



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Global Agricultural Leadership
INTENDED DATE OF IMPLEMENTATION:	2024-2025 Academic Year
PROPOSED CIP CODE:	01.0199
UNIVERSITY DEPARTMENT:	College of Agriculture, Food and Environmental Sciences
BANNER DEPARTMENT CODE:	SCAF
UNIVERSITY DIVISION:	College of Agriculture, Food and Environmental Sciences
BANNER DIVISION CODE:	3F

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2.3.2.2.C](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Institutional Approval Signature
President or Chief Academic Officer of the University

09/23/24

Date

1. Is this a graduate-level certificate or undergraduate-level certificate?

Undergraduate Certificate

Graduate Certificate

2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.

The Global Agricultural Leadership Certificate will enhance the majors in the College of Agriculture, Food and Environmental Sciences. The program will equip students with knowledge and skills in agriculture, leadership, and global awareness to effect change in worldwide food, fiber, and natural resources systems. Agriculture is an industry that is important in every country. Future agricultural leaders need to have knowledge and skills to work in this varied, interconnected industry. While students receive technical content knowledge across a variety of majors in the College of Agriculture, Food and Environmental

Sciences, they can benefit from a program that offers courses including agricultural leadership, vitality, global perception, and current issues in agriculture. Graduates will be more knowledgeable about global agricultural leadership and practices and be prepared to enter a wide variety of careers in the food, fiber, and natural resource system. The Global Agricultural Leadership program will be designed to impact both students that are returning to the family farm or ranch, as well as those choosing a career path in allied agricultural industries. While the certificate will be open to any SDSU student, the primary target audience will be students from all majors in the College of Agriculture, Food and Environmental Sciences.

3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

SDBOR Policy 1.2.5 states South Dakota State University's mission is to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The agriculture nature of the certificate and minor fits within the statutory mission of South Dakota State University.

The certificate in Global Agricultural Leadership also aligns perfectly with SDSU's vision of "...being a premier land-grant university recognized for high value, innovation and bold impact." Other land-grant institutions across the country offer similar certificates, minors, or major programs of study in this area. SDSU and the College of Agriculture, Food and Environmental Sciences believe that future leaders in the agricultural industry can benefit from learning and experiencing global agricultural and leadership concepts.

The Global Agricultural Leadership certificate will contribute to the South Dakota Board of Regents Strategic Plan 2022-2027 Goal 4: Workforce and Economic Development to align new undergraduate programming to the South Dakota and national workforce needs. In addition, the certificate also fits the SDSU Strategic Plan *Pathway to Premier 2030*. The certificate aligns with the SDSU goal of achieving excellence through transformative education. Specifically, the program meets the goals to: *Increase utilization of high impact practices across the university to include experiential learning, undergraduate research, international experiences, and service learning to prepare graduates to become global citizens in an ever-changing and interconnected world.*

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

Agriculture is a global industry that is important in every country around the world. The U.S. Bureau of Labor Statistics report that there are 634,590 positions for individuals with a degree

in agriculture.¹ Forty-five percent of these positions require an individual with a bachelor's degree. Almost 90% of these positions are in the areas of animal science, general agriculture, agriculture production and management, plant science and agronomy, or food science. Future agricultural leaders in these areas need to have knowledge and skills to work in this varied, interconnected industry. While students receive technical content knowledge across a variety of majors in the College of Agriculture, Food and Environmental Sciences, they can benefit from a program that offers courses in agricultural leadership, vitality, global awareness, and international agricultural issues. Graduates will be more knowledgeable about global agricultural leadership and be prepared to enter a wide variety of careers in the food, fiber, and natural resource system. The Global Agricultural Leadership program will be designed to impact both students that are returning to the family farm or ranch and those students that are choosing a career path in allied agricultural industries.

5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The Global Agricultural Leadership Certificate is targeted towards students majoring in one of the degree programs in the College of Agriculture, Food and Environmental Sciences. However, the certificate will be open to all SDSU students. As mentioned in question #1, while students receive technical content knowledge across a variety of majors in the College of Agriculture, Food and Environmental Sciences, they can benefit from a program that offers courses in agricultural leadership, vitality, global perception, and current issues in agriculture. Graduates will be more knowledgeable about global agricultural leadership and vitality practices and be prepared to enter a wide variety of careers in the food, fiber, and natural resource system.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

This certificate is not intended as a stand-alone credential.

B. Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

Yes. The Global Agricultural Leadership Certificate is a value-added credential that supplements students majoring in one of the programs in the College of Agriculture, Food and Environmental Sciences. These include:

- Agricultural Business
- Agricultural Economics
- Agricultural Education, Communication and Leadership
- Agricultural Science
- Agricultural Systems Technology
- Agronomy

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Field of degree: Agriculture, at <https://www.bls.gov/ooh/field-of-degree/agriculture/agriculture-field-of-degree.htm> (visited March 20, 2024).

- Animal Science
- Conservation Planning and Park Management
- Dairy Manufacturing
- Dairy Production
- Ecology and Environmental Science
- Food Science
- Horticulture
- Natural Resources Law Enforcement
- Precision Agriculture
- Wildlife and Fisheries Science

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor’s, or master’s degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

This certificate is not intended as a stackable credential. Students will be able to apply the 12 credits towards their major requirements and available electives.

7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form).

Prefix	Number	Course Title	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
ABS	203	Global Food Systems	None	3	No
LDR	435	Organizational Leadership and Team Development	None	3	No
		Select <u>two</u> courses (6 credits) from the following list:		6	
ABS	482	International Experience	None	3	No
AS	389	Current Issues in Animal Science	None	3	No
GEOG	111	Sustainable Society	None	3	No
GLST	201	Introduction to Global Studies	None	3	No
GLST	280	Developing Intercultural Competence	None	3	No
LDR	310	Leadership in Context	None	3	No
NRM	110	People and the Environment	None	3	No
Subtotal				12	

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.

1. **Knowledge Acquisition:** Students will demonstrate a comprehensive understanding of global agricultural systems, including key principles, challenges, and opportunities.
2. **Critical Analysis and Problem Solving:** Students will be able to critically analyze complex issues in agriculture, identify solutions, and apply innovative problem-solving approaches to address challenges in the field.
3. **Leadership, Management and Communications Skills:** Students will develop effective leadership, management, and communications skills, enabling them to lead teams, implement best practices, and foster collaboration among stakeholders, and communicate to varied audiences in local, regional, national, and global agricultural sectors.
4. **Global Agricultural Awareness:** Students will exhibit an understanding of issues facing the agriculture industry around the world, understanding and appreciating different perspectives, and demonstrating the ability to navigate and work effectively in agricultural environments worldwide.
5. **Ethical and Social Responsibility:** Students will develop a strong ethical framework, understanding the social responsibility inherent in agricultural leadership, and demonstrating a commitment to promoting best practices within the agricultural community.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.

Individual Student Outcome	Program Courses that Address the Outcomes								
	ABS 203*	LDR 435*	ABS 482	AS 389	GEOG 111	GLST 201	GLST 280	LDR 310	NRM 110
Knowledge Acquisition: Students will demonstrate a comprehensive understanding of global agricultural systems, including key principles, challenges, and opportunities.	X		X	X					X
Critical Analysis and Problem Solving: Students will be able to critically analyze complex issues in agriculture, identify solutions, and apply innovative problem-solving approaches to address challenges in the field.	X			X					X
Leadership, Management and Communications Skills: Students will develop effective leadership, management, and communications skills, enabling them to lead teams, implement best practices, and foster collaboration among stakeholders, and communicate to varied audiences in local, regional, national, and global agricultural sectors.		X						X	
Global Agricultural Awareness: Students will exhibit an understanding of issues facing the agriculture industry around the world, understanding and appreciating different perspectives, and demonstrating the ability to navigate and work effectively in agricultural environments worldwide.	X		X		X	X	X		
Ethical and Social Responsibility: Students will develop a strong ethical framework, understanding the social responsibility inherent in agricultural leadership, and demonstrating a commitment to promoting best practices within the agricultural community.	X	X	X	X	X	X	X	X	X

*Required Coursework

9. Delivery Location.

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	Yes	2024-2025 Academic Year

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		