



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

**New Certificate**

<b>UNIVERSITY:</b>	<b>SDSU</b>
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Basic Oceti Sakowin Language Certificate</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2023</b>
<b>PROPOSED CIP CODE:</b>	<b>16.1001</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>School of American and Global Studies</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>SSAG</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Arts, Humanities and Social Sciences</b>
<b>BANNER DIVISION CODE:</b>	<b>3S</b>

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

- The individual preparing this request has read [AAC Guideline 2.7](#), 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

\_\_\_\_\_  
4/3/2023  
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.**

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Basic Oceti Sakowin Language, of which Dakota, Nakota, and Lakota are types of dialects. The certificate will provide a credential that marks students' achievements in acquiring Oceti Sakowin language at the basic level. The academic field in this certificate is elementary and intermediate language study, with a focus on developing all modes of language production: speaking, listening, writing, and reading in an everyday context.

Since there are active efforts in language revitalization among the Native communities in South Dakota and emerging need for teachers with a background in the Oceti Sakowin language in some K-12 schools in the state and region, there is growing community need for a certificate demonstrating attainment of a basic level of proficiency skill in the language to potential educational or community employers, governments, and households. A current K-12 teacher or a student going through an existing teaching major or specialization might complete the certificate simply to begin or advance their own level of Oceti Sakowin language to enhance or facilitate working with any students who may use the language as a first choice. For example, a current teacher at Red Cloud might complete the certificate if they think it will enhance their communication with students in the classroom, or an SDSU education student who foresees applying to teach at a reservation school might consider the certificate useful for the same reason. The certificate is one means for a school employee who is not a native speaker of the language, or a limited speaker/writer of the language, to earn a basic level of language skill to facilitate communicating with K-12 students, parents, community members who are Oceti Sakowin speakers.

The university does not request new state resources for the proposed certificate.

**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.**

SDSU is currently authorized to deliver programs in American Indian and Indigenous Studies. The university's mission, as a premier land-grant university, 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. SDSU is statutorily authorized through SDCL § 13-58.1 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 certificate in Basic 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. The certificate in Basic Oceti Sakowin Language will also contribute to the project of Indigenous language revitalization which has been shown to improve quality of life in both Native and non-Native communities.

SDSU's strategic plan, *Imagine 2023*, targets key goals and strategies. The program will contribute to attainment of strategic goal 1 – achieve excellence through transformative education and goal 2 – cultivate and strengthen community engagement. Goal 1 academic excellence aspires to “ensure student success of underrepresented populations through the establishment and continuation of programming and initiatives focused on access.”<sup>1</sup> Goal 2 community engagement seeks to: “Increase diversity of faculty, staff and students through inclusive recruitment and retention practices” and to “Increase engagement with K-12 schools at the local, state, and national levels.”<sup>2</sup> Taken together, the proposed certificate will aid the university's strategic plan by establishing a program that will equip an underrepresented

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<sup>1</sup> <https://www.sdstate.edu/imagine-2023-aspire-discover-achieve/academic-excellence>.

<sup>2</sup> <https://www.sdstate.edu/imagine-2023-aspire-discover-achieve/community-engagement>

population with a means to language and communication success. It will become an additional recruitment tool that will aid in diversifying the student and faculty populations.

In addition, the certificate 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.<sup>3</sup> 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. SDSU strives to better serve South Dakota's American Indian population. 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.

Finally, the certificate also fits with the South Dakota Board of Regents strategic plan goal of increasing student success. The certificate in Basic Oceti Sakowin Language will add another point of recruitment among Native communities within the state and region, thereby increasing efforts to meet this BOR goal.

**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.**

The benefits of this certificate to students, particularly those who are part of the Wokini Initiative, are vast. Studies show that courses that emphasize Native language and culture help students succeed. Further, there is great demand for more individuals across the state who can communicate in, and eventually teach the Oceti Sakowin language.

Anyone working in several fields will potentially find themselves working with Oceti Sakowin populations within the state of South Dakota and the broader region. Occupational groups from several sectors include Native workers as well as customers/clientele populations, including hospitals (projected growth 14%); building construction (11.3%); food manufacturing (11.2%); food and beverage retailers (6.7%); gasoline stations (11.8%); general merchandise stores (2.4%); educational services (5.5%); museums, historical sites, and related (36.8%); amusement, gambling, and recreation (13.3%); and local government (5.5%).<sup>4</sup> The process of studying another language also develops intercultural competence, a significant workforce need in such sectors.

Because a broader aspiration to which this certificate aims is to provide momentum to language revitalization among the Oceti Sakowin peoples, this especially highlights the need to equip K-12 educators with Oceti Sakowin language ability in the state and region. Nevertheless, Native speakers engage in and rely upon numerous forms of employment reflected in the wide range of projected growth percentages above.

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

This 14-credit certificate is intended for students in American Indian and Indigenous Studies, Global Studies, and other majors in the School of American and Global Studies. This

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<sup>3</sup> <https://www.sdstate.edu/wokini>

<sup>4</sup> "Statewide South Dakota Employment Projections by Industry, 2020-2030," *Labor Market Information Center*, South Dakota Department of Labor. [https://dlr.sd.gov/lmic/menu\\_projections\\_industry\\_statewide.aspx](https://dlr.sd.gov/lmic/menu_projections_industry_statewide.aspx)

certificate will also be quite useful for students seeking education degrees and students going into nursing, counseling, or other professions that are integrated in Native communities.

## 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?**

Yes. Members of the community and local region may pursue this credential as part of a larger Oceti Sakowin language revitalization effort. This certificate will provide foundational communication skills in Oceti Sakowin to those engaged in community efforts across the State of South Dakota and the region in language revitalization efforts through educational offerings and community programs.

**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. This certificate will be a value-added credential to students majoring in several programs in which communication with modern non-English language populations can be vital. Areas of study may include majors/programs in agriculture, business economics, communication, education, health sciences, and social sciences. Examples include Agricultural Education Communication & Leadership, American Indian and Indigenous Studies, Animal Science, Business Economics, Communication Studies, Community and Public Health, Dairy Production, Early Childhood Education, Global Studies, History, Human Development and Family Studies, Leadership and Management of Nonprofit Organizations, Nursing, Political Science, and teaching specializations.

**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.**

Yes. The certificate will be stackable to the B.A. in American Indian and Indigenous Studies. In addition, six or more credits, including completion of the 202 level, will be applied toward the College of Arts, Humanities and Social Sciences Bachelor of Arts language requirement.

**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	Credit Hours	New (yes, no)
LAKL	101	Introductory Lakota I	None	4	No
LAKL	102	Introductory Lakota II	LAKL 101	4	No
LAKL	201	Intermediate Lakota I	LAKL 102	3	No
LAKL	202	Intermediate Lakota II	LAKL 201	3	No
Subtotal				14	

Note on credit hour deviation: The credit hour total exceeds 12 credits because the two beginning language classes are 4-credit courses. Four language courses (LAKL 101, LAKL 102, LAKL 201, LAKL 201) are required for the certificate to meet discipline standards for basic proficiency. The American Council on the Teaching of Foreign Languages (ACTFL) advises that the completion of courses through the 202 level allows students to develop proficiency at the Intermediate-Low level.

The ACTFL defines Intermediate-Low Proficiency as:

*Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.*

*Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.*

## **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?**

At the completion of the certificate in Basic Oceti Sakowin Language students will be able to:

- Demonstrate ability up to the intermediate low proficiency level in oral and written Dakota/Lakota.
- Demonstrate awareness of and respect for differences in cultural perspectives, behavior, and languages (the “3 Ps”: perspectives, practices, products).

### **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			
	LAKL 101	LAKL 102	LAKL 201	LAKL 202
Students will demonstrate ability up to the intermediate low proficiency level in oral and written Dakota/Lakota.	X	X	X	X
Students will demonstrate awareness of and respect for differences in cultural perspectives, behavior, and languages (the “3 Ps”: perspectives, practices, products).	X	X	X	X

## 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
<b>On campus</b>	Yes	<b>2023-2024 Academic Year</b>

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5</a>.</i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	S15-Online Asynchronous Term Based; S18-Online Synchronous; S20-DDN Receive Site; S25-DDN Host/Send Site; S30-Blended/Hybrid	<b>2023-2024 Academic Year</b>
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</b>	

- 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
<b>Distance Delivery (online/other distance delivery methods)</b>	No		