Aboriginal Lands Governance. This diploma, along with the proposed KA diploma in Aboriginal Resource Management, will enhance our ability to attract Aboriginal students and will help meet the needs of Aboriginal communities by providing advanced relevant programming. It will also provide new routes for Aboriginal students

to enter our AgBio degree programs, as students who successfully complete the KA diploma in Aboriginal Lands Governance may potentially ladder into the B.Sc. Renewable Resource Management degree program in the College of Agriculture and Bioresources.

IMPLICATIONS:

The majority of courses required for this diploma program are currently available online and do not require additional resources other than to facilitate higher student enrolment. Existing faculty and administrative resources that are in place for the KA certificate program and Aboriginal student support will be utilized for the two proposed KA diploma programs.

The anticipated enrolment is a total of 15 students, some with block transfer from the KA certificate program and others without. Students will be accommodated within the existing courses and structures of the College.

CONSULTATION:

The College of Agriculture and Bioresources consulted with Planning and Priorities Committee in March of 2015. Consultation during development of the proposed diploma was undertaken with the Native Law Centre, the Department of Indigenous Studies in the College of Arts and Science, and the Distance Education Unit in the development this proposal, as well as with many external partners. This proposal was reviewed by APC at its June 8, 2016 meeting, when it was recommended to Council for approval.

FURTHER ACTION REQUIRED:

Tuition for this program will require review and approval by the Board of Governors and will be presented at its December 2016 meeting.

ATTACHMENTS:

1. KA Diploma in Aboriginal Lands Governance Proposal



PROPOSAL IDENTIFICATION

Title of proposal: Kanawayihetaytan Askiy (English translation: Let Us Take Care of the Land): Proposal for the Development of Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance, College of Agriculture and Bioresources, University of Saskatchewan

Program(s):

Diploma: Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: Agriculture and Bioresources

Contact person(s) (name, telephone, fax, e-mail): Dr. Fran Walley Associate Dean (Academic), College of AgBio 966-4064 fran.walley@usask.ca

Proposed date of implementation: First offering in 2017-18

Proposal Document

Please provide information which covers the following sub topics. 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.

1. Academic justification:

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

The College of AgBio has been offering the Indigenous Peoples Resource Management (IPRM) program—recently renamed the Kanawayihetaytan Askiy (KA) program—since 2006. In the past 10 years more than 200 Aboriginal land managers have successfully completed the certificate. The IPRM program was originally designed to train land managers from First Nations that were entering the Regional Land Environment and Management Program (RLEMP) under the auspices of the Federal Government. At that time Aboriginal Affairs and Northern Development Canada (AANDC) required First Nations entering into the RLEMP land regime to have a certified land manager in place, and the IPRM program was developed to meet one component of the certification training. Specifically, certification occurs in two steps: 1) Level 1 completion of the IPRM certificate at the University of Saskatchewan; and 2) Level 2 completion of technical training, delivered by the National Aboriginal Land Managers Association (NALMA). In 2013, AANDC removed the certification requirement, and opted for a training requirement that is defined in a less rigorous manner. Although the need for certification is no longer driven by AANDC requirements, NALMA continues to offer the certification program with the UofS as it's partner, and the demand for the certification program remains strong. According to NALMA's (http://www.nalma.ca/) mandate, the purpose of certifying land managers is to promote professional accountability and to identify to the public and professional peers that certified land managers have met specific professional standards. The UofS KA certificate continues to be a successful component of the certification process, with 23 students registered in the current 2016-17 KA certificate program.

The need for reevaluation of College of AgBio Aboriginal programming was apparent at the time that the college's 3rd Integrated Plan was formulated, and the plan included a statement that "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs." Based on this commitment, the college developed and implemented an Aboriginal Engagement Strategy in 2012. College staff met with First Nations communities across Saskatchewan to assess their needs regarding postsecondary education. Murray Drew [Associate Dean (Academic)], Candice Pete (Coordinator, Aboriginal Programs), and Sheryl Mills (Program and Curriculum Development Specialist, Gwenna Moss Centre for Teaching Effectiveness) attended the meetings. Overall, a total of 75 Aboriginal community members from 23 First Nations and Metis organizations contributed to these consultations. Based on these consultations, it was clear that there was continued support for the IPRM certificate program, although revisions to the certificate were suggested and subsequently implemented. These revisions included renaming the IPRM certificate the Kanawayihetaytan Askiy (Let Us Take Care of the Land) certificate. The demand for IPRM/KA certificate graduates is high and nearly one hundred percent of the graduates have current employment or confirmed employment as land managers. Importantly the consultations identified the need to create additional training in the form of a two-year diploma program that would allow students to further enhance their knowledge and skills, and potentially ladder into the B.Sc. Renewable Resource Management (Resource Economics and Policy major) degree program in the College of AgBio. The proposed diploma builds on the existing KA certificate, providing students with bridging options from the certificate to a diploma to a degree. A full report on the consultation is attached.

The College of Agriculture and Bioresources is strategically placed to develop and teach the proposed diploma in Aboriginal Lands Governance because of the depth of knowledge and expertise within the college in agribusiness management, environmental and resource economics and applied environmental sciences, and its history as a college with interdisciplinary

teaching and research. Moreover, developing the diploma in Aboriginal Lands Governance, and providing new routes for Aboriginal students to enter our AgBio degree programs will enhance our ability to attract Aboriginal students, and will help meet the needs of Aboriginal communities—as identified in our consultations—by providing advanced relevant programming.

b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.

The proposed diploma falls within the university signature area "Aboriginal People: Engagement and Scholarship." In particular, the proposed diploma recognizes the challenges that Aboriginal students face when considering further education, and provides a mechanism by which additional credentials (in this case, a 60 cu diploma) can be obtained without leaving their home communities following completion of the KA certificate. Moreover, the diploma provides a potential "bridge" into a degree program (B.Sc. Renewable Resource Management, Resource Economics and Policy major) in the College of AgBio.

The proposed diploma is consistent with the AgBio 3rd Integrated Plan (see excerpts attached). The plan recognized the need for novel programming for Aboriginal students. The plan states "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs." This proposal is the product of that consultation and delivers on the commitment to develop novel programs.

Finally, the 3rd AgBio Integrated Plan states that the college will "Explore and evaluate, in collaboration with CCDE and other colleges, alternative delivery formats such as web-based, remote, blended." The proposed diploma features an innovative mix of on-line and condensed delivery courses (i.e., via the KA certificate), and we will be working closely with the Distance Education Unit (DEU) to develop this model.

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

The program specifically targets Aboriginal students who are interested in Aboriginal land management. First Nations communities deal with complex land management issues. Some of these issues include land use planning, legal issues such as the Duty to Consult, reserve land transactions, community-based land transactions, natural resource transactions, environmental management, compliance and other issues. There are over six hundred First Nations and Metis communities across Canada.

The issues facing Aboriginal peoples are among the most complex and important in Canada today. As Aboriginal peoples increasingly move to self-government, it is important that public institutions support this process through research and education. This will assist the development of knowledge, human capital and new governance structures.

The issue of Aboriginal lands governance is very important for our province. Saskatchewan has the largest population of Aboriginal peoples and the largest area of reserve lands in Canada. Initiatives that will enhance the governance and management of this land resource and assist in economic, social, and governance for Aboriginal peoples will benefit all provincial residents.

Offering an academic program in Aboriginal Lands Governance will allow the University to work with Aboriginal communities to address identified needs and at the same time will create a sustainable base of academic activity that will address a broad set of resource governance related issues. The diploma has been designed to allow students to complete the diploma (following the completion of the KA certificate) either fully on-line or through a combination of condensed delivery courses (offered by NALMA) and face-to-face and on-line course delivery. This allows students across Canada to further their studies without leaving their home communities for long periods of time.

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

Comparable undergraduate certificate and diploma programs available in Canada are shown in Table 1. The combination of condensed on-campus courses and on-line courses is not available in any of these programs.

Province	Institution	Program			
B.C.	Nicola Valley	Aboriginal Community Economic Development			
	Institute				
		First Nations Public Administration			
	Northwest	Sustainable Tourism, Sustainable Communities			
	Community	Specialization			
	College				
Nunavut	Nunavut Arctic	Management studies concentration in community Economic			
	College	development			
		Environment Management, Water Resource Management, Wildlife			
		Conservation			
New	UNB	First Nations Business Administration Certificate			
Brunswick					
Nova Scotia	Cape Breton U	Professional Development Certificate			
Saskatchewan	SIIT	Aboriginal Community Development Program			
Manitoba	Assinibione	First Nations Governance Program			
	Community				
	College				
Alberta	U Lethbridge	Community Economic Development Program			
	University	Environmental Assessment and Restoration, Natural			
	College of the	Resource Compliance, Renewable Resource			
	North	Management,			
	Medicine Hat	Iniskim Trail Program with Imperial Oil			
	College				
	Mount Royal	Aboriginal University and			
	University	College Preparation			
	Calgary				

Table 1: Survey of land	management and	aovornonoo programa:
Table 1: Survey of land	manayement anu	governance programs.

2. Admissions

a. What are the admissions requirements of this program?

The diplomas build on the existing Kanawayihetaytan Askiy certificate, to which students are accepted under Special (Mature) Admission. The graduation requirements of the Kanawayihetaytan Askiy Certificate are harmonized with the college standards. Specifically the average required for graduation from the Kanawayihetaytan Askiy Certificate is 60%; the former IPRM certificate required only a 50% average for graduation. The 60% average is consistent with the sessional average required for promotion for students with 0 to 18 credit units in the college. The promotion and graduation requirements for the proposed diplomas will the same as for the existing diplomas in AgBio. Specifically the average required for graduation will be 60%.

3. Description of the program

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

The Diploma in Aboriginal Lands Governance provides students with a broad background in governance, management, administration and political science as they relate to Aboriginal communities. The diploma prepares them for roles in governance in their communities and leadership in local, provincial and national settings. The program has a strong focus on experiential learning. It teaches students the skills required for future employment as land managers as well as the scientific and traditional knowledge required for research and decision-making. The diploma is entirely offered through a combination of on-line and condensed (i.e., one to two-week) delivery courses, although student may also opt to take face-to-face courses. Students enrolling in the diploma are required to complete the Kanawayihetaytan Askiy (KA) Certificate before enrolling in the diploma. Transfer credit may also be given for the Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association (http://www.nalma.ca/professional-development/plmcp) and the Accredited Certificate Program in First Nation Applied Economics from the Tulo Centre of Indigenous Economics (http://www.tulo.ca/first-nation-applied-economics/).

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 general teaching philosophy relevant to the programming for the diploma in Aboriginal Lands Governance diploma is to provide students with sufficient options in terms of distance (i.e., on-line), and condensed delivery (i.e., the KA certificate and block transfer from NALMA or Tulo) to complete their diploma such that the commitment to leave their home communities is not a deterrent to enrolling.

The diploma comprises 60-cu, which is consistent with other diplomas offered in the College of AgBio (i.e., Diploma in Agronomy and Diploma in Agribusiness):

- 21 cu from the Kanawayihetaytan Askiy Certificate (or 18 cu from the IPRM certificate plus INDG 107.3)
- 21 cu of required courses
- 15 cu of restricted electives chosen from a list of courses
- 3 cu of open electives

Importantly, 18 cu block transfers from either NALMA or Tulo can be used to fulfill the 15 cu restricted electives and 3 cu of open electives.

The foundation for the diploma—the KA certificate—provides significant experiential learning. For example, INDG 107 (Introduction to Canadian Native Studies) and ASKI 101 (Field Studies in the Environment) are delivered in tandem, and include experiences both on campus and in the field. With the exception of ASKI 105, which is being developed as an on-line course, the remaining ASKI courses in the foundational certificate are delivered face-to-face using a condensed delivery format (approx. two week delivery mode), followed by completion of course requirements (i.e., assignments and assessment) via distance. By incorporating the certificate into the diploma, students become familiar with the UofS policies and procedures such that they are well prepared for transitioning into the on-line diplomas, having already established valuable connections with student support and instructors at the UofS. Following completion of the KA certificate, the 21 cu of required courses can be completed fully on-line. The on-line delivery includes three (of five) new 1-cu courses that provide targeted training in current issues. The 15 cu of restrictive electives and 3 cu of open electives include both on-line and face-to-face delivery, although there are sufficient on-line course choices (11 courses) such that students can opt to complete these requirements fully on-line.

c. Provide an overview of the curriculum mapping.

Completion of the KA certificate is the first step in completing the diploma, and provides focused education in areas specific to the management of lands and resources for First Nations communities. The name of the program, Kanawayihetaytan Askiy, is from the Cree words for "Let us take care of the land". This program examines basic environmental, legal and economic aspects of land and resource management in Aboriginal communities. The KA certificate also provides students with the opportunity to increase skill levels in communications, computers, time management, leadership, research and project management. Importantly, the certificate also provides important experiences in navigating university procedures, practices and policies.

The proposed diploma has the same basic requirements as the two diplomas currently offered by the College of AgBio (i.e., 60 cu in total). The diploma programs have a long history in AgBio and are designed to offer an academic credential to students in a focused area without the time commitment required to complete the full bachelor's degree. In the case of the proposed Aboriginal Lands Governance diploma, the training in resource and lands governance will be significantly enhanced beyond that provided in the IPRM/KA certificate. The diploma does not, however, include the breadth requirement that is part of our full degree-level offerings. Hence students meet the requirement for focused training in a compressed format, which is consistent with our existing diploma offerings.

Consultations with Aboriginal communities identified content within the IPRM certificate program that needed to be enhanced and strengthened. Specifically, Traditional Knowledge was identified as an area to be strengthened. A need to provide students with a foundational background to provide context for contemporary Aboriginal issues and events also was identified. Consequently, the 1-cu courses with foci on current issues, and the range of courses offered as both required courses and restricted electives reflect the various needs identified during consultation.

The on-line courses consist of courses currently offered or being developed by the Distance Education Unit (DEU) or by Athabasca University. The courses have been selected to ensure that all pre-requisites are met through the course selection.

Diploma in Aboriginal Lands Governance (60 cu) Requirements:

Kanawayihetaytan Askiy Certificate (21 cu)	INDG 107			
Introduction to Canadian Native Studies				
Field Studies in the Environment	ASKI 101 (IPRM 103)			
Introduction to Legal Concepts in Resource Management	ASKI 102 (IPRM 100)			
Legal Process and Instruments in Resource Management	ASKI 103 (IPRM 200)			
Introduction to Management Issues	ASKI 104 (IPRM 101)			
Economics and Planning	ASKI 105 (IPRM 102)			
Resource Management Project Assessment	ASKI 201 (IPRM 210)			
KA Core (21 cu)				
Required Courses (21 cu)				
Introduction to Political Science II	<u>POLI 278</u>			
Introduction to Political Science I	POLI 277			
Aboriginal Governance and Politics	POLS 222			
Aboriginal Management and Administrative Systems	POLS 322			
Aboriginal Policies and Programs	POLS 323			
Aboriginal People and Canadian Politics	INDG 264			
Introductory issues (1 cu courses) [‡]	Three 1-cu courses			
Restricted Electives (15 cu)				
Introduction to Environmental Systems	GEOG 120			
*Indigenous Ways of Knowing (Regular Session)	INDG 210			
Development in the Canadian North: Issues and Challenges	GEOG 381			
Environmental Geography	GEOG 280			
Contemporary Issues in Circumpolar World I	NRTH 331			
*Field Studies in Arctic Ecosystem and Aboriginal Peoples (Field Work)	ANBI 475			
Introduction to Circumpolar World or The Canadian North	NRTH 101 or GEOG 302			
Aboriginal Development Strategies	POLS 422			
Environmental Impact Assessment or Environmental Studies	GEOG 386 or ENVS 305			
The Politics of Ecology	ENVS 361			
Canadian Environmental Policy and Politics	POLI 325			
*Canadian Public Administration and Administrative Law (Regular Session)	POLS 225			
*Canadian Public Policy (Regular Session)	POLS 226			
Analysis of Environmental Management and Policy Making	GEOG 385			
Integrated Water Resource Planning	PLAN 329			
5				

¹ The NALMA or Tulo block transfers (18 cu) can be used to meet the 15 cu RE and 3 cu OE requirements. [‡] Currently ASKI 203.1 Introduction to Duty to Consult and ASKI 202.1 Introduction to Land Management Frameworks and RRM 201.1 Geographical Information Systems. Additional 1 cu courses will be developed in the future.

[¥]<u>Underlined</u> courses are taught by Athabasca University. Note that introductory political science courses are currently under development for on-line delivery through the UofS DEU, and will replace the Athabasca offerings.

* denotes courses that are not available on-line; BIOL 204 and 207 should be taken by students who plan on laddering into the B.Sc. RRM program.

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

Opportunities for a variety of learning outcomes exist throughout the program. Specifically, ASKI 201.3 Resource Management Project Assessment serves as a capstone experience for the KA certificate with specific emphasis on synthesizing materials for problem solving applications. Students apply knowledge gained throughout the certificate to a real-world problem, typically associated with their home community. Similar opportunities to synthesize and apply knowledge and skills occur in the suite of 1 cu courses. Required courses in both programs provide opportunities to research scholarly publications, synthesize information and reference information sources in a scholarly manner.

e. Explain the comprehensive breadth of the program.

The Aboriginal Lands Governance diploma will prepare students for careers as Aboriginal land managers, Aboriginal land and economic development staff, Aboriginal leadership and staff, federal and provincial government staff. The diploma is focused on providing a broad range of topic areas specific to the governance of lands and resources. The Aboriginal Lands Governance diploma examines basic environmental, legal, economic and governance aspects of land and resource management in Aboriginal communities. The diploma also provides students with the opportunity to increase skill levels in communications, computers, time management, leadership, research and project management.

The promotion and graduation requirements for the proposed diploma are the same as for existing diplomas in AgBio. Specifically the average required for graduation will be 60%. Consequently, the proposed diploma can be laddered into the existing B.Sc. Renewable Resource Management (Resource Economics and Policy major) in the College of AgBio.

4.

a. Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

The proposed 60 cu diploma allows students to further enhance their knowledge and skills in the areas of Aboriginal Lands Governance. The diploma offers training largely at the 100-, 200and 300-level, and thus is not considered comprehensive. However, the diploma is structured to provide a broad base of knowledge, such that students have an appreciation of the breadth and extent of issues facing First Nations communities, and provides introductory level training with a focus on governance issues. Additionally, as a collective, the courses provide students with the learning skills needed to identify and access information beyond the scope of the specific courses themselves, and thereby supports the aspirations of life-long learning.

Discovery Goals – The wide-range of subject matter, together with specific skill development and knowledge acquisition, provides students with opportunities to apply critical thinking to solve a variety of problems relevant to Aboriginal Lands Governance. Students participate in face-toface delivery of course materials while completing the first 21 cu of the diploma (i.e., the KA certificate), including completing a capstone project directly relevant to their own home community. They further enhance their knowledge by completing a suite of on-line courses chosen to highlight areas of concern for Aboriginal communities, as identified in consultations with First Nations communities.

Knowledge Goals – The proposed diploma offers an introductory level learning experience such that students have the appropriate tools to address Aboriginal Lands Governance issues, together with an awareness of the limitations of their training. Specifically, they develop a broad understanding of the many issues that Aboriginal communities currently are facing, and develop skills for seeking out further knowledge and information.

Integrity Goals – Students learn and practice academic integrity by completing course assignments and assessments. Courses such as ASKI 102.3 Introduction to Legal Concepts in Resource Management and ASKI 103.3 Legal Process and Instruments in Resource Management provide an introduction to legal issues and processes relevant to Aboriginal land management. Additionally, ASKI 203.1 Introduction to Duty to Consult and ASKI 202.1 Introduction to Land Management Frameworks provide introductions to governance related issues and processes relevant to Aboriginal lands management.

Skills Goals – The diploma includes hands-on skill training including field skills (soil and land assessment, GIS, and understanding and interpreting maps) and administrative skills (best management practices, understanding and reading legal documents, report preparation).

Citizenship Goals - The program specifically targets Aboriginal students who are interested in Aboriginal land management. First Nations communities deal with complex land management issues. Some of these issues include land use planning, legal issues such as the duty to consult, reserve land transactions, community-based land transactions, natural resource transactions, environmental management, compliance and other issues. There are over six hundred First Nations and Metis communities across Canada. The diploma is designed to provide training for Aboriginal land managers, Aboriginal land and economic development staff, Aboriginal leadership, urban and rural Aboriginal youth, federal and provincial government staff and individuals interested in working with Aboriginal communities. Ultimately, the ability of these individuals to bring new knowledge and skills back to their communities will be enhanced.

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

The diploma builds on the existing Kanawayihetaytan Askiy certificate. The graduation requirements of the Kanawayihetaytan Askiy Certificate are harmonized with the college standards. Admission requirements are as follows:

- Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR
- Completion of the Indigenous Peoples' Resource Management Certificate Program and completion of INDG 107.3 with a minimum average of 60%

Additionally, completion of the following can be used to meet 15 credit units of the restricted electives and 3 credit units of the open elective requirements in this program:

- The Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association
- The Accredited Certificate Program in First Nation Applied Economics from the Tulo Centre of Indigenous Economics

c. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.

The program will be a success if we meet and sustain our enrolment target (15 students per year) within the first two years of launching the diplomas. We have received many enquiries over the years regarding the possibility of obtaining additional credentials beyond the KA certificate so we are optimistic that the enrolments goal for the proposed diploma will be met relatively quickly.

d. 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.

Currently, certification is provided by NALMA for students completing both the KA certificate (Level 1) and technical training delivered by the NALMA (Level 2). The proposed diploma is not associated with additional NALMA certification.

5. 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 proposed diploma provides a new opportunity for Aboriginal students to enter the College of AgBio in a stepwise manner. Foundational to the proposed diploma is the KA certificate, which was explicitly designed as a bridging program, allowing mature Aboriginal students to enter the university along a non-traditional pathway. The courses that comprise the KA certificate are 100- and 200-level three-cu courses, based on the same expectations of all other three-cu courses at the University. Following completion of the certificate, students can move to the diploma.

A novel feature of the proposed diploma is the development of a suite of one-cu courses focused on relevant issues and skills required by students. These courses will allow specific topics that were identified during the consultation to be included in the diploma. Currently five courses have been approved and are being developed for online delivery, as follows:

ASKI 203.1 Introduction to the Duty to Consult ASKI 202.1 Introduction to Land Management Frameworks RRM 201.1 Geographical Information Systems SLSC 205.1 Introduction to field descriptions of soils EVSC 204.1 Soil Sampling: Design and Implementation

The first three courses are required in the Aboriginal Lands Governance diploma, whereas SLSC 205.1 or EVSC 204.1 can be taken as open electives. These 1 cu courses are expected to be of interest to students within existing AgBio programs and consequently have been approved by faculty and have gone through course challenge. There has been considerable interest expressed from Aboriginal land managers across Canada in these courses to be taken as non-credit offerings. It is expected that the governance courses (ASKI 203.1 and ASKI 202.1) will be of interest for students in many of the AgBio programs, and discussions are underway for identifying room to accommodate 1 cu courses in existing programs. Finally, interest already

has been expressed by environmental consultants to take courses of this nature to upgrade skills, post graduation.

Additional topics for future 1 cu course development identified in the consultation process include:

- Land suitability classification and mapping
- Water policy and protection
- Forest fire management
- Canadian Environmental Assessment Act
- Federal Environmental Regulations related to waste management on Federal research Lands
- Remediation of soils
- Indigenous food sovereignty
- Concepts of ownership
- Pasture management

We expect to develop additional 1 cu offerings consistent with these topic areas following approval of the diploma.

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.

Planning and Priorities Committee of Council

The college presented a Notice of Intent for this program to the Planning and Priorities of Council on March 18, 2015. The letter from Dr. Lisa Kalynchuk stated "In summary, the committee is very supportive of the new direction you are taking with these programs." The full letter is presented in Appendix 2 of this submission.

Additional units consulted include the Native Law Centre, Arts and Science (Indigenous Studies), and the Distance Education Unit.

c. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.

See attached.

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

As described above, a total of 75 Aboriginal community members from 23 First Nation and Metis organizations were consulted prior to the development of these diplomas. A full report on the consultation is given in Appendix 1 of this submission.

Letters of support from NALMA, and other stakeholders are attached.

6. Budget

a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).

With the exception of the 1 cu courses that are being newly developed for this program, all other courses are currently available on-line and do not require additional resources other than to accommodate higher student enrolment. The 1 cu courses currently are being developed by the Distance Education Unit, in collaboration with subject experts hired for this purpose.

The KA certificate uses faculty resources, but these resources already are assigned and are part of the regular teaching activities within the College of AgBio. Additionally, the department of Indigenous Studies has committed an instructor to the KA certificate. The certificate represents the first 21 cu of the new diploma.

b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

None.

c. How are the teaching assignments of each unit and instructor affected by this proposal?

Prof. Melissa Arcand recently was hired into the Department of Soil Science, College of AgBio into a newly created position, with a focus on Aboriginal programming. The KA program was identified as a component of her regular teaching assignment.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

The College of AgBio is committed to enhancing Aboriginal student engagement. The College of AgBio recently created a new Undergraduate Program Assistant/Advisor position specifically to provide support for Aboriginal students and the KA program. There are no new space issues, classroom availability, etc. issues associate with the diplomas.

e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.

With the exception of the costs associated with the newly created Undergraduate Program Assistant/Advisor, all costs of program delivery will be borne by the students through the Distance Education Unit.

f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.

This program involves both Indigenous Studies and the College of Law. The Department of Indigenous Studies supports this program by providing a faculty member to teach IND 107. The

College of Law is involved in a consultative role but there is no pool of resources currently available for further support.

g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?

Students will be eligible to apply for any AgBio scholarships and bursaries to which they meet the award criteria. Specific scholarships include CIBC Aboriginal Student Grants (number and amount varies depending on the application in a given year - the total allocation is approximately \$14,000 per year) and the Agrium Aboriginal Student Award (\$1,000).

h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).

All ASKI classes and classes associated with it will be charged the standard AgBio tuition which is Category 13 at \$200.60 per cu or \$601.80 per 3 cu class. Any Arts and Science course used for the certificate and diploma will be charged either Category 1 for Arts classes (INDG 107) which is \$193.00 per cu or \$579.00 per 3 cu class, or Category 8 for Science classes (GEOG 120) which is \$203.90 per cu or \$611.70 per 3 cu class.

i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)

In the absence of a working TABBS model, we reviewed the enrolment in existing course offerings and did not identify any incremental instructional costs.

j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?

Enrolment targets:

- 10 students enrolled in the diploma without block transfer; students will complete 39 cu for diploma over 4 years.
- 5 students enrolled in the diploma with block transfer; students will complete 24 cu over 2 years.
- Anticipated retention rate of 80% between years.

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?

Unit*	Core	Breadth	Total
AgBio		1,571	1,571
DEU	36,498	12,092	48,590
Other UofS college	2,765	9,069	11,834
Total UofS	39,263	22,732	61,995

* any courses taken outside of the University of Saskatchewan are not included in revenue calculations.

All revenue is considered to be incremental.

I. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?

Other than administrative costs, any increase in enrolment should be at least cost neutral, and in most cases would contribute additional revenue to the unit offering the course.

m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).

Given the modest enrolment targets and breadth of courses, there are limited incremental instructional costs for the participating colleges. With the exception if the core course INDG 107, incremental enrolment in AgBio and other college course averages two students and they can be absorbed in existing sections. INDG 107 is projected to have an additional five students per year starting in year 2.

There will be administrative costs associated with managing the program and providing student support.

	Annual
	Cost
Program coordinator	13,500
Academic support	8,625
Clerical support	3,625
Materials and supplies	250
Promotion	625
Total	26,625

The courses offered through the Distance Education Unit (DEU) will see up to 12 additional students in required courses and an average of two additional students in restricted electives.

Distance courses are typically able to absorb additional students and fund instructors on a per student basis from the incremental revenue.

n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program

The College of Agriculture and Bioresources will fund the identified administrative costs of \$26,625 per year. Funds have been designated for this purpose over the next five years with the goal that program tuition, including sharing of net proceeds from DEU courses, will contribute thereafter.

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program (see attached letter from Dean Mary Buhr)
- Description of the College process used to arrive at that recommendation

Described in 1 a, above. Briefly, AgBio's 3rd Integrated Plan stated "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs". Based on this commitment, the College of Agriculture and Bioresources developed and implemented an Aboriginal Engagement Strategy in 2012 that set out a consultation process with First Nation communities across Saskatchewan to assess their needs regarding post-secondary education. These consultations identified the need to create additional training in the form of two-year diploma programs that would allow students to further enhance their knowledge and skills, and potentially ladder into degree programs.

The proposal for the new diploma was discussed at the College's Undergraduate Affairs Committee, and then approved at AgBio Faculty Council in May, 2015. Additionally, the new 1 cu course proposals were approved at AgBio Faculty Council in March, 2016. Discussions at the College of AgBio Faculty Council were highly supportive of both the diploma programs and the new courses.

• Summary of issues that the College discussed and how they were resolved

No significant issues have immerged regarding the proposed diplomas. Faculty and highly supportive, and there is an interest and desire to enhance Aboriginal programming within the College of AgBio.

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:

- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:

- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

APPENDICES

I.	Excerpts from the College of Agriculture and Bioresources College Plan IP3	p. 2-4
II.	Aboriginal Engagement Summary Report	p. 5-20
III.	MOU National Aboriginal Lands Managers Association (NALMA) and the College of Agriculture and Bioresources	p. 21-24
IV.	Letters of Support	p. 25-31

COLLEGE OF AGRICULTURE AND BIORESOURCES PLAN FOR THE THIRD PLANNING CYCLE, 2012-2016

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2

Aboriginal Engagement: Relationships, Scholarship, Programs – Section 1 of 3

AgBio embraces the opportunity to enrich its research and training capacity in the signature area of Aboriginal Engagement, recognizing that enhanced interactions with Indigenous peoples are critical to local and global food security and community well being. During IP3, the college will foster and further its successful work in Aboriginal land management introduced during IP1 and IP2. These programs include the Certificate in Indigenous Peoples Resource Management (IPRM); graduate programs and ongoing research through the Indigenous Land Management Institute (ILMI), a Type B centre; BSc Renewable Resource Management (RRM) and the postgraduate diploma in Aboriginal Agriculture and Land Management for those with a non-agricultural degree. Additionally, AgBio will undertake careful consultation in order to introduce Aboriginally appropriate undergraduate programs .

The college will enhance present Aboriginal programming, increase the number of Aboriginal students in programs and engage more with Aboriginal communities. This will be achieved through existing programs and development of novel programming, as outlined below.

1) Indigenous Peoples Resource Management (IPRM)

Since it was started in 2006, the IPRM program has achieved a completion rate of 79% of 104 students. Funding for the program is through Aboriginal Affairs and Northern Development Canada (AANDC, formerly INAC); AgBio assigns faculty and staff support and the College of Law contributes to teaching. Up to 20 adult land managers from across Canada are selected annually by AANDC. In 2011, the college opened 15 additional seats for students not sponsored by AANDC. Present funding from AANDC will terminate in 2013. During IP3, the college will:

- Seek permanent funding
 - Work with Provost's Office and SESD to develop funding and tuition model
 - o Adjust IPRM curriculum to meet advanced education needs of AANDC and related partners
- Stabilize number of open-seat registrants
 - Co-ordinate recruitment efforts
 - o Provide appropriate academic and financial support for students
- Establish advertising and support programs for alumni of IPRM to transition into more advanced programs

•

4) Novel Programming

Building on the experience and success of the Aboriginally-focused programs described above, and new undergraduate degree offerings developed during IP2, AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs.

AgBio intends to create a suite of academic, research and training options that not only seamlessly integrate within the college, but that also co-ordinate, complement and make use of other programs and infrastructure on and off campus. Integration will require extensive consultation in the design and development phase. The Assistant Dean (Aboriginal Affairs) and the assistant director of ILMI will play key roles in this process, which will proceed sequentially:

- <u>Fundraise</u> to undertake thorough consultation, program design and implementation
 Fundraising campaign of \$2M is anticipated
- Consult on-campus to learn from others' experience and explore possible partnerships

Excerpts from the College Plan and Planning Parameters

- <u>Consult</u> province-wide, within anticipated time frame of approximately eight months, with selected band councils, community groups, high schools, agencies and community colleges
 - o Identify academic interests and needs; explore incorporation of Aboriginal knowledge
 - Determine support necessary for success: financial, social, learning, capacity to access programs
 - o Identify preferred delivery format(s): blended, multi-site, lecture, experiential
 - o Identify Aboriginal partner in curriculum/course design
- <u>Curriculum design</u> led by Associate Dean (Academic) and Assistant Dean (Aboriginal Affairs) • Anticipated time frame 12 months
 - Compilation and review of consultation results will be circulated to college curriculum committees
 - Curriculum and course design by team including Aboriginal partner, with input from departments, faculty, on-campus partners
 - o Budget preparation, consultations on sources, impacts on existing programs
 - o Circulate draft for comments on and off-campus; incorporate revisions
 - Prepare final draft for university processes and approvals
- Implementation of new programs
 - Anticipated time frame 24 36 months

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3

Innovation in Academic Programs and Service – Section 1 of 3

Innovation in programming in the College of Agriculture and Bioresources is guided by our teaching mission: We impart knowledge, encourage creativity, develop life and career skills, and instill an attitude of life-long learning through innovative and effective teaching. The world increasingly needs young leaders with the skills and drive to improve efficient production and provision of food and bio-based products, and the college is committed to offering the best possible inquiry-based learning.

The academic programs in AgBio are very well positioned to prepare students for the greatly expanded role of the agbio sector over the next 40 years. The Bachelor of Science in Agriculture (BSA) and the Agronomy Diploma (revised 2007/08) have a core focus on plant and animal production and the conversion of these products to food. The Bachelor of Science in Agribusiness (new in 2005) and the AgBusiness Diploma (new in 2007) concentrate on developing economically viable systems of food processing, marketing and distribution on local and global scales. The Bachelor of Science in Renewable Resource Management (RRM; new 2007) has a broader focus on the sustainability of plant and animal production systems and the interaction of agricultural production with other competing land uses. Finally, the Certificate in Indigenous Peoples Resource Management focuses on land-related issues for First Nations in Canada. Revisions to the Majors in Agronomy, Horticulture Science, Crop Science, Applied Plant Ecology and Food & Bioproduct Sciences (2008-10) have ensured that the college's curricula reflect tomorrow's agricultural bioresource production needs and the knowledge-based bioeconomy.

These programs have resulted in a 14% increase in student headcount. It is noteworthy that this increase has occurred despite the decrease in AgBio's core student recruitment pool in rural Saskatchewan. The increases have, however, put many of these programs at or close to capacity. A thorough review of our programs by the five college program committees in 2011 indicates that current resources can support an UG enrolment target of 800 students by 2016, compared to approximately 750 in 2011-12. This 6% numerical increase would equal approximately 4,350 in 2016 3-cue equivalents.

To achieve the above noted increase we propose:

Excerpts from the College Plan and Planning Parameters

- 3) Establishment of additional agreements that facilitate transfer of diploma and certificate students from elsewhere to AgBio degree programs.
- 4) Explore additional transfer agreements with international partners and develop procedures to sustain and enhance success in existing partnerships.
- 6) Explore development of new educational offerings in Aboriginal management of agbio resources (specifics to be developed in consultation with Aboriginal partners). (For details, see section IIb: Aboriginal Engagement)
- 7) Maintain or increase student retention by academic and support initiatives, including:
 - Enrolment management measures for high demand programs (e.g. Agribusiness)
 - Review and revision of first-year experience for students in all AgBio programs
 - Expansion of current work experience and research opportunities for students
 - Development of distance course /innovative teaching methods; enhanced distance learning methods will support the possible development of specialized post-degree certificates (e.g., restoration ecology).

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4

Culture and Community – Our Global Sense of Place – Section 1 of 3

AgBio will increase its engagement with Aboriginal communities and international partners, while improving the efficacy of our interactions with established Saskatchewan and Canadian communities. We will accomplish this through our teaching, research and engagement activities.

- 1) Teaching
 - Continue the Indigenous Peoples Resource Management (IPRM) program with stable funding sources, both external and student-growth driven
 - Maintain established relationships with AANDC, National Aboriginal Land Managers Association and First Nations
 - Improve accessibility to non-AANDC students
 - Identify potential partners, including international agencies and academic institutions, local and international business, other U of S colleges
 - •
 - Focused undergraduate programming (Innovation in Programs and Aboriginal Engagement)
 - •
 - •
 - Explore and evaluate, in collaboration with CCDE and other colleges, alternative delivery formats such as web-based, remote, blended





College of Agriculture and Bioresources: Summary of Aboriginal Engagement Meetings



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Executive Summary

This report is a summary of the Aboriginal Engagement Meetings that took place between May and October of 2012. The meetings took place at various locations across Saskatchewan, with the exception of one meeting that took place at the Membertou First Nation in Cape Breton, Nova Scotia.

Aboriginal groups invited included all First Nations in Saskatchewan and the Metis community of Ille-a-la Crosse. The invitation to attend the Aboriginal Engagement Meetings was distributed broadly at the community level. The invitations were sent to Chief and council, post-secondary councilors, land managers, directors of education, Aboriginal youth and community members.

Overall, a total of 75 Aboriginal community members from 23 First Nation and Aboriginal organizations contributed to these consultations. The objectives of the Aboriginal Engagement Meetings were to meet the goals as set out in the Aboriginal Engagement Strategy. The goals and their outcomes are as follows:

1. Conduct meaningful engagement sessions with Aboriginal communities.

As part of the planning process, it was decided that meetings would be held in Aboriginal communities or in close proximity to where Aboriginal communities were located. In order to demonstrate a high level of commitment to this process, it was decided that a team inclusive of senior management would attend the meetings. As a result, the Associate Dean (Academic) College of Agriculture and Bioresources, Director (IPRMP), Program Staff (IPRMP) and Faculty (IPRMP), and staff from the Gwenna Moss Center (facilitator) attended the meetings.

2. Establish relationships with Aboriginal communities.

The initial Aboriginal Engagement Meetings have set the stage for future meetings and for the continued development of partnerships with Aboriginal communities. Meeting participants emphasized that these types of meetings are important to relationship building and that regular meetings would be beneficial towards building long term relationships. Participants welcomed the opportunity to provide feedback and stressed the importance of an educational experience that meets the needs of Aboriginal peoples.

3. Identification of potential funding and/or delivery partnerships with Aboriginal communities and/or organizations.

Participants from Aboriginal communities and/or organizations expressed interest in working with the College of Agriculture and Bioresources in the area of Aboriginal program development. A follow-up meeting will be held for participants who attended last year's Aboriginal Engagement meetings. The purpose of the follow-up meeting will be to discuss the feedback received from the Aboriginal Engagement Meetings. Also, one of the goals of this follow-up meeting will be to establish an Aboriginal program advisory group. The role of the Aboriginal program advisory group will be to review feedback, establish priority areas, and provide recommendations in the area of course development and delivery.

4. Data collected will assist in the redesign (if necessary) of the Indigenous Peoples Resource Management Program (delivery model, course content).

The feedback received from Aboriginal communities regarding the type of delivery model and course content currently being offered as part of the Indigenous Peoples Resource Management was indicated as being adequate and meeting the needs of First Nation land managers.

The feedback also illustrates both the pros and cons of the two week blended delivery model. It is was stated by Aboriginal communities that the two week blended delivery model is well suited for Aboriginal students who do not wish to relocate to Saskatoon, who are very much interested in gaining a post-secondary credential, who are interested in building their skills and knowledge, who have a high level of commitment to their jobs and are also committed to building capacity within their own communities.



Feedback from communities also consisted of suggestions that would reduce the two week in-person delivery from two weeks to one week by incorporating technological solutions, such as video conference into course delivery. An important suggestion put forth by communities was the preference for in-community delivery, as a result, the ITEP model was mentioned on numerous occasions.

5. Feedback collected will lead to Novel program development.

The feedback received from Aboriginal communities will provide direction in the following areas: the development of courses that will build capacity in Aboriginal communities, the type of student support required to provide a positive and meaningful post-secondary experience for Aboriginal students, how to build meaningful relationships with Aboriginal communities, how to incorporate traditional knowledge into curriculum and how to ensure that post-secondary education is made accessible to Aboriginal communities with the use of different delivery models.

The feedback has been listed in two different ways: Geographic Region to illustrate the diversity in the needs of Aboriginal communities by geographic area, and by Theme to provide an amalgamated version of the feedback specific to the type of question posed. The feedback listed by theme has also been broken down into different sub-categories. As an example, the novel program feedback has been split into different subcategories to illustrate what the College of Agriculture and Bioresources currently offers as part of Aboriginal programming, to identify potential topic areas that require expansion and lastly to identify which topic areas can form the basis for new course development.

6. Feedback collected will identify potential Professional Development opportunities (e.g. skill building workshops, Aboriginal Executive Training, etc.).

The feedback received from Aboriginal communities was extensive. The feedback confirms that there are many subject areas that fall outside of lands and resource that need to be explored. Many topic areas, such as Treaty Land Entitlement, were identified by communities as being critical to the capacity development of staff and/or leadership working for Aboriginal communities. It was indicated that these types of policy and/or subject areas are critical to the effective management of lands and resources and that it would be useful to develop two or three day workshops focussed on skill building for those that may not be interested in full time enrolment in a post-secondary program.

7. Answer the question: How can traditional knowledge inform our programming?

Aboriginal communities acknowledge that many faculty do not have experience in the area of Traditional Knowledge. It was stated by Aboriginal communities that they recognize that faculty are not in the position and/or may not be comfortable with incorporating Traditional Knowledge into course curriculum. Based on this understanding, Aboriginal communities provided suggestions for how the University of Saskatchewan can incorporate Traditional Knowledge into the post-secondary learning experience for both Aboriginal and Non-aboriginal students. As an example, faculty can utilize elders and traditional knowledge keepers to incorporate Traditional Knowledge into curriculum. In addition, it was mentioned that the University of Saskatchewan teaching and learning environment should learn to tolerate other world views, and that faculty should learn to facilitate and resolve tensions that arise from the expression of differing world views in the classroom.

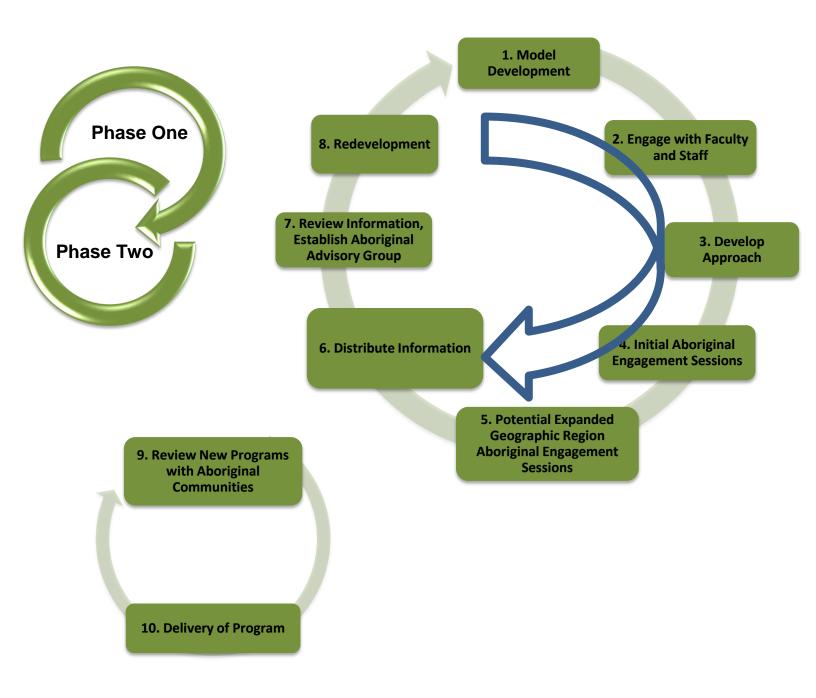
8. Identify if there is a need for natural resource management training outside of lands (e.g. environment, food security, water, etc.)?

It was evident that there are a multitude of options for course development outside of lands. The resounding topic areas were: Treaty Land Entitlement, Law, Environment, Aboriginal Rights and Treaties, Duty to Consult, all accompanied by the message "Building a program that is not necessarily AANDC related/relevant, a program with a broader spectrum" (Fort Qu'Appelle Meeting, June 19, 2012).

Status of the Aboriginal Engagement Strategy

As illustrated with the diagram below, the College of Agriculture and Bioresources have completed stages one through five of Phase I. The College of Agriculture and Bioresources is currently working on preparing the feedback for distribution to Aboriginal communities and to the University of Saskatchewan community.

A fall meeting is being planned for the purpose of reviewing the feedback collected from last year's Aboriginal Engagement meetings. One of the objectives will be to establish an Aboriginal Program Advisory Group. The role of the Aboriginal Program Advisory Group will be to review the feedback, establish priority areas, and to provide recommendations on course development and delivery.



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Questions by Theme and Survey

The themed questions developed are open-ended and were designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. The feedback was gathered anonymously during round table discussions.

The survey questions developed are close-ended and are conclusive in nature. The feedback will inform decision making in the following ways: what skill sets will meet the needs of employers, is short or long term training preferred, what is important to managing resources, is internet accessible within Aboriginal communities, what courses enable economic development and what is the closest location where individuals access post-secondary education.

Questions by Theme

- 1. Program Themes: Plants and Animals, Environment and Ecology, Food, Feed and Bioproducts, Business and Applied Economics: What other programs could we develop? What other classes should we offer?
- 2. Relationship Building: Would you or your community be interested in the possibility of working with us to develop novel programs and/or learning opportunities of interest to Aboriginal communities?
- 3. Student Support (youth and mature): How can we support students to achieve success?
- 4. Traditional Knowledge: How can we incorporate traditional knowledge in programming?
- 5. Delivery of IPRMP: What should the new delivery model look like?

Survey Questions

- 1. What kinds of jobs are in your community?
- 2. What type of short term training or degree program would help in assisting individuals to be competent in these positions?
- 3. What do we need to know about managing our resources?
- 4. Where can student's access internet in your home community?
- 5. Would internet access be a barrier to students participating/utilizing distance delivery models in your home community?
- 6. What subject areas or types of classes would assist in the process of developing economic development projects in Aboriginal communities? A check box is provided for each option. How to develop a Land Use Plan, How to build a Business Plan, Working with GIS and GPS – Building maps, Legal Land Descriptions, How to determine the value of land for leasing activities – Federal and Provincial lands, Protection of Water, Species at Risk, Recreation, Protected Areas and Tourism, How to create and manage Impact Benefit Agreements, Northern Resource Development – E.g. Mining, Forestry, etc., Managing a small to large scale cattle operation, Determine land suitability – how to determine the best use of lands based on the type of soil classification?
- 7. Other than your home community, what is the most convenient location to obtain a post-secondary education?
- 8. Any other comments or suggestions?



The Engagement Meetings – Grouped by Meeting Location

The information presented is inclusive of all feedback collected at the Aboriginal Engagement meetings. The feedback as presented remains unedited, repetition of a single topic area has been removed (as one person may have mentioned one item more than once) and the feedback collected was provided anonymously by participants. The feedback and comments are not listed in order of importance or priority.

Battlefords Agency Tribal Council, Battlefords Tribal Council and Unaffiliated First Nations - North Battleford - May 15, 2012

The 9 First Nations belonging to the Battlefords Agency Tribal Council, Battlefords Tribal Council and Unaffiliated First Nations were invited to attend the meeting. There were 15 representatives from the Moosomin First Nation, Red Pheasant First Nation, Sweetgrass First Nation, Little Pine First Nation, and Mosquito First Nation, as well as representatives from the North West Education Council.

Program Themes: Soil Science, Treaty Land Entitlement, Comprehensive and Specific Claims, Land Suitability, Environment, Environmental Assessment, Water, Food Security, Waste Management.

Relationship Building: Build relationships with Schools On-Reserve, Foster a Connection to the University of Saskatchewan, Facilities and Equipment can be used to build Relationships.

Student Support: Know and address the barriers to post-secondary, Provide Experiential Learning, Create a Welcoming Environment for Aboriginal Students, Tailor Assessment Tools to support Aboriginal Student Learning, Realize that Language is Important, Provide Training Opportunities for Youth.

Traditional Knowledge: Include Emotionality, Intuition and Spirituality, Share Best Practices, Explore Belief Systems, Identify Relationships with the Whole, Include Indigenous Environmental Law, Utilize Traditional Knowledge Keepers, Bridge World Views (ex. western and Aboriginal world views), Acknowledge the Creator.

IPRMP Delivery Model Preference: Experiential Learning, 2 Week Delivery will work for Students who work fulltime, for other students the ITEP model delivered through Regional Colleges may work better.

Membertou First Nation, Nova Scotia - May 30, 2012

The Indigenous Peoples Resource Management Program was invited to participate in a Membertou Governance Committee Training Session being provided by the National Aboriginal Lands Manager Association. The training session focussed on land management. The committee provided time within their 4 day agenda for a two hour session where we worked on the questions and surveys with the committee and community members. There were 10 representatives from the Membertou First Nation. This consisted of the Membertou Governance Committee members, Membertou citizens and elders from the Membertou First Nation.

Program Themes: Remediation of Soils in relation to Agricultural and Tar Sands, First Nation Land Management Act in relation to the Indian Act, Ecological Diversity, The Marshall Decision, The Bernard Decision, Treaty Rights, Copyright Laws, Intellectual Property, Research and Research Guidelines, Patent Laws, Food Security, Environmental Degradation, Aboriginal History.

Relationship Building: The Unama'ki College was identified as a potential partner, Membertou First Nation is interested in working with the University of Saskatchewan to develop novel programs and/or learning opportunities.

Student Support: Teach the Youth and Elders Traditional Seasons Model, Comprehensive Integrated Values with Experiential Learning, Address Admission Barriers, Tutoring in Science and Math, Prepare High School Students, Enable students to reference community examples, Document Oral History.



Traditional Knowledge: Elders should be a part of the learning process, Cape Breton University has a course on Integrated Aboriginal Science, Teach the Two-Eyed Seeing Model, Understanding the different types of knowledge (traditional knowledge and academic), Share Knowledge, Language = Culture, Elders and Traditional Knowledge mixed with Science.

IPRMP Delivery Model Preference: Hands On, Opportunity with Unama'ki College identified.

File Hills Qu'Appelle Tribal Council, Touch Wood Agency Tribal Council, Unaffiliated First Nations - Fort Qu'Appelle - June 19, 2012

The 20 First Nations belonging to the File Hills Qu'Appelle Tribal Council, Touch Wood Agency Tribal Council and Unaffiliated First Nations were invited to the meeting. There were 8 representatives from the Muskowekan First Nation, Standing Buffalo Dakota Nation, Ochapowace First Nation, White Bear First Nation, and Peepeekisis First Nation that attended.

Program Themes: Agriculture, Pasture Management, Land Regimes which include the Regional Land and Environment Program, 53-60 Delegation, First Nation Land Management Act, Protection of Inherent Rights, Treaty Land Entitlement, Land Designation, Leases, Mapping and Geographic Information System, "Building a program that is not necessarily AANDC related/relevant, a program with a broader spectrum", Limitations of the Indian Act, Limits of Federal legislation, Treaty and Non-treaty Bands, Natural Resource Transfer Agreements, "How to challenge the status quo and assert rights", Indian Oil and Gas Laws, Land Disputes and Settlement.

Relationship Building: "Free, Prior and Informed Consent to the whole community when reaching out", "Work with Chief and Council to get community consent", Building Awareness, "We need to know how programs fit our needs and why take them?", "Economic Development officer would benefit", "Chief and Council would benefit from taking IPRMP", Build an agreement with bands so there is support for the model, "Can U of S do Level 2 (PLMCP) at a regional scale?"

Student Support: Native Housing in Saskatoon for Students, Adopt a Student, Space on Campus, Hold Regular Meetings.

Traditional Knowledge: Utilize elders and teachings, "knowledge of natural laws is completely lacking from the program as it is now", utilize elders and traditional knowledge keepers, "Traditional Knowledge is important for instructors as well – contradictions of worldview", "Learn about Canadian Laws as well as First Nation Laws".

IPRMP Delivery Model Preference: Video Delivery, "Video conferencing may be a challenge", "I like IPRMP the way it is", "Locations in other areas of Saskatchewan such as Carleton Train, Treaty 4 Building, SIIT".

Meadow Lake Tribal Council and Unaffiliated First Nations - Meadow Lake - June 28, 2012

The 10 First Nations belonging to the Meadow Lake Tribal Council and Unaffiliated First Nations were invited to attend the meeting. This meeting was an anomaly, as there was only 1 person from the Flying Dust First Nation that attended. The College of Agriculture and Bioresources had committed to revisit the communities in the future to provide an overview of Aboriginal programming.

Program Themes: Leasing and Sub-Leasing, Laws and Regulations specific to Federal and Provincial governments and where they apply to lands management, Plant Life, Canadian Environmental Assessment Act and Reserve Lands, Water Quality, Duty to Consult, Traditional Territories, Bill C-38, First Nation Land Management Act.

Relationship Building: Build relationship with Meadow Lake Tribal Council Lands Department, "Stay in touch for future meetings".

Student Support: Two Day Introduction to cover basics of course material, introduction to university life, the program and what it means to be a student.



Traditional Knowledge: no comments.

IPRMP Delivery Model Preference: "IPRMP is good as it is but the hands on activities are the best", "Could be easy to take at Northwest Regional College".

Ile-a-la Crosse and Metis Nation Saskatchewan – Ile-a-la Crosse - June 29, 2012

The meeting was set up as an initial meeting to set the stage for future meetings with Metis communities. The Mayor of Ille La Crosse, Ille La Crosse community members, and the Metis Nation of Saskatchewan attended the meeting.

The community is working on the development of a Northern Governance Institute. The meeting focussed primarily on an overview of the concept of the Northern Governance Institute. However, discussion of a potential pilot training program delivered within the community of Ille-a-la Crosse was discussed. Interest in training related to lands and resources was expressed by the meeting attendees.

The following structure was discussed.

The Northern Village of Ille-a-la Crosse								
Board of Directors (Representatives from Village)								
Northern Governance Institute (Research and Development Unit)								
University ofSakitawak DevelopmentUniversity ofCamecoSaskatchewan – CollegeCorporationSaskatchewan - Landof Medicineand Resources								
		-	Resear	ch Area	IS			
Health and Doctor Retention Research	Economi Developi Research	nent	Land and Resources Research	Community Planning Research		Educatic Training Research	and	Culture and Recreational Research
Community Development Plan								
,		le-a-la Crosse illage Council		Ille-a-la Cro riendship C		Sakitawak Development Corporation		

Note: The diagram illustrates a hierarchical organizational structure with the horizontal rows defined by function.

Relationship Building: The Village of Ile-a-la Crosse expressed interest in working with the College of Agriculture and Bioresources in the area of lands and resources. This interest is inclusive of potential academic programming and research related activities.



University of Saskatchewan - Internal Stakeholders - Saskatoon - October 3, 2012

Colleges and Departments delivering Aboriginal focussed programing were invited to share their experiences and best practices. The participants were provided with an overview of the AES meetings to date. The questions for this group were changed to reflect the difference in audience.

Program Themes: School of Environment and Sustainability – What links exist?, "ITEP starts with the sacredness of the land – community based expertise rather than university based expertise", "Land Management, does this lead to partnerships with fire sciences, park rangers programs offered by SIAST?", "What is the employability?", Regulations related to Waste Management, Animal Sciences, Cattle, Pastures, Source Water Protection, Environment and Land Preservation, Sacredness of the Land, Indigenous Food Sovereignty.

Relationship Building: Build relationship with the Indian Teacher Education Program (ex. six IPRMP courses used as electives towards four year degree), Build a relationship with School of Environment and Sustainability.

Student Support: Teaching is Secondary and Student Support is First, ITEP follows a Human Community Capacity Model, Student poverty is an issue, Establish senior student mentorship programs, Parents, grandparents and community are key elements to success, Establish learning communities, Form a community within the Program, Students need to feel supported and need to feel connected, Invite parents and children to orientation to create an understanding, 53% of students at Oskayak High School do not have parents so therefore have no support system, Utilize technology to connect with Aboriginal community, Arrange labs for field work, Incorporate traditional eco-tourism camps offered in the North.

Traditional Knowledge: Utilize the Science Ambassadors Program, Utilize the Cradleboard Project, Contextualize the land/people relationship at the Graduate level (ex. Indigenous Research Methodologies, story-telling, relationships, Indigenizing curriculum), Education leads to Resource Management and Resource Management leads to Economic Development, Academics need to be willing to Change and Include Content, Build the Class around the Subject not the Instructor, Address Conflict of Interest in the Classroom (ex. Western World View needs to Move Towards Inclusive Education), A Traditional Knowledge base can help students to encompass university education.

IPRMP Delivery Model Preference: Environmental Leadership Program for Youth, Ladder the Program into a degree program, Utilize Technology, Utilize Wanuskewin.

Saskatoon Tribal Council and Unaffiliated First Nations - Saskatoon - October 4, 2012

The eight First Nations belonging to the Saskatoon Tribal Council, and Unaffiliated First Nations were invited to attend the meeting.

There were nine representatives from the Onion Lake First Nation, Mistawasis First Nation, Beardys First Nation, Pelican Lake First Nation, One Arrow First Nation, Muskoday First Nation, Yellow Quill First Nation, and Whitecap Dakota First Nation.

Program Themes: Traditional Plants, GPS, GIS, Environmental Training, Land Use Planning, Law and Justice in Aboriginal Communities, Concepts of Ownership, Negotiation, Land Classifications, Determining Rental Rates for Farm Land, Experiential Learning with Mock Scenarios (ex. Lease negotiations), History and Information on how lands are being managed by different First Nations (ex. North – Forestry, South – Agriculture), Public Works (ex. water and sewer management), Management Skills (ex. team management, time management, human rights), Human Resources, Environmental Sustainability Plans, Office Management Skills.

Relationship Building: Possibilities for Partnerships with First Nations University of Canada, Saskatchewan Indian Institute of Technology and Lakeland College, U of S land adjacent to Whitecap Dakota First Nation (ex. field work, visit land offices at Whitecap Dakota First Nation), Build a Lands and Resource Network (ex. revitalize a technical table, Steering Committee based on Common Ground Values and Treaties), Duty to Consult, Regulatory relationships with Federal and Provincial governments.



Student Support: Large classes are a barrier (ex. classes with more than 20 students), Integration Process (ex. university life, city life, need a welcoming system, interpersonal skills, PAWS training), Being the only Aboriginal student is challenging, Partner with Saskatoon Tribal Council (ex. access to housing for students).

Traditional Knowledge: Respect land as a gift of Creator.

IPRMP Delivery Model Preference: Two weeks away from your job = two weeks away from your family, Lack of community support while student is away for two weeks, Northern Saskatchewan, The on-line delivery model is not considered eligible for First Nation post-secondary funding.

University of Saskatchewan Student Groups, Oskayak High School - Saskatoon - October 17, 2012

The Aboriginal Law Students Association, Aboriginal Graduates Students Association, Indigenous Students Council, ITEP Student Executive Council, Suntep/GDI Student Representative Council, and Oskayak High School were invited to attend. At the end of the day, there were 10 students from Oskayak High School that participated in the meeting.

Program Themes: Treaty Land Entitlement, Water Protection, Wildlife, Forestry, Develop Diverse Programming to address Diverse Community Needs, Traditional Classes (ex. Aboriginal Language, Ceremonies), Experiential Learning, Create Knowledge about Treaties for Aboriginal peoples and for the general public, Construction Training, Conservation (ex. animals, plants, water, air), Environment, Alternate Energy Sources, Police Training, Programs specifically for Aboriginal Peoples, Law for Aboriginal Peoples, Environment, Land Management "Camps for Youth".

Relationship Building: Build relationships with Schools On-reserve, Build a relationship with Oskayak High School.

Student Support: Create Opportunities for Success (ex. transportation, daycare, alternate class hours), Elder Support (ex, smudge ceremony, feast, gatherings focussed on traditional teachings), Understand that some students do not have opportunity to seek support from Community, Create reachable Opportunities for Students to Look Forward To, Provide Academic Support, A Cultural Approach is Important, Supply Brain Food, Motivate People to become Self-Dependent to Finish a Class, Keep it Short and Sweet.

Traditional Knowledge: Elder Support for Urban Aboriginal Students (ex. Many urban Aboriginal students have no opportunity to go home and seek support from community).

IPRMP Delivery Model Preference: Monday to Friday Preference, A set amount of Weeks or Months, Direct Entry from High School would be Overwhelming, Project Based Courses, Deliver in Semester or Block Delivery Models.

Prince Albert Grand Council and Agency Chiefs Tribal Council - Prince Albert - October 30, 2012

The 15 First Nations belonging to the Prince Albert Grand Council and the Agency Chiefs Tribal Council were invited to attend the meeting. There were four representatives from the Witchekan Lake First Nation, Big River First Nation, and Shoal Lake First Nation that attended.

Program Themes: Source Water Protection, Duty to Consult, Technical Aspects of Farming, Forestry, Contract Law, Environmental Regulations, Fire Fighting, Agroforestry.

Relationship Building: Big River expressed interested in having IPRMP delivered in their Community.

Student Support: Students need to know what kind of Programming is available and what kind of job will result as part of taking training.



Traditional Knowledge: Elders at Big River do not allow dissection of Animals, Recognize that Aboriginal communities have their own Teachings, Learning about Natural Laws is Important.

IPRMP Delivery Model Preference: ITEP Module in Big River (ex. for some classes instructors SKYPE from Prince Albert to Big River), IPRMP needs more Advertising, Diversity of Program is Key.

Feedback received from Aboriginal Communities – Grouped by Theme

Novel Program Development

Aboriginal communities identified the following topic areas as important to Aboriginal communities. The feedback has been listing in three different ways. The first is by topic areas included in current Aboriginal programming. Many of the topic areas currently included in Aboriginal programming can either be expanded upon or the focus of one particular course can be dedicated to a single topic area. As an example, one course could be dedicated to the topic area of land use planning in Aboriginal communities.

The second listing is by topic areas that are not currently found in existing programming. If the topic area is included in course curriculum it is included on a limited basis. This listing forms the basis for new course development.

The third listing includes feedback from Aboriginal communities which provides suggestions or important reminders when developing courses/programs targeted for Aboriginal communities. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

Course Content currently included in Aboriginal Programming: Soil Science, Treaty Land Entitlement (subject area requires expansion), Land Suitability, Environment, Water (Water Policy and Source Water Protection), Agriculture, Mapping, Duty To Consult (subject area requires expansion), Land Use Planning (subject area requires expansion), Negotiation, Land Classifications, Forestry (Fire Fighting, Agroforestry), Aboriginal History and Treaty Rights (Protection of Inherent Rights, Treaty and Non-treaty Bands) (subject area requires expansion), Research and Research Guidelines, Land Management (Land Designations, Leases, Sub-Leases), Contract Law.

Content not included in Aboriginal Programming: Treaty Land Entitlement, Comprehensive and Specific Claims (Policy and Process), Canadian Environmental Assessment Act (Triggers related to management of Federal Reserve lands, Food Security), Environment (Federal Environmental Regulations related to Waste Management on Federal Reserve lands, Public Works Functions on Reserve, Environmental Sustainability Plans, Environmental Degradation, Protection of Lands), Remediation of Soils (Agriculture, Tar Sands), Ecological Diversity, Law (Indigenous Environmental Law, Copyright Laws, Intellectual Property, Patent Laws, Law and Justice in Aboriginal Communities), Food Security, Federal Land Regimes (Regional Land and Environment Program, 53-60 Delegation, First Nation Land Management Act), Geographic Information System Limits of Federal legislation (Indian Act. Bill C-38). Natural Resource Transfer Agreements. Indian Oil and Gas Laws. Land Disputes and Settlement, Plant Life, Traditional Territories, Animal Science (Cattle, Pastures, Pasture Management), Indigenous Food Sovereignty, Traditional Plants, Concepts of Ownership, Determining Rental Rates for Farm Land, History and Information on how lands are being managed by different First Nations (ex. North – Forestry, South – Agriculture), Management Skills (team management, time management, human rights), Human Resources (employment legislation that applies on Federal Reserve lands, Office Management Skills), Wildlife, Construction Training, Conservation (animals, plants, water, air), Alternate Energy Sources, Police Training.

Advice to Consider when building Aboriginal Programs: Consider "Building a program that is not necessarily AANDC related/relevant, a program with a broader spectrum", Teach the skills regarding "How to challenge the status quo and assert rights", Build programming that provides an overview of laws and regulations specific to Federal and Provincial governments and where they apply to lands management, Adopt a respectful approach, for example "ITEP starts with the sacredness of the land – community based expertise rather than university based expertise".



Advice to Consider when building Aboriginal Programs: How will programming tie into other programs, for example, "Land Management, does this lead to partnerships with fire sciences, park rangers programs offered by SIAST?", Ensure ties to employment, "What is the employability?", Ensure that there exists an understanding of the Sacredness of the Land, Include Experiential Learning with Mock Scenarios (ex. Lease negotiations), Develop Diverse Programming to address Diverse Community Needs, Include Traditional Classes (ex. Aboriginal Language, Ceremonies), Be inclusive by creating Knowledge about Treaties not only for Aboriginal peoples but for the general public as well, Continue to Build Programs specifically for Aboriginal Peoples, Law for Aboriginal Peoples is important, Experiential learning is important, create Land Management "Camps for Youth".

Relationship Building

The following organizations were identified as potential external and internal partnerships who could potentially work with the College of Agriculture and Bioresources in the area of Aboriginal program development. The feedback collected also illustrates best practices for building relationships with Aboriginal communities. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

External Partnerships: Unama'ki College, Membertou First Nation, Schools On-Reserve, Aboriginal Leadership, Meadow Lake Tribal Council Lands Department, Village of Ile-a-Ia Crosse, Oskayak High School, First Nations University of Canada, Saskatchewan Indian Institute of Technology, Lakeland College, Whitecap Dakota First Nation, Big River First Nation.

Internal Partnerships: Indian Teacher Education Program – University of Saskatchewan, School of Environment and Sustainability – University of Saskatchewan.

Best Practices for Building Relationships with Aboriginal communities: Foster a connection to the University of Saskatchewan by establishing relationships with schools on-reserve, Facilitate relationships by hosting engagement driven science courses for Aboriginal youth, Oskayak High School, Sakewew High School, and On-reserve schools, Develop a traditional and western based approach to science, Understand the concepts of Free, Prior and Informed Consent when working with Aboriginal communities, Work in collaboration with Chief and Council to establish a MOU to obtain community consent and support for programming, Build awareness of how academic programs fit the needs of Aboriginal communities and demonstrate how programming is linked to strengthening a community and links to jobs, Build a Lands and Resource Network (ex. revitalize a land and resources Steering Committee based on Common Ground Values and Treaties), Incorporate and be aware of the Duty to Consult when dealing with Aboriginal communities.

Student Support

Aboriginal communities provided feedback that emphasized student support critical for a positive and supportive post-secondary experience. Communities also shared their knowledge on best practices related to student support. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

Student Support leading to a positive and supportive post-secondary experience: Provide Academic Support, Understand that a Cultural Approach is Important, Understand the barriers to post-secondary for Aboriginal students (53% of students at Oskayak High School do not have parents, therefore have no support system, student poverty is an issue, supply brain food, elder support for urban Aboriginal students is important because there is no opportunity to go home and seek support from community), Create a welcoming environment for Aboriginal students (space on campus, parents/grandparents and community are key elements to success, invite parents/children to orientation to create an understanding of the time commitment required to succeed in a post-secondary environment), Address admission barriers (ex. there are no science courses offered at schools on-reserve), Create Opportunities for Success (ex. transportation, daycare, alternate class hours), Realize that language retention is important.



Student Support leading to a positive and supportive post-secondary experience: Create an awareness of what housing options exist in Saskatoon (Native Housing in Saskatoon for Students), Mentor a student (adopt a student program, establish senior student mentorship programs, establish learning communities), Understand that teaching is secondary and that student support is first (students need to feel supported and need to feel connected), Keep it Short and Sweet, Students need to know what kind of Programming is available and what kind of job will result as part of taking training , Create reachable Opportunities for Students to Look Forward To, Motivate People to become independent to Finish a Class, Tailor assessment tools to support Aboriginal student learning (ex. Aboriginal people are visual learners), Provide experiential learning (incorporate traditional ecotourism camps offered in the North), Provide Training Opportunities for Youth, Prepare High School Students (ex. Two Day Orientation to cover basics of course material, introduction to university life, the program and what it means to be a student), Hold regular meetings with Aboriginal Students (ex. a constant support system based on communication).

Best Practices: Providing support by tutoring in science and math, Teach the Youth and Elders Traditional Seasons Model, Comprehensive Integrated Values with Experiential Learning, Enable students to reference community examples (ex. Document Oral History), ITEP follows a Human Community Capacity Model, Utilize technology to connect with Aboriginal community (U of S Nursing Program), Elder Support (ex. smudge ceremony, feast, gatherings focussed on traditional teachings).

Traditional Knowledge

Aboriginal communities provided direction on: How to Incorporate Traditional Knowledge into the Learning Experience and What aspects of Traditional Knowledge to Incorporate into Curriculum. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

How to incorporate Traditional Knowledge into the Learning Experience: Utilize Elders and Traditional Knowledge Keepers, Academics willingness to change and include content (Build the class around the subject not the instructor, address conflict of interest in the classroom, western world view needs to move towards inclusive education), Identify Relationships with the Whole, Share Best Practices, Explore Belief Systems, Bridge World Views (ex. western and Aboriginal world views), Acknowledge the Creator, Elders should be a part of the learning process (Utilize elders and teachings), Teach the Two-Eyed Seeing Model (Cape Breton University has a course on Integrated Aboriginal Science), Understanding the different types of knowledge (traditional knowledge and academic), Share Knowledge, Contextualize the land/people relationship at the Graduate level (ex. Indigenous Research Methodologies, story-telling, relationships, Indigenizing curriculum), Utilize the Science Ambassadors Program, Utilize the Cradleboard Project.

Aspects of Traditional Knowledge to Incorporate into Curriculum: Emotionality, Intuition and Spirituality, Understand that Language = Culture, A meaningful learning experience will ensure that the teachings from Elders and Traditional Knowledge are balanced with western Science, Natural Laws, Respect land as a gift of Creator, Recognize that Aboriginal communities have their own Teachings (Elders at Big River do not allow dissection of Animals).

Blended Delivery Model (Two-week intensive training modules)

Aboriginal communities provided feedback that illustrated the pros and cons of a two-week intensive training module, shared their preferences for in-community delivery and their opinions regarding the use of technology for delivery of post-secondary training. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

Pros of a Two-week Intensive Training Module: Two Week Delivery will work for students who work full-time, Monday to Friday preference for some, A set amount of Weeks or Months is preferred, Potential to ladder the program into a degree program, Utilize Wanuskewin, Could work well for Northern Saskatchewan, Deliver in Semester or Block Delivery Models.



Cons of a Two-week Intensive Training Module: Two weeks away from your job = two weeks away from your family, Lack of community support while student is away for two weeks, Direct entry from high school would be overwhelming.

Preferences for In-Community Delivery: For other students the ITEP model delivered through Regional Colleges may work better, Explore the Union of Nova Scotia Indians, Unama'ki College and University of Saskatchewan Partnership, Examine potential locations in other areas of Saskatchewan - Carleton Train, Treaty 4 Building, Saskatchewan Indian Institute of Technology, Northwest Regional College, Find out about the Environmental Leadership Program for Youth, Examine the potential for Project Based Courses

Use of Technology: Explore Video Delivery (Utilize technology, video conferencing may be a challenge), Understand that with on-line delivery the student will not qualify for funding, Consider the ITEP Module in Big River (ex. for some classes instructors SKYPE from Prince Albert to Big River).

Survey Questions – Amalgamated

The survey questions provide the following direction: provide a listing of jobs identified as existing in Aboriginal communities, identifies that both short term and long term training is required, identifies priority areas for what is important to managing resources in Aboriginal communities, identifies that internet is a barrier is some Aboriginal communities but is also accessible by community members in other areas, identifies the types of short term and long term subject areas that would build capacity for the development of economic development projects, and identifies that most Aboriginal communities have a learning center close enough to their home community that members can access post-secondary. **See Appendix A**.

Next Steps

The College of Agriculture and Bioresources is arranging a meeting on September 5, 2013. The meeting will take place at the College of Agriculture and Bioresources. Individuals that attended the initial Aboriginal Engagement Meetings last year will be invited to participate.

The purpose of the meeting will be to provide a summary of the feedback collected at the Aboriginal Engagement Meetings and to verify that the feedback as recorded is reflective of what the community provided as feedback. There will also be discussion of the development of an Aboriginal Advisory Group. At the September 5, 2013, the College will identify individuals interested in working on Aboriginal program development.

Appendix A

•oil and gas, ranching, agriculture, health care, educators, environment, petroleum, administrative, public works, land managers, nursing, band office, casino, golf course, facilities management, child and family services
•accounting, land management, environmental science, reclamation and restoration, mapping and GIS, traditional knowledge, safety and security training, business management, stress management, occupation health and safety, sustainable air, land and water management training, tourism
 environmental assessment, inherent rights and jurisdictions, land regimes on reserve land, cost of harvesting, cultivating, mining and other uses of Aboriginal resources
 community access is available at Portal in administrative center, all schools and education department, band office, ABES-T building, training center, drop in centers
•internet is definitely a barrier in the North Battleford area, some access and/or limited access in other areas, Fort Qu'Appelle post-secondary coordinator utilizes internet course delivery with Brandon University, SIIT and Red River College
 land use plan, business plan development, GIS ,GPS, valuation of land for leasing, Water Protection, Species at Risk, Recreation, Protected areas and tourism, Impact Benefit Agreements, Northern Resource Development, Managing a cattle operation, Land Suitability
 Lloydminister, Prince Albert, Saskatoon, North Battleford, Regina, Yorkton, Estevan, Carlyle, Moosomin, Fort Qu'Appelle, Brandon, Whitewood
•Very informative community engagement sessions, information on the Treaty Land Entitlement process would be helpful, information on the First Nation Land Management act would be helpful, Aboriginal teachings need to be incorporated into existing programming

MEMORANDUM OF UNDERSTANDING (MOU)

BETWEEN

NATIONAL ABORIGINAL LANDS MANAGERS ASSOCIATION (NALMA) CURVE LAKE, ONTARIO



AND

COLLEGE OF AGRICULTURE AND BIORESOURCES UNIVERSITY OF SASKATCHEWAN



College of Agriculture and Bioresources

This MOU is a partnership between the National Aboriginal Lands Managers Association (NALMA) and the College of Agriculture and Bioresources, University of Saskatchewan (College of AgBio) to facilitate the following:

- (a) The College of AgBio, University of Saskatchewan, will accept 6 of NALMAs Professional Land Management Certification Program (PLMCP) Courses as a "restricted block transfer" towards academic programming within the College of Agriculture and Bioresources, University of Saskatchewan.
- (b) The National Aboriginal Land Managers Association will recognize the 6 Indigenous Peoples Resource Management Program (IPRMP)- [renamed Kanawayihetaytan Askiy (KA)] courses as satisfying the post-secondary level-one requirements of the Professional Land Management Certification (PLMCP). Further, IPRMP/KA graduates will be eligible to register in the PLMCP Level Two: Technical Training developed and delivered by NALMA.

1

Recognizing their common interests in capacity building, education and collaborative initiatives in lands and resource management for Aboriginal communities, and

Valuing institutional cooperation, and

Wanting to promote such cooperation in a more structured fashion.

Agree as follows:

ARTICLE 1 OBJECTIVES

The objective of this Memorandum of Understanding is to outline the understandings on which the College of Agriculture and Bioresources, University of Saskatchewan, Saskatoon, Saskatchewan and NALMA, Curve Lake, Ontario will develop and carry out collaborative activities and formalize the agreement between the two organizations regarding a "restricted block transfer".

Restricted block transfer is defined as follows:

Approval of the "restricted block transfer" (equivalent to 18 credit units) towards educational programs within the College of Agriculture and Bioresources requires that a student complete the 6 NALMA Level 2 Technical courses. Substitution of other courses will not be accepted.

As of June 2015, NALMA will be working towards a redesign of the Professional Land Management Certification Program. The NALMA technical courses will be reviewed and potentially changed. It is understood by the U of S, that once the redesign occurs, the organizations will review the "restricted block transfer" arrangement.

Professional Land Management Certification Program, NALMA is defined as follows:

NALMA's Professional Lands Management Certification Program (PLMCP) was created for the purpose of recognizing the accomplishments of professionals working in First Nation lands and environment disciplines. Certification establishes professional credibility at a national level, formally recognizes and verifies skills and knowledge, and enhances marketability for a First Nation. It assures that an individual meets specific criteria, remains current in the field of discipline and maintains a professional code of ethics. This represents both an achievement and a responsibility for the individual.

The PLMCP consists of two levels of training: Level 1 Post-Secondary requirement and Level 2 NALMA Technical Training.

ARTICLE 2 SCOPE OF ACTIVITIES

The scope of collaboration on academic activities under this MOU may include, but is not limited to, the following:

 The College of Agriculture and Bioresources will grant students who have successfully completed Level 2 Technical Courses - Professional Land Management Certification Program, NALMA a "restricted block transfer" of 18 credit units towards academic programming within the College of Agriculture and Bioresources, University of Saskatchewan. The courses will be comprised of the following existing courses. The following courses will be reviewed by NALMA and may change, at that point in time, the "restricted block transfer" will be reviewed by both organizations:

Level 2 Technical Courses - Professional Land Management Certification Program, NALMA

- I. NALMA 101 History and Legislation
- II. NALMA 201 Fundamentals
- III. NALMA 301 Collective and Individual Interests
- IV. NALMA 401A Leasing 1
- V. NALMA 401B Leasing 11
- VI. NALMA 501 Permits
- NALMA will grant IPRMP/KA, U of S, graduates 6 courses (18 credit units) towards the Level 1 Post Secondary component of the Professional Land Management Certification Program. The courses will be comprised of the following existing courses.

The courses are currently being redesigned and will change in the 2016 academic year, at that point in time, the "restricted block transfer" will be reviewed by both organizations:

Indigenous Peoples Resource Management/Kanawayihetatan Askiy Certificate Courses – University of Saskatchewan

- I. IPRM 100 Introduction to Legal Concepts in Resource Management (ASKI 102)
- II. IPRM 101 Introduction to Management Issues (ASKI 104)
- III. IPRM 102 Environmental Studies Economics and Planning (ASKI 105)
- IV. IPRM 103 Resource and Environmental Studies (ASKI 101)
- V. IPRM 200 Legal Process and Instruments in Resource Management (ASKI 103)
- VI. IPRM 210 Resource Management Project Assessment (CAPSTONE) (ASKI 201)
- 3. Course Review: Each organization will commit to a yearly review to ensure a) that the Level 2 Technical courses, PLMCP, NALMA continue to meet "restricted block transfer" requirements of the College of Agriculture and Bioresources, University of Saskatchewan and b) that the IPRMP/KA courses meet the Level I Post-secondary requirement of the PLMCP, NALMA.
- 4. Development of collaborative programs or projects of mutual interest and benefit, particularly those intended to support Aboriginal students, strengthen services for these students and Aboriginal communities, and share information on best practises that can be applied to the delivery of education programs;

ARTICLE 3 CONTRIBUTION BY ALL PARTIES

Signature of the MOU does not entail any material, financial or other obligation for either of the institutions. Specific initiatives are to be considered and agreed upon, on a case-by-case basis, including the contributions and obligations of each institution. Subsidiary agreements are to be signed as required.

Each institution will designate an individual as a regular point of contact, and each institution agrees to meet regularly, no less than annually, to review, and evaluate activities undertaken through this agreement. Such discussions may give rise to new initiatives.

The designated point of contact for NALMA will be: Executive Director, NALMA, the designated point of contact for U of S will be: Program Co-ordinator, Aboriginal Programming, College of Agriculture and Bioresources, U of S.

ARTICLE 4 AMENDMENT AND DURATION OF THE AGREEMENT

This MOU is effective from the date of signature. This MOU may be terminated by either party subject to the delivery of six months advance notice, in writing.

Signed on behalf of:

UNIVERSITY OF SASKATCHEWAN

MBuch

Dean, Mary Buhr College of Agriculture and Bioresources

2016-05-27

Dated

NALMA

Gino Clement, Chair, NALMA Board of Directors

2016 05 27

National Aboriginal Lands Managers Association Association nationale des gestionnaires des terres autochtones



May 12th, 2016

25

Fran Walley Associate Dean (Academic) College of Agriculture and Bioresources University of Saskatchewan 51 Campus Drive Saskatoon, SK, S7N 5A8

Dear Mrs. Walley

Re: Letter of Support - Kanawayihetaytan Askiy (KA) diplomas proposal - Diploma in Aboriginal Resource Management and Diploma in Aboriginal Land Governance - University of Saskatchewan

On behalf of the National Aboriginal Lands Managers Association (NALMA) it is my pleasure to write a letter of support for the Kanawayihetaytan Askiy (KA) diplomas proposal (Diploma in Aboriginal Resource Management and Diploma in Aboriginal Land Governance) University of Saskatchewan.

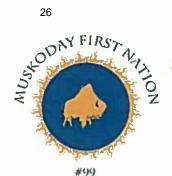
NALMA has been working in partnership with the College of Agriculture and Bioresources over the past 10 years to provide First Nation communities with the necessary knowledge and skill to effectively manage their Reserve Lands. Through our partnership we certified 143 First Nations Lands Managers.

The KA diploma program provides an opportunity for First Nations to obtain a higher education in resource management and land governance. With this advanced programming, First Nations are able to progress their communities into greater levels of autonomy. To that end, we strongly support the program and look forward to continuing our productive partnership.

In good spirit,

Gino Clement NALMA Chair

(705) 657-7660 • Fax: (705) 657-7177 • Toll Free (877) 234-9813 1024 Mississauga Street, Curve Lake, ON K0L 1R0 • www.nalma.ca



Lands, Resources and TLE

Box 99, Muskoday, SK. S0J 3H0 Telephone: (306) 764-1282 FAX: (306) 764-7272 TOLL FREE 1-877-687-5632 mfn.lands@sasktel.net

April 23, 2015

Dr. Daniel J. Pennock Acting Associate Dean (Academic) College of Agriculture and Bioresource 51 Campus Drive Phone: (306) 966-6852 Email: dan.pennock@usask.ca

Dear Dr. Pennock,

Please accept this letter as support for the ongoing efforts of the Indigenous People's Resource Management Program and the work on transforming the certificate program in to a full diploma and/or degree-granting program.

As a member of the inaugural graduating class from IPRM in 2007, the knowledge a student gains from post secondary institutions in this area is very important. There are not many continuing education opportunities for people who work in the lands sector on First Nations in Canada, but their jobs are so paramount to their individual communities. It is said that life is a journey of learning, and being able to become more professionally engaged in your vocation opens doors not only in the job world, but helps a person grow as well.

I am proud to be a part of the advisory committee for this process and it has my full support going forward.

Respectfully,

Dean Bear Director Muskoday Lands, Resources & Environment **TLE Acquisition**

27

Dr. Daniel J. Pennock Acting Associate Dean (Academic) College of Agriculture and Bioresource 51 Campus Drive Phone: (306) 966-6852 Email: <u>dan.pennock@usask.ca</u>

Dear Dr. Pennock,

It is my pleasure to write a letter in support of the Aboriginal Program Development, Kanawaytaytan Aski at the University of Saskatchewan. I have been involved with the Committee meetings for the past three years with the Aboriginal Program Advisory Group and have had great experience in getting involved in the planning and see the good that is going to come of this with the College of Agriculture and Bioresources.

In conclusion, I fully support the efforts of the IPRMP as they seek to establish a program to train Aboriginal peoples in the area of lands and resources.

Sincerely,

Leona Jobtonis

Leona Tootoosis Aboriginal Program Advisory Member

Letter of Support

March 30, 2015

To Whom It May Concern,

I am writing this letter in support of the Aboriginal Program, Lands and Resource Diploma, and Governance Diploma development.

I have just finished the IPRM program and the chance to pursue a diploma would be a great opportunity for many students including myself.

Thank You,

Norman Allard Jr Community Planner - Lower Kootenay Band <u>norma@lowerkootenay.com</u> 250-428-4428 ext.227

From: Ken Cossey [mailto:Ken.Cossey@songheesnation.com] Sent: Friday, February 27, 2015 12:12 PM To: Pete, Candice Subject: RE: Support Letter for Diploma Development

Ms. Pete,

Thank you for your e-mail. As a professional community planner with over 27 years of community planning/land development experience I have had a chance to review the attachments sent to me on the proposed distance delivery program. In my professional capacity, I would highly recommend that the full distance delivery diploma courses be implemented. The timing of these programs is perfect in that as many First Nations are taking advantage of the First Nations Lands Management Act, there is a requirement to ensure that well qualified individuals are able to assume positions of lands and governance at the First Nation level. The proposed courses will ensure that highly trained aboriginal individuals will be available to assist their Nation on moving forward.

Cheers

Ken Cossey, MCIP, RPP Songhees Nation Director of Local Government Services 1100 Admirals Road Victoria, BC, V9A 2P6 Phone (250) 386 1043 ext 208 Fax (250) 386 4161

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To whom it may concern:

I am acting director of the Native Law Centre and I am pleased to write this letter in support of the two new diplomas proposed for the Kanawayihetaytan Askiy Program of the College of Agriculture and Bioresources, namely the diplomas in Aboriginal Resource Management and Aboriginal Lands Governance, on behalf of the Native Law Centre of the College of Law, University of Saskatchewan.

The Native Law Centre was founded in 1975 in order to facilitate legal education for Indigenous peoples, promote the development of the Canadian legal system in ways which better accommodate the advancement of Indigenous peoples, and disseminate information concerning Indigenous peoples and the law. The Centre's focus is on preparing Indigenous students for law school and pursuing research and publications directed at legal scholars and practitioners; in other words, our focus is on making contributions directly to the law, the legal profession and the greater legal community. However, we recognize that law is not the exclusive province of lawyers and legal academics. The Canadian legal system impacts each and every one of us in this country on a daily basis and has unique and complex impacts on the daily lives of Indigenous peoples in Canada. We are therefore pleased to see Kanawayihetaytan Askiy's focus on contributing to legal education opportunities for Indigenous students that plan to pursue careers outside the traditional legal profession that could nevertheless greatly benefit from better fluency in legal concepts, such as careers in governance or resource management.

Aboriginal law is one of the most complex and rapidly evolving areas of Canadian law, which makes continued education all the more important for those working for or with Indigenous communities. Indigenous people in Canada also frequently face unique barriers in accessing up-to-date legal information and education opportunities of relevance to them due to factors such as the geographic isolation of many communities and scarcity of funding to pursue education outside those communities. We are therefore pleased to see Kanawayihetaytan Askiy's focus on continuing education for Indigenous students being accomplished through distance education courses.

Sincerely,

Chris Lafleur

A/Director, Native Law Centre

cc Candice Pete

Subject: Re: KA diploma

Date: Sunday, 1 May, 2016 8:24:34 PM Central Standard Time

From: Turner, Jill

To: Walley, Fran

Dear Dr. Walley

The Distance Education Unit (DEU) welcomes the opportunity to support an initiative that targets Aboriginal students and brings value to Aboriginal communities. We have no significant concerns in the creation or the delivery of the new diplomas. DEU is always pleased to be involved in the creation of new programming and have an extensive history in this area.

For the past year, DEU has been involved in the discussions acting as a collaborative partner in both development of the new courses and also in the future delivery of the courses. We have played an important role as consultants on the distance education course development, budgeting and course delivery. For the development of the new courses DEU is providing *in kind* support of Instructional Designers well as financial support for the hiring of the Subject Matter experts. DEU is also collaborating on marketing initiatives and lending administrative support.

Sincerely, Jill Turner

Program Manager Distance Education Unit University of Saskatchewan 473 - 221 Cumberland Ave. N Saskatoon, SK S7N 1M3 306.966.1382 306.966.5590

Consultation with the Registrar Form (New Programs and New Majors / Minors / Concentrations)

Title: Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Is an existing degree, diploma, or certificate being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

degree level

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

- 6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code/description will be: KAGO [In KA Dip Aborig Lands Govr]. NEED 4 character code!
- 7 What is your suggested credential abbreviation for this new or renamed degree, diploma, or certificate (please consult with Academic Services)? What is the Banner code for this new or renamed degree, diploma, or certificate?

Credential Code = 6 characters max - KAGOBR

Credential Short Description = 30 characters max - KA Dip Aboriginal Lands Govr

Credential Long Description = 75 characters max - Kanawayihetaytan Askiy Diploma in Aboriginal Land Governance

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

Agriculture and Bioresources

9 programs.

No

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

Yesi

Yes

Yesl

No

No

One major is required on all programs [4 characters for code and 30 characters for description] KAGV - Aboriginal Lands Governance	
If this is a new graduate degree, is it thesis-based, course-based, or project-based?	
n/a	
Section 2: New Program for Existing or New Degree / Diploma / Certificate Information	
Is this a new program?	Yes X No
Is an existing program being revised?	Yes No X
If you've answered NO to each of the previous two questions, please continue on to the next section.	
If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?	
Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance	
What is the name of this new program?	
Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance	
Program Code = 12 characters (KANASK-GOVR) - suggested	
Program Description = 32 characters - Kanawayihetaytan Askiy Dip Govr	
What other program(s) currently exist that will also meet the requirements for this same degree(s)?	
n/a	
What College/Department is the academic authority for this program?	0
College of Agriculture and Bioresources [AB] / AGBIO (Dean's Office) [AB]	
Is this a replacement for a current program?	Yes No X
If YES, will students in the current program complete that program or be grandfathered?	
If this is a new graduate program, is it thesis-based, course-based, or project-based?	
n/a	
Section 3: Mobility	
Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to	
participate in a learning experience without undue obstacles or hindrances.	
Does the proposed degree, program, major, minor, concentration, or course involve mobility?	Yes No X
If yes, choose one of the following?	
Domestic Mobility (both jurisdictions are within Canada)	
International Mobility (one jurisdiction is outside of Canada)	
	ليسبيها

2 Please indicate the mobility type (refer to Nomenclature for definitions). Joint Degree

Dual Degree Professional Internship Program Faculty-Led Course Abroad Term Abroad Program Ine U or S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Please state the full name of the agreement that the U of S is entering into.	Yes No
6 What is the jurisdiction for the external partner?	
Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)	
1 Is this a new or revised major, minor, or concentration attached to an existing degree program?	Yes No X Revised
If you've answered NO, please continue on to the next section. 2 each.	с.
3 What is the name of this new / revised major, minor, or concentration?	
4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.	
5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?	
Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)	
1 Is this a new or revised disciplinary area attached to an existing graduate degree program?	Yes No X Revised
If you've answered NO, please continue on to the next section.	
2 If YES, what is the name of this new / revised disciplinary area?	
3 Which Department / School is the authority for this new / revised disciplinary area?	
4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?	

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Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?Is an existing college, school, center, or department being renamed?If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

No - using existing subject areas (with standard AB rate of TC13 and standard AR rates of TC01 and TC08)

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

n/a

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?

If NO, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information

Will students apply on-line? If not, how will they apply?

Yes	No	X
Yes	No	X

Yes No X

2	What term(s) can students be admitted to?
	YYYY01, YYYY05, and YYYY09
3	Does this impact enrollment?
	Anticipate 15 new students/year enrolled in the program
4	How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
	Refer to the College of Agriculture and Bioresources
5	Can classes towards this program be taken at the same time as another program?
	Yes
5	What is the application deadline?
	Same as existing AB programs
	What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
	Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weight average of 60%, OR Completion of the Indigenous Peoples' Resource Management Certificate and completion of INDG 107.3 with a final grade of at least 60% What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is th
	weighting of each of these in the admission decision.)
))	What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
	Special (mature) admission criteria
	What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
	On-line application for admissions, same process as Certificate
Ì	Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
	Admissions office
2	Letter of acceptance - are there any special requirements for communication to newly admitted students?
	Standard
1	Will the standard application fee apply?
1	No as returning student
١.	Will all applicants be charged the fee or will current, active students be exempt?
1	Current, active students will be exempt

1 How will tuition be assessed?

3.045

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Standard Graduate per credit Standard Graduate per term Non standard per credit* Non standard per term* Other 1 **Program Based*** * See attached documents for further details 2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate? Yes - TC13 (AB courses), TC01 (AR courses - Arts) and TC08 (AR courses - Science) 3 Will students outside the program be allowed to take the classes? Yes 4 If YES, what should they be assessed? (This is especially important for program based.) Standard Undergraduate per credit 5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)? Yes 6 Do standard cancellation fee rules apply?

Yes

7 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

No

8 Has IPA Been Consulted?

Yes

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 10: Government Loan Information

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Yes

Section 11: Convocation Information (only for new degrees)

1	Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?	
'	No	٦
7	If YES, has the Office of the University Secretary been notified?	J
		7
3	When is the first class expected to graduate?	- <i></i>
	Fall Convocation 2017	62
4	What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?	
	30	
	Section 12: Schedule of Implementation Information	
1	What is the start term?	_
	201705 [May 2017]]
2	Are students required to do anything prior to the above date?	Yes No X
	If YES, what and by what date?	
]
	Section 13: Registration Information	
	What year in program is appropriate for this program (NA or a numeric year)? Year 2	7
,	Will students register themselves?	
4	If YES, what priority group should they be in?	
		а ^{са}
	As per current set up	J
	Section 14: Academic History Information	
1	Will instructors submit grades through self-serve?	Yes X No
t i	Who will approve grades (Department Head, Assistant Dean, etc.)?	
	As per current set-up	1
	Section 15: T2202 Information (tax form)	-
1	Should classes count towards T2202s?	Yes X No
	Section 16: Awards Information	
1	Will terms of reference for existing awards need to be amended? 7 of 9	Yes No X

2 If this is a new undergraduate progra	m, will students in this program	n be eligible for College-specific awards?
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Yes

Section 17: Program Termination

1 Is this a program termination?

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? If yes, what courses?

4 Are there currently any students enrolled in the program? If yes, will they be able to complete the program?

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

Section 18: SESD - Information Dissemination (internal for SESD use only)

- 1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has SESD, Admissions, been informed about this new / revised program?
- 3 Has CGSR been informed about this new / revised program?
- 4 Has SESD, Transfer Credit, been informed about any new / revised courses?
- 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 6 Has the Library been informed about this new / revised program?
- 7 Has ISA been informed of the CIP code for new degree / program / major?
- 8 What is the highest level of financial approval required for this submission? Check all that apply.
- a. None as it has no financial implications

<u>OR</u>

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

Nol X

Nol

No

Yes

Yes

Yesl

SIGNED	
Date: May 16, 2016	
Registrar (Russell Isinger): Munne Snog	
College / Department Representative(s):	

Catalogue Entry

Diploma in Aboriginal Lands Governance, Dip.(K.A.Ab.L.G.)

The Diploma in Aboriginal Lands Governance provides students with a broad background in governance, management, administration and political science as they relate to Aboriginal communities. The diploma prepares them for roles in governance in their communities and leadership in local, provincial and national settings. The program has a strong focus on experiential learning. It teaches students the skills required for future employment as land managers as well as the scientific and traditional knowledge required for research and decision-making. The diploma is entirely offered through a combination of on-line and condensed (i.e., one-week) delivery courses, although student may also opt to take face-to-face courses. Students enrolling in the diploma. Transfer credit may also be given for the Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association and the Accredited Certificate Program in First Nation Applied Economics from the Tulo Centre of Indigenous Economics. Please contact the college for further information.

Admission Requirements:

The diploma builds on the existing Kanawayihetaytan Askiy certificate. The graduation requirements of the Kanawayihetaytan Askiy Certificate are harmonized with the college standards. Admission requirements are as follows:

- Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, **OR**
- Completion of the Indigenous Peoples' Resource Management Certificate Program and completion of INDG 107.3 with a minimum average of 60%

Diploma Requirements (60 credit units):

*Please note that a maximum of 12 credit units of transfer credit can be used for credit toward this diploma if block transfer credit is applied.

Required Courses:

Kanawayihetaytan Askiy Certificate (21 credit units)

- INDG 107.3
- ASKI 101.3
- ASKI 102.3
- ASKI 103.3
- ASKI 104.3
- ASKI 105.3
- ASKI 201.3

Kanawayihetaytan Askiy Core Requirements (21 credit units)

- INDG 264.3
- POLI 277.3 offered by Athabasca University

- POLI 278.3 offered by Athabasca University
- POLS 222.3
- POLS 322.3
- POLS 323.3

Choose 3 of the following one-credit unit courses:

- ASKI 202.1
- ASKI 203.1
- RRM 201.1

Restricted Electives (15 credit units)

- ANBI 475.3
- ENVS 361.3 offered by Athabasca University
- GEOG 120.3
- GEOG 280.3
- GEOG 381.3
- GEOG 385.3
- GEOG 386.3 or ENVS 305.3 offered by Athabasca University
- INDG 210.3
- NRTH 101.3 or GOEG 302.3 offered by Athabasca University
- NRTH 331.3
- PLAN 329.3
- POLI 325.3 offered by Athabasca University
- POLS 225.3
- POLS 226.3
- POLS 422.3

Open Electives (3 credit units)

Block Transfer Credit:

Please note that completion of the following can be used to meet 15 credit units of the restricted electives and 3 credit units of the open elective requirements in this program:

- The Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association
- The Accredited Certificate Program in First Nation Applied Economics from the Tulo Centre of Indigenous Economics

Please contact the College of Agriculture and Bioresources for more information on block transfer credit.

Supporting Notes:

- College purview to all transfer credit, as long as it doesn't exceed the 50% maximum, as outlined in item 1.1 of our Articulation and Transfer Credit Policy (<u>http://policies.usask.ca/policies/academic-affairs/articulation-and-transfer-credit-policy.php</u>).
- The effective date of the program is 201705
- Note that multiple-counting is required in laddering from certificate to diploma to B.S.A.; this fits within our Nomenclature laddering definition; multiple counting is within college purview