Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A (7)
DATE: April 2-3, 2025

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SUBJECT
New Program Request – SDSU – Minor in Oceti Sakowin Language

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION
South Dakota State University (SDSU) requests authorization to offer a minor in Oceti Sakowin Language. The Oceti Sakowin language is the official Indigenous language of South Dakota. Consisting of three dialects, Dakota, Lakota, and Nakota, it is spoken across the region by 38 tribal nations, taught in schools from pre-k to college and is an important aspect of daily communication across industries. In this minor, students will learn to effectively speak, read, and write in the Oceti Sakowin language, with courses consisting of conversation, grammar, reading comprehension, culture and literature. Students will also develop skills important to civic engagement, including translation, transcription, working with fluent speakers and historical materials, language planning, teaching methods, and building domains for the use of Oceti Sakowin language as a medium of communication. The minor will complement a wide range of majors from medicine and social services to agriculture and architecture with tools and skills to enhance cultural competency.

IMPACT AND RECOMMENDATION
SDSU plans to offer the minor in Oceti Sakowin Language on campus. SDSU does not request new state resources. No new courses will be required. SDSU estimates 15 students enrolled and 5 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Program Request Summary: SDSU – Minor in Oceti Sakowin Language

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DRAFT MOTION 20250402_5-A(7):
I move to authorize SDSU to offer a minor in Oceti Sakowin Language, as presented.

SOUTH DAKOTA BOARD OF REGENTS
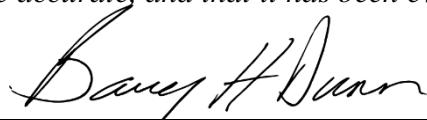## ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	**Oceti Sakowin Language**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**Any**
EXISTING RELATED MAJORS OR MINORS:	**American Indian and Indigenous Studies (B.A. and Minor), Basic Oceti Sakowin Language Certificate**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**16.1001**
UNIVERSITY DEPARTMENT:	**American and Global Studies**
BANNER DEPARTMENT CODE:	**SSAG**
UNIVERSITY DIVISION:	**College of Arts, Humanities and Social Sciences**
BANNER DIVISION CODE:	**3S**

⊠ **Please check this box to confirm that:**

- The individual preparing this request has read AAC Guideline 2.3.2.2.D, which pertains to new baccalaureate degree minor 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.

_____	2/19/2025
President of the University	Date

1. **Do you have a major in this field?** ☐ Yes ⊠ No

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

   SDSU is currently authorized to deliver programs in American Indian and Indigenous Studies, including a certificate in Basic Oceti Sakowin Language. The university's mission is to offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve

the quality of life in South Dakota, the region, the nation, and the world. The Oceti Sakowin Language minor will support South Dakota State University's mission, as outlined in SDBOR Policy 1.2.5, by offering academic programs in the liberal arts and sciences as well as professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The minor in Oceti Sakowin Language contributes to this mission because it helps students learn the language that is indigenous to the land on which SDSU resides and also because it provides student-centered education, as many of the students are Dakota/Lakota and that language is their ancestral language.

In addition, the minor supports SDSU's Wokini Initiative. The Wokini Initiative is SDSU's collaborative and holistic framework to support American Indian student success and Indigenous Nation-building. As a land-grant university, South Dakota State University's mission is to serve the state of South Dakota by providing access to the benefits of higher education for all people. The Wokini Initiative aligns opportunities for students to pursue degrees that will impact the students, their communities, and their tribes while recognizing the importance of family and culture.

The Oceti Sakowin Language Minor fulfills the Board of Regents' mission "to provide an excellent, efficient, accessible, equitable, and affordable public University […] that improves South Dakota's overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities." The proposed minor offers a unique opportunity for both tribal and non-tribal residents to learn the State's official Indigenous language, helping them to develop an inherently unique skill set and gain knowledge grounded in the history, culture, and environment of South Dakota. Students will be equipped with communication, networking, and critical thinking skills that will foster economic development and enrich the civic, social, and cultural lives of residents, communities, and the broader state as they enter the workforce.

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

The Oceti Sakowin language is the official Indigenous language of South Dakota. Consisting of three dialects, Dakota, Lakota, and Nakota, it is spoken across the region by 38 tribal nations, taught in schools from pre-k to college and is an important aspect of daily communication across industries. In this minor, students will learn to effectively speak, read, and write in the Oceti Sakowin language, with courses consisting of conversation, grammar, reading comprehension, culture and literature. Students will also develop skills important to civic engagement, including translation, transcription, working with fluent speakers and historical materials, language planning, teaching methods, and building domains for the use of Oceti Sakowin language as a medium of communication. The minor will complement a wide range of majors from medicine and social services to agriculture and architecture with tools and skills to enhance cultural competency.

4. **How will the proposed minor benefit students?**

SDSU serves a broad population of students that go on to make significant impacts in their fields. The opportunity to learn the Oceti Sakowin language can serve a range of demographics across fields of study to foster personal development, intercultural competency, and civic engagement. Many of the students coming through the Lakota classes that are members of the Oceti Sakowin have expressed that learning the language is important to their identity and

understanding themselves. Students from other Tribal Nations and ethnicities often express that they are interested to learn an Indigenous language or find it to be a unique opportunity. Students from linguistically related Tribal Nations may also find that learning Oceti Sakowin language can strengthen their efforts to learn their community's language, as well as inform other related areas of education, curriculum and resource development, and language revitalization efforts. The opportunity for students of all backgrounds to learn Oceti Sakowin language represents cross-cultural community building that can produce countless positive impacts for both the State of South Dakota and its nine Tribal Nations.

Students currently have the opportunity to pursue the Basic Oceti Sakowin Language Certificate. With further advanced study, students may also have the opportunity to obtain certification through the State of South Dakota for the Native American Lakota Dakota Nakota permit to teach in K-12 schools.

5. **Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.** *Provide data and examples; data sources 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.*

    The State of South Dakota is home to nine federally recognized tribes representing diverse bands of the Dakota and Lakota. In 2020, SB126 recognized "The official indigenous language of the state is the language of the Oceti Sakowin, Seven Council Fires, also known by treaty as the Great Sioux Nation, comprised of three dialects, Lakota, Dakota, and Nakota."

    The cultural competency offered through an Oceti Sakowin minor would support a workforce prepared for government-to-government tribal relations, as well as the tourism industry managed by the State and Tribal nations. There is a growing need within the workforce for culturally competent Oceti Sakowin language speakers. The greatest need is evident in the K-12 school system. This need includes tribal, immersion, and urban schools. There is growing interest in using the Oceti Sakowin Essential Understanding Standards (OSEUS) in schools, and there is a trend towards an increasing number of Oceti Sakowin immersion and dual language schools, as well as public schools initiating Oecti Sakowin language and culture at the K-12 level. Therefore, there is a need for more teachers with Oceti Sakowin language and cultural competency. With advanced study in the minor, students may have the opportunity to earn certification through the State of South Dakota for the Native American Lakota Dakota Nakota teaching permit, enabling them to teach in K-12 schools.

    Beyond the field of education, individuals with competency in the Oceti Sakowin language and culture are being sought out for consultation in planning and construction projects through architecture and design firms, collaboration in anthropological research, as well as Tribal and State historic preservation and cultural property management. Museums have established fellowship programs across the country to recruit staff that can support building programs, interpreting and managing collections, and maintaining archives. Tribal governments are also focusing on efforts to strengthen land and animal management, land stewardship, and healthcare. All of these careers are opportunities to apply the specific skillset gained from cultural competency in the Oceti Sakowin language. The cultural competency offered through an Oceti Sakowin Language minor would support a workforce prepared for government-to-government tribal relations, as well as the tourism industry managed by the State and Tribal nations.

6. **Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.**

The School of American and Global Studies anticipates enrollment in the minor in year one at 2 students and growing to 15 students by year four. Enrollment estimates are based on current enrollments in LAKL 101-202 as well as workplace need assessments of K-12 schools, tribal colleges, and immersion schools. SDSU started offering upper level Oceti Sakowin language courses beginning in 2023 and has seen program growth with the expansion. It is anticipated that consistently offering upper level courses will increase interest and enrollment.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 26	FY 27	FY 28	FY 29
Students enrolled in the minor (fall)	2	5	10	15
Completions by graduates	0	0	2	5

*Do not include current fiscal year.

7. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

The Oceti Sakowin Language minor would be the first and only Indigenous language program like it in South Dakota. While multiple Tribal Colleges and SDBOR schools offer Oceti Sakowin languages, few offer courses beyond the introductory level. Furthermore, there is a growing need across the state and tribal communities for a workforce with Oceti Sakowin language skills.

The curriculum follows national standards and best practices as established by the Modern Language Association and the American Council on the Teaching of Foreign [Second] Language and is parallel to the other world languages taught at SDSU (French, German, and Spanish). That is, it offers a scaled language-learning core – LAKL 201, 202, 301, 302 – where students acquire an intermediate-level language proficiency, which are paired with two elective courses that focus on workplace skills: teaching methods, translation, or history and culture.

8. **Complete the tables below. Explain any exceptions to Board policy requested.**
   Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, <u>including</u> prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

   A. **Distribution of Credit Hours**

Oceti Sakowin Language Minor	Credit Hours	Percent
Requirements in minor	12	66%
Electives in minor	6	34%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
LAKL	201	Intermediate Lakota I	AIS/LAKL 101 (4) and AIS/LAKL 102 (4) or instructor consent	3	No
LAKL	202	Intermediate Lakota II	AIS/LAKL 101 (4) and AIS/LAKL 102 (4) or instructor consent	3	No
LAKL	301	Intermediate High Lakota I	LAKL 202	3	No
LAKL	302	Intermediate High Lakota II	LAKL 301	3	No
			Subtotal	12	

*Credit hours in parentheses ( ) indicate prerequisite courses not counted in the minor requirements. The net number of prerequisites not counted is 8 credits. These prerequisites, LAKL 101 and LAKL 102, are both approved SGR #4 courses. Students will be able to complete the courses as part of their general education coursework. We are currently working with the SD Department of Education to be recognized as an official licensing institution for the "Native American Lakota, Dakota, Nakota Language and Culture Permit".[1] Succesful completion of the minor will serve as SDSU's demonstration of proficiency for the permit. The permit is a five-year renewable permit awarded to a non-educator entering the education profession to teach Lakota, Dakota, or Nakota languages and culture in grades K-12. In order to obtain said permit, applicants must demonstrate proficiency in the language and culture as well as complete a methods course.[2] Based on national standards of the MLA and ACTFL, a minimum intermediate-high level proficiency is needed to effectively teach. LAKL 101-202 would not be a sufficient language core to obtain intermediate-high proficiency in the Oceti Sakowin language.

C. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Select 6 credits from the following:

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
LAKL	420	Oceti Sakowin Language Teaching Methods	LAKL 202	3	Yes
LAKL	444	Oceti Sakowin Language: Transciption and Translation	LAKL 202	3	Yes
LAKL	433	Oceti Sakowin Language: History and Culture	LAKL 301	3	Yes

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[1] **24:28:09:05. Native American Lakota, Dakota, Nakota language and culture permit.** The Native American Lakota, Dakota, Nakota language and culture permit is a five-year renewable permit awarded to a non-educator entering the education profession to teach Lakota, Dakota, or Nakota languages and culture in grades K-12. The Native American Lakota, Dakota, Nakota language and culture permit is limited to the areas of Native American language and culture. (https://sdlegislature.gov/Rules/Administrative/24:28:09:05)

[2] For eligibility requirements, see: https://sdlegislature.gov/Rules/Administrative/24:28:09:06.

9. **What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?** *Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

After completion of the minor students will be able to:
- Wotakuye Kinship – demonstrate both knowledge and understanding of Oceti Sakowin kinship as a foundation to worldview and reciprocal approach to life, land, language, and community.
- Ehanna Woyakapi History – critically evaluate and value the role of historic and contemporary Oceti Sakowin and intertribal experiences, relationships, and networks.
- Oceti Sakowin Wowicohan Worldview and Culture – recognize and apply guiding values in community-centered service, communication, and research.
- Oceti Sakowin iapi kin Wookahnige Understands Oceti Sakowin Language – comprehend spoken and written Oceti Sakowin Language across domains.
- Oceti Sakowin iapi kin Wohdaka Speaks the Oceti Sakowin Language – speak the Oceti Sakowin Language to communicate across domains.

	Program Courses that Address the Outcomes						
Individual Student Outcome	LAKL 201*	LAKL 202*	LAKL 301*	LAKL 302*	LAKL 440	LAKL 444	LAKL 433
Wotakuye Kinship– demonstrate both knowledge and understanding of Oceti Sakowin kinship as a foundation to worldview and reciprocal approach to life, land, language, and community.	I	I	R	R	M	M	M
Ehanna Woyakapi History– critically evaluate and value the role of historic and contemporary Oceti Sakowin and intertribal experiences, relationships, and networks.	I	I	R	R	M	M	M
Oceti Sakowin Wowicohan Worldview and Culture – recognize and apply guiding values in community-centered service, communication, and research.	I	I	R	R	M	M	M
Oceti Sakowin iapi kin Wookahnige Understand Oceti Sakowin Language– comprehend spoken and written Oceti Sakowin Language across domains.	I	I	R	R	M	M	M
Oceti Sakowin iapi kin Wohdaka Speaks the Oceti Sakowin Language – speak the Oceti Sakowin Language to communicate across domains.	I	I	R	R	M	M	M

Courses Addressing Outcomes I = Introduce; R = Reinforce; M = Master

10. **What instructional approaches and technologies will instructors use to teach courses in the minor?** *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Instructional approaches will include face-to-face discussions and hands-on activities. The courses will focus heavily on students learning to speak and comprehend the Oceti Sakowin Language. In-person classes will introduce students to building domains for the use of the language as a medium of communication. Students will be exposed to a range of resources for enhancing their proficiency including:

- use of contemporary platforms and apps (weather forecasts, news resources, stores, and restaurants),
- access to historic materials (newspapers, oral histories, and archival resources),
- scaffolded curriculum that prepares them for high frequency, everyday conversations embedded in Oceti Sakowin Culture,
- access to a broad network of Oceti Sakowin and Indigenous language revitalization experts.

11. 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 Center 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 online program)?

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2025**

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

	Yes/No	*If Yes, identify delivery methods* Delivery methods are defined in AAC Guideline 2.4.3.B.	*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 minor through distance learning (e.g., as an online 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		

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."*

The university requests an exception to the Board policy that limits minors to a total of 18 credits, including prerequisites. The Oceti Sakowin Language Minor will be used as part of SDSU's certification for the SD DOE "Native American Lakota, Dakota, Nakota Language and Culture Permit."[3] Successful completion of the minor will serve as demonstration of proficiency for the permit. The permit is a five-year renewable permit awarded to a non-educator entering the education profession to teach Lakota, Dakota, or Nakota languages and culture in grades K-12. In order to obtain said permit, applicants must demonstrate proficiency in the language and culture as well as complete a methods course.[4] Based on national standards of the MLA and ACTFL, a minimum intermediate-high level proficiency is needed to effectively teach. LAKL 101-202 would not be a sufficient language core to obtain intermediate-high proficiency in the Oceti Sakowin language.

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Address off-campus or distance delivery separately.*

SDSU does not request new state resources. The program was designed around the expertise of existing personnel and an updated course rotation.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).

☒ YES, the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☐ NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

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[3] **24:28:09:05. Native American Lakota, Dakota, Nakota language and culture permit.** The Native American Lakota, Dakota, Nakota language and culture permit is a five-year renewable permit awarded to a non-educator entering the education profession to teach Lakota, Dakota, or Nakota languages and culture in grades K-12. The Native American Lakota, Dakota, Nakota language and culture permit is limited to the areas of Native American language and culture. (https://sdlegislature.gov/Rules/Administrative/24:28:09:05)

[4] For eligibility requirements, see: https://sdlegislature.gov/Rules/Administrative/24:28:09:06.

Appendix A
Corresponding Curriculum Requests - New Course Requests

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	College of Arts, Humanities and Social Sciences / School of American and Global Studies
Institution	**Division/Department**
Dennis D. Hedge	2/13/2025
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LAKL 420	Oceti Sakowin Language Teaching Methods	3

Course Description
This course prepares students to apply their Oceti Sakowin Language (N/D/Lakota) proficiency to teaching. Students will gain an understanding of learning and community dynamics in teaching Oceti Sakowin Language, both Indigenous and Western approaches to education, and applied experience. Students will be prepared to develop their own curriculum and lesson plans, as well as strategies to continue to nurture their own language learning and speaking.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
LAKL 202	Intermediate Lakota II	Pre-Req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
MFL 420	K-12 Foreign Language Methods	3
	Varies	

Provide explanation of differences between proposed course and existing system catalog courses below:

MFL 420 provides teaching methods for foreign languages (French, German, and Spanish) in the K-12 setting. Content methods courses are also offered under various prefixes including, but not limited to, ARTE, CMST, ELED, ENGL, HLTH, MATH, MUS, PE, and SEED. The proposed course, LAKL 420, will look at the unique methods required to teach an Indigenous language. It will also cover methods for teaching the language in an immersion setting (including pre-K), which is a high-need area in the state and region.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Workload is available to offer this course. This course will be taught every even spring.

3.2. Existing program(s) in which course will be offered: Oceti Sakowin Language Minor

3.3. Proposed instructional method by university *(as defined by [AAC Guideline 2.4.3.A](#))*: D-Discussion

3.4. Proposed delivery method by university *(as defined by [AAC Guideline 2.4.3.B](#) and [2.4.3.B(A-1)](#))*: 001 - Face to Face, 015 - Online Asynchronous, 018 - Online Synchronous, 030 - Hybrid F2F

3.5. Term change will be effective: Fall 2025

3.6. Can students repeat the course for additional credit? ☐Yes, total credit limit: ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐Yes ☒ No

3.8. Will section enrollment be capped? ☒Yes, max per section: 20   ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes   ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: School of American and Global Studies

4.2. Banner Department Code: SSAG

4.3. Proposed CIP Code: 16.1001

Is this a new CIP code for the university?   ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

A. James Murphy	A. James Murphy	11/12/2024
Request Originator	**Signature**	**Date**
Christine Garst-Santos	Christine Garst-Santos	1/28/2025
Department Chair	**Signature**	**Date**
Jason Zimmerman	Jason Zimmerman	1/28/2025
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   This course will prepare students and equip them with methods for teaching Oceti Sakowin language (Dakota/Lakota/Nakota) in pre-K-12 classrooms. The course is required to receive the L/D/Nakota Language & Culture Endorsement (Native American Lakota Dakota Nakota Teaching Permit) from the State of SD.

2. Note whether this course is: ☐ Required   ☒ Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   None

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A

5. Desired section size   20

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Erin Griffin, Assistant Professor, Ph.D.

7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Facilities are adequate and no special equipment is needed for the course.

8. Note whether adequate library and media support are available for the course.
   Adequate library and media support are available.

9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	College of Arts, Humanities and Social Sciences / School of American and Global Studies
Institution	**Division/Department**
Dennis D. Hedge	2/13/2025
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LAKL 433	Oceti Sakowin Language: History and Culture	3

Course Description
This course focuses on enhancing student proficiency in the Oceti Sakowin language through history and culture teachings. Students will engage with varied resources including oral histories, published narratives, and archival materials through the medium of Oceti Sakowin language. Students will develop research, presentational, and comprehension skills based on Oceti Sakowin history and culture.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
LAKL 301	Intermediate High Lakota II	Pre-Req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
FREN/GER/SPAN 433	French/German/Spanish Culture & Civilization	3
SPAN 435	Latin American Culture & Civilization	3

Provide explanation of differences between proposed course and existing system catalog courses below:

Similar to FREN/GER/SPAN 433 and SPAN 435, this course covers language- and culture-specific information of the target language and geographical region. LAKL 433 will focus on Oceti Sakowin history and culture.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Workload is available to offer this course. This course will be taught every fall.

3.2. Existing program(s) in which course will be offered: Oceti Sakowin Language Minor

3.3. Proposed instructional method by university *(as defined by [AAC Guideline 2.4.3.A](#))***:** D-Discussion

3.4. Proposed delivery method by university *(as defined by [AAC Guideline 2.4.3.B](#) and [2.4.3.B(A-1)](#))***:** 001 - Face to Face, 015 - Online Asynchronous, 018 - Online Synchronous, 030 - Hybrid F2F

3.5. Term change will be effective: Fall 2025

3.6. Can students repeat the course for additional credit? ☐Yes, total credit limit: ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐Yes ☒ No

3.8. Will section enrollment be capped? ☒Yes, max per section: 20   ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes   ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: School of American and Global Studies

4.2. Banner Department Code: SSAG

4.3. Proposed CIP Code: 16.1001

Is this a new CIP code for the university?   ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

A. James Murphy	A. James Murphy	11/12/2024
Request Originator	**Signature**	**Date**
Christine Garst-Santos	Christine Garst-Santos	1/28/2025
Department Chair	**Signature**	**Date**
Jason Zimmerman	Jason Zimmerman	1/28/2025
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   This class will cover how Oceti Sakowin cultures have developed throughout history, and will explore geography, history, politics, and art. History and culture courses are common elements of all language majors and minors, allowing students to investigate the many cultural influences that have impacted present-day speakers, and they are required to do extensive research and writing in the language.

2. Note whether this course is: ☐ Required   ☒ Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   None

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A

5. Desired section size   20

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Erin Griffin, Assistant Professor, Ph.D.

7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Facilities are adequate and no special equipment is needed for the course.

8. Note whether adequate library and media support are available for the course.
   Adequate library and media support are available.

9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

N/A

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	College of Arts, Humanities and Social Sciences / School of American and Global Studies
Institution	**Division/Department**
Dennis D. Hedge	2/13/2025
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LAKL 444	Oceti Sakowin Language: Transcription and Translation	3

Course Description

This course guides students through transcription and translation of the Oceti Sakowin language. Historic and contemporary resources will be used to develop research skills, enhance comprehension, acquire methods and tools, and further understand and demonstrate Oceti Sakowin cultural competency.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
LAKL 202	Intermediate Lakota II	Pre-Req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
SPAN 444	Spanish Translation	3
FREN 302	Translating French	3

Provide explanation of differences between proposed course and existing system catalog courses below:

Similar to FREN 302 and SPAN 444, LAKL 444 provides language-specific transcription and translation techniques and considerations, however focused on the Oceti Sakowin language.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Workload is available to offer this course. This course will be taught every odd spring.

3.2. Existing program(s) in which course will be offered: Oceti Sakowin Language Minor

3.3. Proposed instructional method by university *(as defined by AAC Guideline 2.4.3.A)*: D-

Discussion

3.4. Proposed delivery method by university *(as defined by [AAC Guideline 2.4.3.B](#) and [2.4.3.B(A-1)](#)):* 001 - Face to Face, 015 - Online Asynchronous, 018 - Online Synchronous, 030 - Hybrid F2F

3.5. Term change will be effective: Fall 2025

3.6. Can students repeat the course for additional credit? ☐Yes, total credit limit: ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐Yes ☒ No

3.8. Will section enrollment be capped? ☒Yes, max per section: 20   ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes   ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: School of American and Global Studies

4.2. Banner Department Code: SSAG

4.3. Proposed CIP Code: 16.1001

Is this a new CIP code for the university?   ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

A. James Murphy	A. James Murphy	11/12/2024
Request Originator	**Signature**	**Date**
Christine Garst-Santos	Christine Garst-Santos	1/28/2025
Department Chair	**Signature**	**Date**
Jason Zimmerman	Jason Zimmerman	1/28/2025
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   LAKL 444 will train students in Oceti Sakowin language in the methods and process of transcription and translation. This course is an advancement of the Oceti Sakowin language course offerings at SDSU. Experience in transcription and translation of oral speech, historic materials, and contemporary resources provides students the opportunity to advance their proficiency in the language through applied use. These methods can be especially effective when immersive experiences are not an option because they are hearing and learning to comprehend fluent speech through recordings, while also applying language use to real world experience.

2. Note whether this course is: ☐ Required   ☒ Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   None

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A

5. Desired section size   20

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Erin Griffin, Assistant Professor, Ph.D.

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8. Note whether adequate library and media support are available for the course.
   Adequate library and media support are available.

9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
    N/A