

ACADEMIC AFFAIRS COUNCIL

AGENDA ITEM: 4.A (1) (a)

DATE: April 3, 2013

SUBJECT: New Program – SDSU B.A. in American Indian Studies

South Dakota State University has submitted a proposal for a Bachelor of Arts in American Indian Studies. The Board approved the intent to plan at the 2011 March meeting.

The proposal provides examples of positions held by graduates of similar programs at other universities.

BHSU and USD have Native American Studies majors. The related programs were listed in the intent to plan approved by the Board, which is available online at the following link: <http://www.sdbor.edu/theboard/agenda/2011/documents/COMMA0311III-A2.pdf>

SDSU does not request new State resources or new or increased student fees. No additional full-time faculty positions are needed to start the program. The new program will use existing courses and faculty will be reassigned to develop any new courses.

RECOMMENDED ACTION

Provide comments and concerns to Paul Gough.

**South Dakota Board of Regents
New Undergraduate Degree Program**

University:	South Dakota State University
Major:	American Indian Studies
Existing or New Major (s):	New
Degree:	Bachelor of Arts
Existing or New Degree (s):	Existing
Intended Term of Implementation	Fall 2013
Proposed CIP code:	050202
University Department	College of Arts and Sciences
University Division	College of Arts and Sciences

University Approval

To the Board 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.

President of the University

Date

After approval by the President, a signed copy of the proposal should be transmitted to the Executive Director. Only after the Executive Director's review should the proposal be posted on the university web site and the Board staff and the other universities notified of the URL.

1. What are the purposes of the proposed program?

South Dakota State University (SDSU) requests authorization to offer a B.A. in American Indian Studies. The American Indian Studies program at SDSU will prepare students to engage with and examine the historically significant, rapidly growing American Indian/Indigenous populations of South Dakota and the global/international community. By providing strong preparation in working with the American Indian population, graduates will be well-equipped for careers in government, including tribal government, as public affairs specialists, legislative coordinators, educators, and a wide range of jobs involving researching, communications and analytical skills.

SDSU does not request new State resources.

South Dakota Workforce Demand for Graduates

Employment opportunities for AIS majors cross a vast network of employment fields within tribal nations, state, and local governments, as well as national offices. Examples of the positions that AIS majors hold are policy analysts, journalists, housing directors, economic development officers, National Parks personnel, forestry managers, tribal/state/local/national government officials, and educators. An AIS degree is often a major that undergraduates pursue before determining a focus for graduate school, law school, and other professional degrees.

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The United States Department of the Interior's Indian Affairs (IA) oversees both the Bureau of Indian Affairs (BIA) and the Bureau of Indian Education (BIE), two considerable employers on and off reservations in South Dakota and the nation. Both public and private entities need employees with a strong knowledge of AIS history, culture, language, and federal policy. Below are examples of some of the jobs currently filled, or being offered, to AIS graduates according to directors and faculty from institutions (i.e., Arizona State University, University of Arizona, New Mexico State University) with AIS programs who attended the 14th Annual Conference of the American Indian Studies Association in Tempe, Arizona, February 7-8, 2013.

- Tribal Liaisons for Private Contracting and Consulting firms
- Tribal Program Directors & Coordinators
- Tribal Directors & Coordinators for Outreach
- Tribal Directors & Coordinators for Education
- BIA Program Analysts
- BIA Realty Specialists (Contracts Management)
- Indian Affairs Land Titles and Records Managers

South Dakota has a significant population of American Indians; therefore, the demand to understand the shared experiences, as well as the physical, social, economic, political, and environmental spaces American Indians occupy is immense.

Historical and National Context

The academic discipline American Indian Studies began in the early 1970s as an extension of the 1960's civil rights movement; its initial purpose was to service American Indian communities. Since inception, AIS has grown to serve not only American Indian communities, but non-Natives and the world as an academic discipline intended to inform and critically participate in intercultural communication and global development.

University Mission and Priority

The proposed program is within the statutory mission of South Dakota State University is provided in SDCL 13-58-1:

Designated as South Dakota's land-grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and science and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other course or programs as the Board of Regents may determine.

Board Policy 1:10:2 South Dakota State University Mission Statement identifies the degrees authorized for the University. SDSU has authority for associate, baccalaureate, first professional and graduate degrees.

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The minor has been delivered since 1994. It is a priority of the university to establish a major in American Indian Studies. 159 American Indian students currently attend SDSU (Fall 2012 census).

Moreover, the American Indian Studies (AIS) major is a recommendation of the Higher Learning Commission of the North Central Association of Colleges and Universities reaccreditation study and visit in the fall of 2009, and part of SDSU's strategic plan, "[to] provide[s] 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." (*Impact* 2018)

2. Rationale

A. What is the rationale for the curriculum?

The curriculum is designed to provide students an opportunity to study and interact with American Indian history, culture, and communities. The new program will be interdisciplinary in its structure and philosophy. It will incorporate existing courses in the social sciences, humanities, and arts, along with an introductory course and a capstone project. It will embed service-learning projects into the curriculum and provide graduates with an understanding of the complex social, legal, environmental, and political issues facing indigenous cultures around the world. Graduates will improve their critical thinking, analytical reasoning, and oral and written communication skills as a result of this curriculum.

B. Demonstrate that the curriculum is consistent with current national standards. Complete the tables below and explain any unusual aspects of the proposed curriculum.

The proposed program is designed to meet the needs of the state, the tribes, the national, and international communities with interdisciplinary training that will afford students the opportunity to succeed in the job market, and to provide the solution-oriented development needed to thrive in today's global community. Although there are no current national standards, the AIS program at Arizona State University (ASU) is one of the largest and highly influential programs at this time. It holds the Annual Conference of the American Indian Studies Association. ASU's AIS degree encompasses two areas of emphasis: (1) Legal, policy and community and economic development, and (2) Arts, languages and culture. SDSU's AIS degree program emphasizes the Lakota culture and language, as well as American Indian policy, history, and literature. In this regard, SDSU is in congruence with one of the nation's major AIS programs, while simultaneously designing the program to align with South Dakota's original cultural tribes known collectively as the *Oceti Sakowin* (*seven council fires*).

The AIS major will allow students to complete an inter-disciplinary degree within a 4-year time frame and the standard 120-credit curriculum.

C. If a new degree is proposed, what is the rationale?

A new degree is not proposed. SDSU already offers Bachelor of Arts degrees.

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D. Summary of the Degree Program

<i>Title of proposed program</i>	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Institutional Graduation Requirements	5		
Information Technology Literacy Requirements			
Subtotal, Degree Requirements		35	29.2%
Required Support Courses (not included above)			
Major Requirements	32		
Major Electives	23		
Subtotal, Program Requirements		55	51.6%
Free Electives		30	19.2%
Degree Total	120	120	100%

Required Support Courses outside the Major

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		N/A	0	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AIS	100	Introduction to AIS	3	No
AIS	101	Introductory Lakota I	4	No
AIS	102	Introductory Lakota II	4	No
AIS	201	Intermediate Lakota I	3	No
AIS	202	Intermediate Lakota II	3	No
SOC	350	Race and Ethnic Relations (COM) (G)	3	No
AIS	368	History and Culture of the American Indian	3	No
AIS	445 or 447	American Indian Literature or American Indian Literature of the Present	3	No
AIS	462	Formation of Federal Indian Policy	3	Yes
AIS	492	Topics	3	No
		Subtotal	32	

Major Electives: List courses that may be taken as electives in the program. Indicate any new courses to be added specifically for the major

Students are required to take 23 credits of elective credits from the list below.

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Prefix	Number	Course Title	Credit Hours	New (yes, no)
AIS	103	Native American Empowerment	3	Yes
AIS	238	Native American Religions	3	No
AIS	256	Literature of the American West	3	No
AIS	362	Indigenous Feminisms	3	Yes
AIS	400	Education and Native Peoples	3	Yes
AIS	410	North American Ethnology	3	No
AIS	417	American Indian Government and Politics	3	No
AIS	421/521	Indians of North America	3	No
AIS	445	American Indian Literature	3	No
AIS	447	American Indian Literature of the Present	3	No
AIS	467	Geography of the American Indian	3	No
AIS	491	Independent Study	1-3	No
AIS	492	Topics	1-3	No
AIS	496	Field Experience	1-12	No
		Subtotal	23	

3. Student Outcomes & Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate be able to demonstrate before graduation?

The following outcomes will be required of all students.

Discipline-Specific Knowledge

Graduates will demonstrate an understanding of the principles of tribal sovereignty; government and policy; American Indian history, religion, and literature.

Communication

Graduates will demonstrate a basic proficiency in a tribal language; And to present effective oral and written presentations on research involving American Indians.

Critical Thinking

Graduates will demonstrate a mastery of problem-solving skills that integrate research with contemporary issues that confront indigenous people both locally and globally.

B. What national instruments (examinations) are available to measure individual student achievement in this field?

There are no comprehensive standardized tests that determine individual achievement in the field at this time.

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C. How will mastery by individual students be demonstrated? Describe the specific examinations or processes to be used. This is to include external measures.¹ **What will be the consequences for students who do not demonstrate mastery?**

Students will demonstrate mastery by maintaining grades of “C” or better in all required courses for the major. To reinforce and ensure these standards, the AIS program coordinator will practice “intrusive advising,” i.e., coordinator will work in consultation with AIS cross-listed faculty to reach out to advisees until the advisee responds and use registration holds, as needed, to enforce regular consultations and ensure regular advisor/student communication. Much of this process of consultation will be facilitated by the American Indian Education and Cultural Center (AIECC) staff (Native American Advisor), the AIS program coordinator, and outreach with the AIS cross-listed faculty.

An additional measure of mastery will be placement of graduates into graduate or professional schools and placement in professional career positions related to program preparation. The consequences of not demonstrating mastery of the program will likely involve failure to transition into graduate or professional school, or into an attractive program-relevant position of employment.

4. What instructional approaches and technologies will be used to teach courses in the program?

Methods for instruction will include lectures, discussion, group collaborative projects, and some hands on experiential cultural exposure. Multi-media exposure to film and visual/audio mediums will enhance readings and lectures. Service learning and research experiences will be available through a variety of potential projects and numerous departments depending on current and future research collaborations.

5. Did the University engage any developmental consultants² to assist with the development of the curriculum? Were any professional or accrediting associations consulted during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

Smithsonian Anthropologist JoAllyn Archambault from the National Museum of Natural History, Washington, D.C., who directs the American Indian Program, has provided guidance and support on bridging the inclusion of the origins of anthropological theories to indigenous epistemologies. Dr. Archambault is readily available for consultation on issues that arise and can assist with archival potential research endeavors.

6. Are students in the program expected to be new to the university, redirected from other programs or both? Complete the table and explain how the estimates were developed.

¹ What national examination, externally evaluated portfolio or student activity, etc will be used to verify that individuals have attained a high level of competence and identify those who need additional work?

² Developmental consultants are experts in the discipline are hired by the university to assist with the development of a new program (content, courses, experiences, etc). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

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Students in the program will be both new to the university and drawn from other programs. The figures were arrived at by comparison with other new degree programs and by expressions of interest in the major by current and future students. The university will continue its long-standing cooperation with tribal colleges and communities. Many students have expressed a desire to major in American Indian Studies.

	Fiscal Years*			
	1st	2nd	3rd	4 th
Estimates	FY14	FY15	FY16	FY17
Students new to the university	15	20	25	30
Students from other university programs	15	10	0	0
Continuing students	0	25	45	60
= Total students in the program (fall)	30	55	70	90
Program credit hours (major courses)**	180	330	420	540
Graduates				

7. If program accreditation is available, identify the organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

Accreditation does not exist for this program.

8. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy.

None.

9. Program Delivery

A. Does the University request authorization to deliver this entire program at any off-campus locations?

No.

B. Does the University request authorization to deliver this entire program by distance technology?

No

C. Include off-campus tuition and site or delivery costs in the next section and in Appendix B.

None.

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10. Costs, 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 O&M, facilities, etc needed to implement the proposed major. Address off-campus or distance delivery separately.

The program budget is provided as Appendix B.

No additional full-time faculty positions are needed to start the program. The new program of study will utilize existing courses, and faculty will be reassigned to develop any new courses. Faculty time to develop the program, advise students, and work with admissions staff to grow enrollments will be covered by the current AIS program coordinator. As enrollment and potential external funding occurs, the potential for new faculty will be explored.