Sinte Gleska University

General Catalog

2026-2028

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Website: www.sintegleska.edu

Course Catalog

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Accreditation

Sinte Gleska University is fully accredited in its academic programs by the Higher Learning Commission. The North Central Association is one of six regional accrediting associations in the United States. Through its Commission it accredits, and thereby grants membership to educational institutions in the nineteen-state North Central Region. The Commission on Institutions of Higher Education is recognized by the Secretary of Education and the Committee on Recognition of Postsecondary Accreditation (CORPA). The address for NCA is as follows:

The Higher Learning Commission
230 South LaSalle St., Suite 7-500
Chicago, IL 60604-1413
Phone: 800-621-7400
Fax: 312-263-7462
info@hlcommission.org

Sinte Gleska University Non-Discrimination Policy

Sinte Gleska University does not discriminate against qualified employees or applicants for employment on the basis of race, color, creed, sex, national origin, physical or mental handicap, veteran status or other factors which cannot lawfully form the grounds for an employment decision. Sinte Gleska University admits qualified students regardless of sex, race, color, creed and nationality in execution of its educational programs or institutional activities.

Discrimination complaints by students based upon any of the protected categories can be directed to Debra M. Bordeaux, Vice President of Student Services, Sinte Gleska University, P.O. Box 105, Mission, SD 57555-0105. Telephone: 605-856-8100 ext. 8552.

Discrimination complaints by employees or prospective employees based upon the protected categories can be directed to Phil Baird, Provost/Chief of Operations Sinte Gleska University, P.O. Box 105, Mission, SD 57555-0105. Telephone: 605-856-8100 Ext. #8331.

Message from the President



As President of Sinte Gleska University, I am proud to share with you a brief summary of our progress and goals as we enter our fifth decade of service to the Sicangu Lakota Oyate dating back to 1970. A number of our current faculty and staff, including myself, were employees during those earliest years of institutional operations and remember the challenges, primarily in terms of facilities and funding, that consistently confronted us as we transitioned from Rosebud College Center to Sinte Gleska Community College to Sinte Gleska College and finally to Sinte Gleska University. As always, at the center of our evolution was the vision of our ancestors and founding body accompanied by the mandate to design and offer appropriate programs and opportunities on behalf of tribal members and tribal communities on the Rosebud Reservation.

In 2009 Sinte Gleska University engaged in a community information gathering process over a 2-month period in which we visited all 20 tribal communities on the Rosebud Reservation. Information gathered during said visits will be utilized by Sinte Gleska University for strategic planning efforts in conjunction with our purpose to help strengthen our tribal nation for the benefit of forthcoming generations. At these community meetings (entailing approximately 135 hours of discussion and nearly 1,000 comments from community members) tribal members expressed their concerns relative to health, housing, law and order, enrollment, cultural preservation and education matters along with other key issues affecting their individual lives and our tribal nation as a whole. In particular, tribal members addressed perceived needs and priorities for realizing community growth and development that correspond to the best interests of their children, grandchildren and families. In each case, communities called for the expansion of tribal higher education program delivery that would allow for Sinte Gleska University to advance our leadership and advocacy roles throughout the entire boundaries of the Rosebud Reservation.

In closing, be assured that we at Sinte Gleska University remain committed to critical concepts and initiatives such as language preservation, educational ownership, economic growth and entrepreneurship and tribal government reform. We will seek new avenues of funding for academic program implementation and additional facilities construction. Most importantly, we will continue to embrace the Lakota virtues and values set forth in our mission statement in order to provide our Sinte Gleska University students with a direction and determination to gain personal and professional empowerment and to therein attain a greater level of overall tribal autonomy in the future.

We express our appreciation and gratitude to the Sicangu Oyate for their continued support and to the Rosebud Sioux Tribal Council for the same, to the SGU student population for their continued attendance, and to the faculty and staff for their involvement. Mitakuye Oyasin.

Lionel R. Bordeaux

President

History of Sinte Gleska (Spotted Tail) 1823-1881



Sinte Gleska (Spotted Tail) was born near the Makizita Wakpa (White River) in west central South Dakota in the Winter of 1823-1824, The Year When They Camped Near A Cornfield because of the severe Winter (Big Missouri River Wintercount). His father was called Tangle Hair and his mother was known as Cannupa Yuha Mani Win (Walks With Pipe Woman). Spotted Tail's father was from the Sihasapa (Black Foot)-Wajaje (Osage) division and Spotted Tail belonged to one of the bands called Cokatowels (Blue Hoop in the Center) from the southern (Itokaga) division of the Sicangu (Burnt Thigh).

As a boy, Sinte Gleska was called Tatanka Napsica (Jumping Buffalo), and when he achieved warrior status, he was named Sinte Gleska. This name had been given to him because he often wore a raccoon tail, obtained as a gift from a trapper, when dressed for war or ceremonial.

Sinte Gleska rose to prominence at about the age of thirty when he was installed as an Ogle Tanka Un (Shirt Wearer), or a war leader. His credentials for achieving this honor were impressive. His shirt was said to have been adorned with over a hundred locks of hair, each representing coups, scalps taken and horses captured. As a war leader of the Southern Sicangu, Sinte Gleska was actively involved in earlier struggles with the Wasicu (white man) over their aggression and encroachments on Sicangu Territory. During his tenure as shirt wearer, Sinte Gleska, in 1855, helped bring about the end of the brief, but costly, Overland Trail War by surrendering himself along with four others to be imprisoned at Fort Leavenworth, Kansas. This occurred when the U.S. Military held seventy Sicangu's captive (mostly women and children taken at the Blue Water fight of 1855) as bargaining chips to compel the speedy surrender of the leaders and participants involved in the slaying of Grattan's command and raids on the Overland Trail. Sinte Gleska was one of the leaders.

Sinte Gleska's surrender and ordeal of imprisonment led the people to view this as an unselfish sacrifice for the good of the tribe, and they continued to follow him as war leader. Furthermore, eleven years after his release from confinement at Ft. Leavenworth, the Southern Sicangu remembered and elevated Sinte Gleska, now an experienced leader, to Wicasa Itancan (civil leader), the highest leadership ranking found among the Sicangu.



The impact of Sinte Gleska's leadership during the 1860's on the southern band of the Sicangu was immediate and effective. With the full support of the tribal council, he united these fragmented bands into one cohesive unit and steered their course towards a limited degree of tolerating and accepting the presence of the Wasicu and the acculturation policies. At the close of the 1870's Sinte Gleska as the overall leader, extended his influence over the northern Sicangu bands when pressured by the U.S. government to reside on the Great Sioux Reservation.

The closing years of Sinte Gleska's life are considered the most significant in the terms of contributions made to the Sicangu Lakota, and quite possibly Native Americans in general. It was during these years that he began to look at long-range goals and the struggles that the Sicangu people were to endure. As one of the important Lakota leaders, Sinte Gleska viewed people from the highest position and perspective. Viewing people from his level and dealing with the U.S. government at its highest level, the Sicangu Itancan (leader) caught a brief glimpse of the future of the Sicangu.



What he foresaw in the twentieth century, due to the deteriorating condition of the Lakota and the extremely aggressive policies of the U.S. government, was shocking. Based on this observation and reaction, Sinte Gleska revealed that unless the Lakota were able to cope with this situation, they would not survive as a people. This need for survival prompted him to stress and advocate the idea of accepting the minimal, but basic, aspects of the Wasicu tool of education for survival in the white dominated world. He optimistically envisioned that a certain portion of the Lakota population would master the Wasicu basic skills of learning, and eventually these people would supplant the untrustworthy Wasicu working as clerks, translators, and other agency officials. This would then ensure the survival of the Lakota.

Sinte Gleska faced difficult obstacles in carrying out his idea of survival in the White dominated world. One obstacle was to sell and implement this radical idea to people divided by an atmosphere of suspicion, fear, and jealousy. He quickly overcame this by sending his reluctant grandchildren to Carlisle, in Pennsylvania, the first all-Indian boarding school sanctioned by the Bureau of Indian Affairs. Other Lakota headmen followed his example by sending their children and grandchildren to Carlisle. Later on, he withdrew his grandchildren because this system had no intention of stressing basic education that would satisfy the needs expressed by Sinte Gleska. Although this was a major setback for Sinte Gleska, he nevertheless raised one of the first and significant issues of bilingual and bicultural education. It was this concern that set the stage for the founding of Sinte Gleska University 100 years later.

On August 5, 1881, while Sinte Gleska was returning home from an important council meeting that voted to send him to Washington, D.C. to represent the Sicangu for an unprecedented third time, Crow Dog shot and killed the Sicangu leader. The motives behind the assassination and death of Sinte Gleska are complex, controversial, and so sensitive that, for the time being, no complete picture of what occurred can be drawn.

Today, Sinte Gleska lies buried on the crest of the nearest northern hill overlooking the Rosebud Agency, where the hub of activity between the U.S. government and the Sicangu people is enacted on a daily basis. Here, too, stands Sinte Gleska University which embraces the lofty vision Sinte Gleska had for the people: that is to take up and master the skills of the White Man - hecel oyate kin nipi kte (so that the people may live.)

Victor Douville
SGU Lakota Studies Department

History of Sinte Gleska University

(1968-2016)

In 1968, a committee was formed on the Rosebud Reservation to study the idea of creating a community college, Sicangu people wanted to provide higher education opportunities to tribal members who were not able to leave the reservation for a myriad of reasons.

In 1970, the Rosebud Sioux Tribe granted a charter to Sinte Gleska College. Sinte Gleska College was chartered to provide post-secondary and other education opportunities to area residents. The doors opened on February 3, 1971, and courses were offered under the auspices of the University of South Dakota and the University of Colorado extension division. Associate degrees were developed and approved by the State of South Dakota Board of Regents in 1972. The first Associate of Arts degree was awarded in August of 1973.

The University subsequently offered degrees and courses through Black Hills State College (General Studies, Education, Business Education, Lakota Studies and Social Services), and under the University of South Dakota (Nursing and Human Services). In 1978, the first Bachelor's degree in Selected Studies (Human Services-Mental Health or Criminal Justice minor and Elementary Education) were implemented through cooperative agreements with the University of South Dakota and Black Hills State College, respectively. These early relationships enabled the College to offer courses leading to degrees at both the College and through accredited institutions. In 1976, Sinte Gleska College sought and received candidacy for accreditation from the North Central Association of Colleges and Schools. Two biennial site visits in 1978 and 1980 and a final site review in 1982 enabled Sinte Gleska College to receive accreditation from the North Central Association of Colleges and Schools in the Spring of 1983.

The accreditation at the Associate and Baccalaureate levels made Sinte Gleska College the first tribal college to receive accreditation at the four-year level, and only the second to receive it at the two-year level. In 1988, Sinte Gleska College requested a focused evaluation for the purpose of accreditation approval of the offering of a Master's degree program in Elementary Education for teachers of American Indian children. The program was approved in Spring 1989, making Sinte Gleska College the first tribal college to offer a Master's program on an Indian reservation.

In August of 1988, Sinte Gleska College began to host education forums to draw together individuals and organizations to discuss and change education and social policy. Along with these forums, the College opened public and institutional discussions in February 1991 regarding the College becoming a University. Following these discussions, Sinte Gleska College became Sinte Gleska University on February 2, 1992, in a traditional tribal ceremony. Also, the Board of Directors became the Board of Regents.

Since 1992, the University has focused efforts on increasing its endowment, building adequate facilities, and strengthening academic programs.

In 1995, the University developed a plan for the Antelope Lake Campus, east of its Mission campus. In 1996, the Rosebud Sioux Tribe granted the University 1,600 acres of land encompassing the Antelope Lake area of the Reservation for its new campus. Through a grant from the Lannan Foundation, the University built the SGU Science and Technology Center and the Wakinyan Wanbli Multipurpose Student Center, in addition to improving facilities on its Mission campus.

Through efforts of the American Indian Higher Education Consortium and the Log Home Builders Council, the University and the reservation community constructed a log building dedicated to the preservation and teaching of Lakota history, culture, and language, which houses the SGU Cultural Heritage Center and Archives.

Through agreements with the Rosebud Sioux Tribe Sicangu Wicota Awanyanke, Inc., and the U.S. Department of Agriculture Rural Development Initiative, the University built three student housing complexes on the Antelope

Lake Campus. With assistance from the Tad Beck Foundation, the University purchased a building in the city of Mission to house the SGU Art Institute classrooms and gallery. Finally, through a bequest and through tribal college construction money from the American Indian College Fund, Lilly Foundation, and Bush Foundation, the University is constructing another three buildings on the Antelope Lake Campus in the next two years.
The Lakota Studies Department at Sinte Gleska University developed bachelor's degrees in the areas of Lakota language, culture, history and Cultural Resource Management, which were approved by the North Central Association in 1997.

In 2000, the University hosted a two-week series of tribal issues forums to work toward strengthening tribal programs, services and partnerships between tribal entities. Through those forums the Rosebud Sioux Tribe was able to develop a Strategic Plan to further improve the governance structures and economic development initiatives of the Sicangu Oyate.

In 2001-02, the University began the reorganization of the governance and operational structures of the University, utilizing public meetings and staff input to update governance and policy structures of the University. As SGU looks to the future, there will be a greater emphasis on the practicing and teaching of Wolakota, the Lakota Way of Life. In 2002, President Bordeaux announced the new theme for the future of SGU: Wahope ungluwa sakapi hecel Oyate ki Wolakota gluha takatakiya yuha unya pi kte, "Strengthening our Foundation for The People to Go Forward in the Lakota Way of Life."

It is in looking to the early dreams of the founders of Sinte Gleska University that we will move forward in the next thirty years, providing more opportunities for community outreach and enhancement, technology-based learning, tribal nation building, and partnership building throughout the world.

A Chronology of the History of Sinte Gleska University

1968 Elders and community people meet to discuss the development of a college for the people.

1971 Sinte Gleska College opens its doors to its first 156 students with 16 classes using volunteer teachers.

Extension courses are offered through Black Hills State College, University of South Dakota and University of Colorado.

1972 Sinte Gleska College becomes a charter member of the American Indian Higher Education Consortium (AIHEC), as one of six founding institutions.

1974 The Tribally Controlled Community College Assistance Act is initiated in Congress with the leadership of President Lionel Bordeaux and other tribal college presidents.

1977 Sinte Gleska College is granted status as a candidate for accreditation by the North Central Association of Colleges and Schools.

1979 Bachelor's degree programs in Human Services and Elementary Education approved for offering at Sinte Gleska College by the South Dakota Board of Regents.

1980 Sinte Gleska College confers first Bachelor's Degree in Human Services to Sherman Marshall, Sr.

1983 Sinte Gleska College receives official notification of full accreditation from the North Central Association of Colleges and Schools, thus becoming the first tribally chartered college to be accredited at both the associate and bachelor degree levels.

1984 Endowment established through a $50,000 gift from United Parcel Service.

1989 Eleven students graduate with a Master's degree in Education awarded at Sinte Gleska College.

1991 President Bordeaux celebrates his 20th year of service. In honor of his service, Sinte Gleska College initiates education forums to explore university status and to develop a comprehensive plan for tribal education on the Rosebud.

1992 Sinte Gleska College, in a special traditional ceremony, attains University status.

Continued accreditation is granted by the North central Association of Colleges and Schools.

President Bordeaux chairs the White House Conference on Indian Education.

1996 The Rosebud Sioux tribe grants SGU 1,600 acres of land in Antelope Community for campus expansion.

Lannan Foundation of Santa Fe, NM announces a $10 million gift for Sinte Gleska University for the expansion of its campus to the Antelope Lake area.

Sinte Gleska University celebrates its 25th anniversary during the annual Founders' Day activities in February.

President William J. Clinton signs the Executive Order on Tribal Colleges and Universities.

1997 Sinte Gleska University establishes the Sicangu Policy Institute, the first reservation-based policy institute in the country.

1998 Sinte Gleska University Lakota Studies Department introduces its new Lakota Language baccalaureate program, the first of its kind in the world.

1999 Sinte Gleska University develops a long-range strategic plan for expansion and continuation of the University into the first five years of the millennium.

Sinte Gleska University Science and Technology Center completed on the new Antelope Lake Campus.

SGU receives a bequest from the late Margaret Bedford in memory of her brother, Denton Bedford, in the amount of $5 million to provide an endowment and support of cultural education and preservation for the University.

2000 Sinte Gleska University completes construction of the Sicangu Cultural Heritage Center and the Wakinyan Wanbli Multipurpose Student Center on the Antelope Lake Campus.

SGU hosts two weeks of community forums on education, health, tribal court, governance, law and order, spirituality, language, culture, community development, economic development, and leadership to provide communication between tribal government, tribal entities and tribal members in developing a long range plan for the future of the Sicangu nation.

SGU hosts its 30th Annual Founders' Day Celebration.

2001 Sinte Gleska University renews its commitment to President Lionel Bordeaux with the development of new bylaws and the installation of a new Board of Regents and governance structure for the University.

2002 Sinte Gleska University hosts its 30th Annual Commencement with 106 graduates, and awards 6 Honorary Doctorate degrees to Lakota elders: Julia Lambert, Christine Blue Horse, Ollie Pretty Bird, Harry Blue Thunder, Mary Bordeaux Hunger, and Rongo Wetere, CEO of TE Wananga O Aotearoa, a Maori/New Zealand tribal college.

President Bordeaux serves as Founding Co-Chair of the Worlds Indigenous Nations Higher Education Consortium (WINHEC), with a Memorandum of Understanding signed between 7 world indigenous nations higher education institutions and other tribal colleges and universities in the U.S. and Canada.

2003 Honorary Doctorate degrees awarded to Ollie Napesni, Ray Howe and Gloria Black Elk.

2005 The SGU Administration Building on the Antelope Lake Campus was completed with construction funds provided through the American Indian College Fund.

2007 The SGU Student Services Building, Wayawa Ki Wicagluonihanpi Oti—Home for Honoring Our Students opened its doors as a result of funding assistance from a U.S. Department of Education Title III construction grant.

2008 Fourteen Canadian students from Red Crow Community College and Old Sun Community College earned their M.ED. K-12 Reading Specialist certification through graduate program level academic delivery agreements with Sinte Gleska University.

2009 Sinte Gleska University conducted visits to all 20 communities on the Rosebud Reservation in order to listen to various concerns and issues identified by tribal members and to use the information compiled from these visitations for updated institutional planning efforts in a way that will strengthen our tribal nation in the future.

In November of 2009, the Master's in Education Program received State approval to offer a K-12 Reading Specialist Program making SGU the first tribal college in South Dakota to offer such a program.

In December of 2009, the Master's in Education Department received State approval for an Educational Administration Program to certify elementary and secondary principals.

2010 Collaboration between the Education and Human Services Graduate Departments resulted in State approval of a School Counseling Program.

In February, Sinte Gleska University celebrated its 40th Annual Founders' Week celebration with forums and a Wacipi.

2011 Arne Duncan, US Department of Education Secretary, served as the keynote speaker for SGU's graduation ceremony.

2012 Completion of the Lakota Studies Tipi building on the Antelope Lake Campus.

2013 President Lionel Bordeaux was honored for 40 years of service and dedication to SGU during the 43rd Annual Founders' Celebration and Wacipi.

2015 Encompass and Bear Claw contracted for construction of the Education and Student Union buildings. Cost for the two projects is 2.2 million dollars.

2016 SGU becomes a member of the Achieving the Dream national initiative. A primary component of this is to modify the delivery of our introductory math class, MA 120.

2019 In July SGU's and Oglala Lakota College's GED programs carry out site visits to mutually support and enhance the educational outreach to their respective tribal communities.

Summer 2019 Upgrade and paving of roads on the Antelope Lake Campus.
September 2019 SGU is named 3rd of the best affordable colleges in South Dakota for Bachelor's Degrees.

2020 In January, The Mike Benge Student Center is opened on the Antelope Lake Campus.
February 2020, Founder's Day celebrates 50 years of activities for SGU.

Tribal Charter

Sinte Gleska University is chartered by the Rosebud Sioux Tribe to provide post-secondary education on the Rosebud Sioux Indian Reservation. The tribal charter specifically grants the University the right and authority to grant degrees to those students who complete the required course of study. The authority of the Rosebud Sioux Tribe to grant such a charter is set out in the Rosebud Sioux Tribe Constitution, which was adopted pursuant to the Indian reorganization Act of 1934.

Sinte Gleska University Mission Statement

Sinte Gleska University of the Sicangu Oyate builds a healthy, resilient tribal nation through Wolakota, self-determination, lifelong learning and visionary leadership. (Updated from 2022-2027 Strategic Plan.)

Vision Statement

Sinte Gleska University looks to strengthen the Sicangu nation through higher education opportunities that promote indigenous models of teaching, research in tribal economic development and use of the Lakota language.

Sinte Gleska University Statement of Affiliation

Sinte Gleska University is accredited by the Commission of Institutions of Higher Education (see page 3 for full disclosure).

Americans with Disabilities Act

Sinte Gleska University is committed to complying fully with the Americans with Disabilities Act (ADA) and other applicable federal, state, and tribal laws. Sinte Gleska University is also committed to ensuring equal opportunity in employment for qualified persons with disabilities. Sinte Gleska University makes employment decisions based on the merits of the situation in accordance with defined criteria, not the disability of the individual. Further, Sinte Gleska University is committed to not discriminating against any qualified employee or applicant because the person is related to or associated with a person with a disability.

Reasonable accommodation is available to an employee with a disability when the disability affects the performance of job functions. Sinte Gleska University will attempt to reasonably accommodate qualified individuals with a temporary or long-term disability so that they can perform the essential functions of the job, unless doing so would create an undue hardship for the operations of the University.

Confidentially

The Americans with Disabilities Act and Section 504 of the Rehabilitations Act are very clear in stating that disability-related information is to be treated with strict confidentiality. This is extremely important to individuals who may wish to access their right to accommodation while minimizing the risk of stigma sometimes associated with disability. To be eligible for an accommodation, the student or employee must present verification of disability and arrange an appointment with the Coordinator of Disability Services.

Student Responsibilities

It is the student's responsibility to provide medical and other diagnostic documentation of disability and limitations to the Director of Student Support Services. If documentation is deemed inadequate, students may be asked to participate in additional evaluations prior to receiving requested accommodations. Each student will be responsible for making timely and appropriate disclosures and requests for accommodations. Students will also be responsible for actively participating in the securing of their own accommodations and/or auxiliary aids. Students with disabilities are not exempt from following established SGU policies and procedures.

Sinte Gleska University Purposes

The following University purposes have evolved over the years through the self-study and assessment processes for accreditation:

1. Sinte Gleska University will serve as a bridge to off-reservation institutions by providing a successful on-reservation experience of higher education.
2. Sinte Gleska University will provide post-secondary education experiences.
3. Sinte Gleska University will work to increase the number of Indian people in middle and upper-management positions.
4. Sinte Gleska University will reflect, strengthen and develop Lakota cultural life.
5. Sinte Gleska University works to provide national leadership in tribally-controlled education.
6. Sinte Gleska University works to establish mechanisms for improving the quality of life on the Rosebud Reservation.
7. Sinte Gleska University will develop individuals who are citizens of the world, with a solid understanding of Lakota life and the ability to prosper in contemporary society.

Sinte Gleska University Vision

In its goal to promote sovereignty and self-determination, Sinte Gleska University has adopted as its vision the seven basic criteria which the United Nations uses to define a sovereign nation.

1. **Land**—Sinte Gleska University works to teach people about Otiwota, their homeland, the place of their birth, the place where spirits return.
2. **Language**—Preserving and perpetuating the Lakota language has been a standing goal of the Sicangu Lakota Nation and at Sinte Gleska University.
3. **Spirituality**—We demonstrate our spirituality through prayer and ceremony, song and dance, and our emphasis on relationship, respect and reciprocity.
4. **Leadership**—The University reflects the cultural heritage of our ancestors and the traditional virtues of woohitika (bravery), wacantognaka (generosity), woksape (wisdom), and wowacintanka (fortitude), which help form our Lakota universe. Within the context of those cultural and traditional values, the University's Board, administration, staff and students are encouraged to provide classroom-based, community-based and regional and national leadership.

5. **Social Systems**—At its most basic level, the University is a reflection of tribal social structures. It is representative of community based tribal leadership, traditional (tribal) educational systems and family support systems.
6. **Economic Systems**—Sinte Gleska University has begun to play an increasing role in the development of economic activity on the Reservation. The University works to develop individuals who are mindful of tribal economic systems and who will contribute to the overall improvement of the tribal nations.
7. **Governance Systems**—The University emphasizes the development of tribal self-governance and self-determination in its academic and community programs and through its support of tribal goals and entities.

Wolakota (Peace)

The Background of Wolakota

The term wolakota is an old term that was created and implemented out of dire necessity. It was conceived during the turbulent era of intertribal wars based on emerging tribal nations and the armed contest over resources. It was during the times when the tribal family systems were beginning to experience hardship and internal fighting because of the rapid expansion of their population and struggle over resources. Elders of the tribe began to set down rules and concepts of how to address this problem. After many years of trial and error of implementing the behavioral rules and concepts, wolakota was finally achieved.

The term wolakota can be broken down into two words or concepts, wo and lakota. Wo is a noun prefix and lakota means associates, allies, or friends. The term lakota can be further analyzed into two concepts, la and kota, la is a term of endearment, usually placed at the suffix. However, la is placed at the prefix to add emphasis. Kota is an older word for friend. It is still used by the northern group, the Assiniboine and some Yanktonai members who were the original members of the Wazi Kute division and who broke away in the mid seventeenth century.

When kota is analyzed, the picture becomes clearer. Kota is closer to Koda, the dialect of the Santee. Eventually all of the speakers began to use their own distinct dialect by converting kota to koda, kona, and kola. Kota was retained and utilized to unite the extended family systems that tended to become more distant. Each dialect added da, na, and la to kota so that each clan could still retain its close ties and yet is an autonomous entity with all privileges that all the members shared.

The article that ultimately cemented the close relation of these clan groups was wo. When wo is added to lakota, the expected behavior among the Oceti Sakowin members was complete. The expected behavior of a Dakota, Nakota, and Lakota is one of wolakota. Wolakota means to act and behave with ultimate respect, harmony, peace, and friendship. Wolakota is a powerful deterrent to arguing, fighting, and making enemies, jealousy, squabbling among relatives, and belittling people in public.

Perhaps the ultimate symbol of wolakota is the pipe. The actual use of the pipe began with the creation of wolakota. The old traditional Lakota used to have a ceremony called tiognaka that formally established a household of their daughter or son who married and brought in their mates to live with. The procedure called for taking a live coal from the parents fireplace and placing it in the newly established fireplace of the household. The smoking of the pipe sealed the official establishment of the tiognakapi. Moreover, the smoking of the pipe between the parents and their sons or daughters and their mates meant that the new household occupants accepted the authority of the parents regarding respect based on the rules of kinship behavior. It also meant that

the new household was autonomous. The original head of household, the father, could no longer count and treat the newly established household as part of his direct membership and yet still maintain the status of a parent. This is how the Oceti Sakowin was initiated and how the pipe was used to create peace and allies of former enemies.

Wolakota and the Codes of Behavior

The Lakota society is mutual and reciprocal when behavior towards another member is carried out on a daily basis. This means that when someone gives something physical or abstract, they expect something in return immediately or later in life. Thus one had to mirror or gauge his or her reaction to another person. Giving a gift or something of value to another person requires that the recipient give something in return, immediately or later on. Doing a kind deed for a person requires that the recipient of this kind deed will return the gesture at an appropriate time. Sometimes persons giving something of value or doing a kind deed to another person do not always expect to be paid back directly; their close relatives or friends might be the recipients and that is good enough. The end purpose of this mutual and reciprocal relationship is to promote peace, goodwill and harmony among the Lakota people.

The most significant part of this mutual and reciprocal relationship is the kinship system. This involves kin terming and kin behavioral relationships. The objective of the kin terming is to know all relatives; the lineal, the biological, the collateral and the affinal. The purpose of kin behavior is to achieve respect for relatives and others who are associated with relatives.

The premise of the Lakota society is based on respect or waohola. Respect is demonstrated as observing and maintaining integrity by reacting to eye contact or excessive and inappropriate talking, and behavioral displays lacking reserveness and warmth. Respect is to avoid these reactions completely or gauge them in accordance to age, gender, relations, and generation.

The following are some ways of promoting respect according to the traditional ways.

- Respect is to hold all people (especially the elders) in high esteem, honor them, venerate them, and to praise them for their probity (wisdom and integrity).
- When ideas and concepts are expressed in meetings, honor them or build on them if they seem good, especially if they came from elders or learned people.
- Never insist that your ideas are better or argue this point.
- Never speak negatively about people in public because this tends to hurt people. When you hurt people it affects their heart. The heart is a sensitive organ and negative elements tend to build up and this poisons the mind. Decisions should be made from the mind and the heart.
- Do not walk between people who are talking in public and the audience or people who are talking to each other. Do not interfere with people talking or people who have the floor. Non-interference is a virtue.
- Steer clear of confrontation as much as possible. There are ways of settling differences and diplomacy is

one way. If people are persistent, walk away. This is especially true when the people around you know that the person doing the confronting is wrong.

- Do not get up and walk out while someone is talking, except in an emergency. Apologize if it is appropriate to do so.
- Allow all speakers to speak their mind without interrupting them. Listen to people or pay attention to them as a courtesy.
- Do not spread rumors; always try to present facts or truths. Rumors will eventually become well known to people and will be taken care of in time.
- Traditional values should always be upheld because the youth look up to the older generations as models.
- Never correct, challenge or yell at an elder in public. To do so is a sign of disrespect.
- Always treat the youth or younger generation as one of your own relatives and with respect because they look up to you and emulate what you teach.
- When in company of elders, never speak out of turn, unless you are asked something.
- Never point at someone. To do so is a sign of disrespect. Remember the story of the two who pointed at the stars.
- Never threaten anyone with a pipe or ceremony. To do so will bring hurt to you or your family. Never use the pipe in public if there is negativity or potential negativity.
- As a leader, you are a spokesperson for the people and you should always trust in the people to help you make important decisions.
- Respect your leaders because they deserve the respect they have earned.
- Leaders should always look for a compromise between two irreconcilable forces. Never take sides because a leader must be able to mediate in order to make the best decision for the people.
- Have compassion for people who experience hurt.

Respect is a significant component of wolakota and really is the unifying force that helps the people to be in harmony and at peace with each other. Without wolakota, the results would be catastrophic and would lead our society to decadence. This is why the leaders, especially the elders of the past, conceived of wolakota and thus insured that the Lakota way of life would prevail. Today, like in the past when our society faced a similar ordeal or a collapse, our society is facing similar melt down because our society is moving away from the traditional respect of wolakota. Our people must go back to the center of our traditional ways by reinstalling appropriate values of woahola and wolakota hecel oyate kin kipi kte.

Degrees Offered

Art Institute
Short Term Certificate/Arts Entrepreneurship
AA Associate of Arts-Studio Art
AA Associate of Arts-Graphic Design
BA Bachelor of Fine Art-Studio Art

- Emphasis in Sculpture
- Emphasis in Silversmithing
- Emphasis in Printmaking
- Emphasis in Photography
- Emphasis in Painting
- Emphasis in Drawing

- Emphasis in Ceramics
- Emphasis in Batik

Arts & Science

AA Arts & Science
AA Liberal Arts
AS Biological Science
AS Environmental Science
BA Liberal Arts
Concentrations:
- History
- Literature

BS Environmental Science

Business Education

AA Business Management
BA Business Management
- Accounting Emphasis
- Legal Studies Emphasis
- Tribal Management Emphasis

Education

Certificate/Early Childhood
AA Elementary Education
AA Early Childhood Education
AA Special Education
BS K-8 Elementary Education
- Early Childhood
- Selected Concentration

BS K-8 Elementary Education/K-12 Special Education

Graduate Education

M.Ed Master of Education
- Early Childhood Special Education
- K-12 Educational Administration
- Curriculum and Instruction
- Curriculum and Instruction – Content Specific

Human Services

AA Human Services
BA Human Services
- Mental Health
- Criminal Justice
- Chemical Dependency

Human Services Graduate Program

MA Human Services
- Enhanced Professional

Nursing Program

AAS Licensed Practical Nurse

Institute of Technologies

AAS Administrative Office Specialist
AAS Construction Trades
AAS Data Entry Specialist
AAS Marketing

1 Year Certificate
- Plumbing
- Electrical
- Building Trades
- Office Technology
- Desktop Support Technician
- Data Entry Technician
- Welding
- Marketing
- Additive Manufacturing

Short Term Certificate

Help Desk Support
Customer Service
Data Entry
Maintenance Technician
Additive Manufacturing I Technician

Lakota Studies

Short Term Certificate/Lakota Studies
One Year Certificate/Lakota History & Culture
Certificate/Cultural Resource Management
Certificate/Lakota Language
Certificate/Lakota Studies
AA Lakota History & Culture
AA Cultural Resource Management
AA Lakota Studies
BA Lakota Studies
BA Lakota History & Culture
BA Cultural Resource Management

Admissions and Registration

Admission Policy

Sinte Gleska University maintains an "open" admissions policy wherein any applicant who has earned a high school diploma or GED certificate may be accepted for admission. All students are required to submit a copy of a high school diploma or transcript or GED certificate prior to registration. In addition, all Indian students are required to submit an Abstract of Census Record, which is obtainable through the student's home BIA Agency Office.

The Family Educational Rights and Privacy Act of 1974, Public Law 93-380 protects the above information. Under this Act the student has certain rights to privacy and the right to inspect, in summary fashion, his/her records upon reasonable request to the University officially holding those records. Students also have the right to give or withhold written consent to the release of educational records if they believe the contents are in error.

Sinte Gleska University is committed to a policy of non-discrimination in its employment practices, in the rendering of educational services to its students and its treatment of persons applying for admission to the University. The University will not discriminate on the basis of race, creed, color, national origin, sex, age or any other extraneous consideration not directly related to employment performance or students status.

Furthermore, the University will not deny access to an otherwise qualified applicant or student on the basis of the applicant's or student's mental or physical handicap. However, the University is a tribally-chartered higher education institution of the Rosebud Sioux Tribe and as such in the conduct of its employment program and some categorical grant programs, the University will give preference to otherwise qualified Indian applicants.

Admissions Procedure

Any person who wishes to be admitted to the University must complete and submit an enrollment application packet through the Registrar's Office. This packet must be completed and submitted at the time they are registering.

Incoming freshman, high school waiver/dual enrollment students and in some cases, transfer students who demonstrate a less-than-average academic record (below 2.00 GPA), will be required to take the Accuplacer Test in order to analyze their strengths and weaknesses in the areas of English, Reading, Science and Math. The Accuplacer Test is not a determinant of admissions per se. Instead, the scores are utilized for student advising purposes and placement in various programs.

High School Dual Enrollment/Co-credit Policy

High school junior/senior-level students may take Sinte Gleska University courses and receive dual credit, which is considered both high school and university credit. Sinte Gleska University credit will be granted after high school graduation. High school credit will be granted after the course is successfully completed.

A co-credit is granted when a high school junior/senior needs the credit to complete high school graduation requirements and desires to take university courses, for university credit, during their free time. The high school senior will not be allowed to take course(s) at Sinte Gleska University if it interferes with any scheduled classes at the high school.

Upon prior approval by the high school principal and guidance counselor, a Sinte Gleska University co-credit course will count as one (1) credit towards high school graduation.

A minimum score of 65 for Reading Comprehension, 77 for Sentence Skills, 56 for Math on the Accuplacer Test will be required for enrollment in Sinte Gleska University 100-level courses. The Accuplacer Test must be taken by all students before they can register for classes. The Sinte Gleska University Permission Form must be signed by the Foundational Studies Director. This form will become part of the admission process.

All high school enrollees must follow all Sinte Gleska University policies as outlined in the Student Handbook.

Continuing Students

A continuing student shall be routinely re-admitted in consecutive semesters if: a) the student earns the minimally acceptable grade point average for his/her class standing, and b) the student demonstrates satisfactory progress toward a specific degree objective.

A continuing student who seeks re-admission on an "interrupted study" basis will not be automatically re-admitted to his/her previous degree program. In general, a continuing student must be in "Good Standing" and must be able to meet specific program's criteria at the time of the re-admission request. (A student in **Good Standing** is defined as having "satisfactorily completed the hours enrolled for in that academic year and has an acceptable G.P.A.")

A continuing student who is not in "Good Standing" and/or does not meet the specific program's criteria may be accepted for re-admission on a "provisional" basis until such time when the student achieves an established set of academic requirements.

Transfer Students

Students wishing to transfer credits to Sinte Gleska University from other institutions must submit an official copy of all college transcripts to the Registrar's Office prior to, or at the time of, admissions. If the transfer student cannot secure an official transcript, then he/she must submit a notarized statement, which explains why the academic record(s) cannot be secured; indicate the student academic status at the last institution attended; and furnish an accurate listing of all courses previously completed with a letter grade of "C" or better.

A transfer student who is not in "Good Standing" and/or does not meet a specific program's criteria may be accepted for admission or re-admission on a "provisional" basis until such time when the student achieves an established set of academic requirements.

The Registrar and the Certification Officer evaluate official transcripts to determine which credits will transfer to a specific program. Courses with a grade of less than a "C" cannot be transferred to, or from, Sinte Gleska University.

Academic Advisement

Each student enrolled in the University must have an academic advisor from the student's selected department and program of study. Advisors will approve student academic schedules, course loads, degree changes and help with academic problems. It is the responsibility of each Academic Advisor to acquaint students with the advisor-advisee policies of that department.

On some occasions, students may select their own advisor, and, if necessary, may change advisors by making a written request to the Department Chairperson of their program of study and to the Chairperson of the department in which they are requesting the advisor. If students do not request a specific advisor at the time of admission, then a faculty member who has the greatest expertise in the area of the student's academic program concentration will be assigned by the Chairperson of the department.

It will be necessary for the students to see their advisors every semester when registering for classes in order to get approval for the courses to be taken. Each academic department has policies and procedures regarding the advising practices of that department. It is the responsibility of the students to make appointments with their advisors to discuss progress of all course work. The advisor will also be available to discuss and help solve any problems which students may encounter in attaining their educational goals.

Registration Procedure

Registration is held at the *Wayawa Ki Wicagluonihanpi Oti* (Home for Honoring Our Students) Student Services Building on the Antelope Lake campus prior to the beginning of each semester.

During registration representatives from the Registrar's Office, Financial Aid Office, Foundational Studies, Student Billing, and all academic departments will be available for student consultation. With their assistance, the student must complete the following steps to register for classes.

1. Obtain registration materials from the Registrar's Office.
2. Contact the Foundational Studies Director to arrange taking the Accuplacer Test, if so required. The test is utilized as an academic instrument tool and does not determine admission.
3. Consult with a departmental academic advisor in the field of interest or a major area of study for scheduling assistance and course approval.
4. See the Financial Aid Office staff to arrange for financial assistance possibilities, if so required. Students are encouraged to complete their financial aid applications in a timely and thorough manner.
5. See the Student Billing Office to determine the amount of tuition and fee costs and to arrange payment.
6. Return all registration materials to the Registrar's Office.

Changes in Enrollment (Drop/Add)

Course enrollment should be carefully planned during each academic semester with the assistance of an academic advisor so that once registration has been completed, changes will not be necessary or will be kept to a minimum. After a student is enrolled in classes, changes can be made in the course enrollment by means of the **DROP/ADD** process. DROP/ADD forms may be obtained through the Registrar's Office.

The DROP/ADD form must be signed by the instructor or the academic advisor and the student and returned to the Registrar's Office.

The DROP/ADD period extends until the end of the third week of classes for the Fall and Spring semesters. The approved Academic calendar delineates each drop/add period. Courses "dropped" during this period will not be recorded on the student transcript. The courses, in which a student is enrolled following the conclusion of the late registration period, constitute the official enrollment status and semester load.

The Drop/Add period for each of the two summer semester sessions will be during the first week of each session.

A student may officially "drop" a course or courses following the conclusion of the DROP/ADD period and before three-fourths (the end of the twelfth week) of the semester is completed.

In all cases, courses "dropped" during the designated time period will be recorded as a "W" on the student transcript.

NO STUDENT WILL BE PERMITTED TO "DROP" A COURSE OR COURSES DURING THE LAST ONE-FOURTH OF THE SEMESTER or after the end of the twelfth week.

Grade Change Policy

Faculty members may, at their own discretion, complete a grade-change card up to two weeks after the semester has ended. After this two-week period, grades will be final.

Academic Regulations

Student Enrollment Status

A full-time student is one who is registered for 12 or more credit hours per semester; 9-11 credit hours qualifies a student at a 3/4 (three-quarters) time status; 6-8 credit hours qualifies a student at 1/2 (one-half) time status, and 3-5 credit hours qualifies a student at 1/4 (one-fourth) time status. Six (6) credit hours qualify as full-time for graduate students for the Fall and Spring semesters. Six credit hours qualify students as full-time for the two summer semesters.

A student enrollment status of more then 18 credit hours per semester requires written approval from Vice President of Academic Affairs and the appropriate Department Chairperson. Approval of this course load is subject to review of academic records that support student success.

Classification of Students

Students who have completed up to, and including, 31 semester hours of college credit are classified as freshman. Students who have completed 32-63 semester hours are classified as sophomores. Those with 64-95 semester hours are classified as juniors. Students with at least 96 semester hours are classified as seniors.

Definition of a Unit of Credit

The semester hour is one unit of credit. One semester hour is defined as the credit earned for the completion of a course covering one semester and generally consisting of one 50-60 minute class period per week. Each semester hour (credit) usually requires 15 hours in class time during the semester. Activity and lab courses require more class time.

Classification of Courses

Courses numbered **100-199** are considered freshman level courses; courses numbered **200-299** are considered sophomore level courses; courses numbered **300-399** are considered junior level courses; and courses numbered **400-499** are considered senior level courses, depending on the specific degree program.

Courses that are numbered **500-599** and **600-699** are limited to graduate program students.

Individually Guided Instruction

Individually Guided contracts are developed for students who need a particular course to graduate, and the course is not being offered the semester prior to graduation. There is a limit of **one** contract per semester. The contract requires formal approval and specifies responsibilities of the student (per the attached syllabus) and the instructor. The contract requires signatures of the student, instructor, the department chairperson, the student's

advisor, the Academic Vice President and the certification officer. This contract can be obtained from the student's respective Department Chair or the Academic Affairs Office, and it must be on file in the Registrar's office within one week **before** classes begin. A copy must be placed in the student's department file.

Grading Scale

The quality of academic work accomplished is signified by the following grades:

A	Exceptionally High
B	Superior
C	Average
F	Failure
W	Withdrawal

Withdrawal

Prior to the last one-fourth of the semester, an instructor can assign a grade of "W" to the transcript record when the student chooses to officially drop a course or courses or when the student is dropped by the instructor from a course or courses due to noncompliance with the attendance policy.

Grade Point

Scholastic averages are indicated by grade points. Only the higher grade will be computed in the grade point average (GPA) in cases where courses are repeated. Grades will carry points for each credit hour earned, as follows:

A	4 grade points
B	3 grade points
C	2 grade points
F	0 grade points
W	Not computed in the grade point average
P	Credit is earned through Credit by Examination & is not computed in GPA
NP	No credit earned

Grade Point Average Requirements

Students who fail to earn a cumulative grade point average, which is acceptable for successful class standing, will be placed on either Academic Probation or Academic Suspension as determined by the Registrar and the Department Chair of the Department in which the student is enrolled. The minimum grade point average requirements for each class standing are as follows:

Class Standing	Minimum GPA
Freshman	1.5
Sophomore	2.0
Junior	2.0
Senior	2.0

A cumulative grade point average (GPA) of 2.0 is required to graduate at Sinte Gleska University except in those academic programs that have otherwise established higher grade point average requirements for student graduation.

Academic Probation

Students will be placed on Academic Probation due to failure to earn the minimum grade point average requirements determined for successful class standing and the academic program. Students who are subject to Academic Probation may not register for more than 12 credit hours (or four courses) per semester. If placed on Academic Probation, students will remain on Academic Probation status until they meet the minimum cumulative grade point average requirements determined for successful class standing.

Students who make satisfactory progress, but fail to earn the minimum cumulative grade point average requirements for successful class standing, will continue to be on Academic Probation for one semester. Students who do not make satisfactory progress while placed on Academic Probation will be subject to Academic Suspension. Please refer to the Financial Aid section of this handbook for information on how being placed on Academic Probation affects funding.

Academic Suspension

Academic Suspension is defined as the repeated failure to earn the minimum grade point average requirements for a given class standing and/or the repeated failure to demonstrate satisfactory progress toward a specific degree objective. Students may be placed on Academic Suspension due to failure to earn the minimum grade point average requirements or any other academic requirements set forth by the appropriate Department Chairperson.

Once placed on Academic Suspension, students are required to write to the Vice President of Academic Affairs seeking approval to resume classes at Sinte Gleska University. This letter of request should outline a specific educational plan for accomplishing academic goals and meeting academic requirements. If so approved by the Vice President of Academic Affairs, the student may be allowed to resume classes provided that the minimum established grade point average requirements are met for successful class standing and satisfactory progress

toward a specific degree objective at Sinte Gleska University is made. Please refer to the Financial Aid section of this handbook for information on how being placed on Academic Suspension affects funding.

Class Attendance

Students who miss the number of consecutive classes or the total hours of attendance listed below may be "dropped" from a course by the instructor.

Students seeking to be re-instated to a course after they have been "dropped" must obtain a written authorization of re-instatement from the instructor at the end of the semester and after all coursework has been successfully completed.

1 credit-hour course	3 consecutive classes or 5 total hours of attendance
2 credit-hour course	3 consecutive classes or 10 total hours of attendance
3 credit-hour course	3 consecutive classes or 15 total hours of attendance
4 credit-hour course	3 consecutive classes or 20 total hours of attendance

Transcripts

Student transcript records are maintained for all students who have attended classes at Sinte Gleska University.

Official transcripts can be obtained, **for a $5.00 fee for each official transcript**, from the Registrar's Office on the Antelope Campus or by writing to the Registrar at the following address:

Office of the Registrar

Sinte Gleska University

PO Box 105

Mission, SD 57555

Transcripts will not be issued to students that do not have a complete file in the Registrar's Office, and official transcripts will not be released if a financial hold is placed on the student's record due to monies being owed to the University.

Graduation

Applications for graduation must be submitted to the Registrar's Office at least three months prior to the completion of students' attainment of associate, baccalaureate or graduate degree program requirements. Applications must include the signature of the appropriate Department Chairperson attesting that all degree requirements should be successfully completed before the scheduled graduation date. Any changes in the student graduation status must be reported to the Registrar's Office no later than May 1 of a given academic year.

Students who have outstanding bills will be permitted to graduate; however, a financial hold will be placed on official transcripts until such time as a payment plan is established or the bill is paid in full.

Tuition and Fees

Tuition is $175.00 per credit hour for all undergraduate level courses and $200.00 per credit hour for graduate level courses. Fees are assessed as follows:

A.	Undergraduate Level Tuition	$175 per credit hour: 1-12 credits
B.	Graduate Level Tuition	$200.00 per credit hour
C.	Registration Fee	$10.00 per credit hour
D.	Technology Fee	$75.00 per semester
E.	Activity Fee	$25.00 per semester
F.	Lab Fees	As advertised per class
G.	Records Management Fee	$74.00 (one time assessment fee)
H.	Bookstore	Amount of purchase
I.	High School/Dual Enrollment	$25.00 per credit hour
J.	Professional Development for Other Organizations	$65.00 per credit hour (Undergraduate)
	Tuition	$75.00 per credit hour (Graduate)

Tuition and Fee Refund Policy

The policy for tuition and fees refunds is as follows:

1. If classes are dropped after the DROP/ADD period, one hundred percent (100%) of the charges will be assessed and there is no refund.

Financial Aid

Financial Aid is monetary assistance provided to help students afford education-related expenses, including tuition, fees, books, supplies, and living costs. Sinte Gleska University helps students develop plans for financing their education through a combination of financial assistance programs. The first step toward qualifying for these programs is completing the Free application for Federal Student Aid (FAFSA).

Eligibility for Financial Assistance

A Free Application for Federal Student Aid (FAFSA), is a form completed by current and prospective college students to apply for federal, state, and college-sponsored financial aid, including grants, scholarships, and work-study programs. FAFSA is available to all students, and Sinte Gleska University encourages all undergraduate and graduate students to apply. The form collects information about income, assets, household size, and other financial details to det4emin aid eligibility. FAFSA calculates a student's Student Aid Index (SAI), which estimated how much a student and their family can afford to pay for college. SAI applies consistency to all applicants, ensuring fairness in financial aid decisions.

Students use the FAFSA when applying for financial aid from the student assistance programs offered by the U.S. Department of Education:

1. **Federal Pell Grant (FPG).** Federal Pell Grants are awarded to students who need financial support to attend college. A Federal Pell Grant is not a loan, which means the assistance does not have to be repaid. To be eligible for Federal Pell Grant, students who have not previously received a baccalaureate degree must be enrolling in an initial undergraduate program at an eligible institution. Students are eligible to receive a Federal Pell Grant on the condition that they maintain satisfactory academic progress during the time required to earn an initial baccalaureate degree.

2. **Federal Supplemental Educational Opportunity Grants (FSEOG).** Like Federal Pell Grants, Federal Supplementary Educational Opportunity Grants (FSEOG) are need-based, non-repayable grants designed for undergraduate students who demonstrate exceptional financial need. FSEOG is not subject to repayment. To be eligible for an FSEOG, students who have not previously received a baccalaureate degree must be enrolling in an initial undergraduate program and must complete the FAFSA. These grants are usually awarded to students in half-time status. In certain situations, institutions may award FSEOG's to students who are less than half-time. **Refer to Student Enrollment Status to determine status.**

3. **Federal College Work Study (FCWS).** Federal College Work Study (FCWS) program provides part-time jobs for students with financial need, allowing students to earn money to pay for educational expenses. Work-study jobs are available for both undergraduate and graduate students. To qualify, students must complete the FAFSA.

Financial Aid Information Verification

Financial Aid verification is a federal process that ensures the information you reported on your Free Application for Federal Student Aid (FAFSA) is accurate. The FAFSA Processing System (FPS) may select your application for verification. Sinte Gleska University will contact you with a list of required documents. To avoid delays in your financial aid, submit the requested information as soon as possible. Students selected for verification must submit

required documentation. Documentation may include a completed Institutional Verification Worksheet; proof of income (e.g., a federal income tax return or a W-2 form); proof of non-filing status; and a valid, unexpired government-issued photo ID for identity verification. All requested documents should be submitted promptly; federal regulations require submission within 120 days of the student's last day of attendance or by the federal deadline for the award year. Failure to meet the deadline results in loss of eligibility for federal financial aid.

Guidelines for Veteran Certification

The amount of VA benefits is based on the number of credit hours carried per semester and student class attendance. Full-time students must carry at least twelve credit hours, ¾ time students must carry at least nine credit hours, ½ time students must carry at least six credit hours and ¼ time students must carry at least three credit hours per semester. VA regulations require the student to maintain regular class attendance. Any questions regarding either VA or regulations may be directed to the Sinte Gleska University Certifying Official in the Registrar's Office.

All veterans applying for educational benefits at Sinte Gleska University must comply with the following:

1. Courses selected for which the student receives VA benefits must be required courses or electives in an approved program of study.
2. Course satisfactorily completed cannot be duplicated or retaken for certified credit.
3. Course previously attempted in which a grade of incomplete (INC) was issued cannot be retaken until the period of time in which to complete the work lapses.
4. Required course in a program previously attempted in which an Audit (no credit) was arranged may be retaken once.
5. Elective course previously attempted in which an Audit was arranged may not be retaken.
6. A minimum grade point average must be earned and maintained in accordance with academic standards for each class level as established by Sinte Gleska University.
7. All veterans are required to provide Sinte Gleska University Registrar's Office with an official transcript of those credit hours earned at other colleges or universities.
8. All veterans are required to notify the Sinte Gleska University Registrar's Office of enrollment before classes begin, of any changes in student enrollment status so that certification documents accurately reflect the number of student credit hours.

Student Counseling Services

In addition to the academic advising and guidance services that are provided to the student at the time of registration and throughout the semester, the University also offers personal, career and financial aid counseling.

Personal counseling is available through the Student Assistance Program. The Student Assistance Programs are explained in further detail below.

Career counseling is available through the Foundational Studies Program and the Associate of Applied Sciences Department (Vocational Education Emphases), both located on the Main campus. Career counseling is also available through the Adult Vocational Training Program located in the Sinte Gleska University Student Services Center on the Antelope Lake Campus. Financial Aid counseling is provided by the Financial Aid office staff to help eligible students understand the various types of financial aid programs at Sinte Gleska University, and to understand their respective rights and responsibilities as students receiving financial aid funds. The Financial Aid Office is located at the Student Services Center on the Antelope Lake Campus.

Student Activities

The Student Activities Program promotes the social, cultural, athletic, and student government interests of individual students and student groups at Sinte Gleska University. The planning and administration of these activities is directed by the SGU Student Association which serves as the official governing body for Sinte Gleska University students and student groups.

All students and student groups are encouraged to become involved with the Student Association so that their ideas and energies can be converted into official student activities which may benefit the entire Sinte Gleska University student population.

Student Transportation System

Sinte Gleska University operates the Student Transportation System on behalf of its students who otherwise would not be able to attend university classes. A cost-free service provided to students in outlying communities, the Student Transportation System links together several reservation communities with daily bus routes.

Bookstore

The Bookstore provides class textbooks, teaching materials, and supplies to University students at the beginning of each semester.

Students are allowed to charge and return books and supplies until the end of the DROP/ADD

period. At that time, book bills are closed and submitted to the Financial Aid Office. Textbooks and workbooks to be returned to the Bookstore for full credit must be in excellent condition with no writing, marks, torn or damaged pages.

In addition to course texts, the Bookstore also has in stock, CD's and books by members of the University faculty. A large variety of University insignia items and clothing are available.

Child Care

Sinte Gleska University operates a full-time daycare facility for the benefit of its students who do not otherwise have available child care services. All students must complete an application form and furnish medical records in order to have their child(ren) accepted for enrollment in the daycare program.

Specific information and applications for child care may be obtained through the Daycare Center or the Student Assistance Program.

Library

The library is a collection of print and non-print materials selected to meet the needs of students, faculty and the general public. The primary goal of the library is to support and enrich the academic curriculum, and, at the same time, provide a pleasant environment where students will meet to study, do research, or just meet with other students or faculty. The library is especially proud of its Indian Collection, which includes a number of rare and unusual volumes on the history and culture of Native American, particularly the Lakota.

Sinte Gleska University's library is designated as the Rosebud Sioux Tribe official public library. The library has available a wide range of books on the subjects as diverse as Indian history, science, business, education and popular fiction and non-fiction bestsellers. The library subscribes to numerous popular and academic magazines and several local and national newspapers.

Up to four books may be checked out for a period of two weeks. Books may be renewed for an additional two weeks, if no one else has requested that specific book.

Fines are assessed at the rate of 5 cents per day, excluding Sundays and holidays. The fine shall not exceed the actual replacement cost of the book.

The borrower shall pay for books which are lost or destroyed. A $5.00 processing fee is added to the replacement cost. If materials are later found and returned to the library after payment is made, the library will refund only the cost of the item(s), not the processing fee.

Outstanding fines or overdue books mean a loss of library privileges. All fines and library obligations must be paid prior to registration, graduation or before transcripts may be obtained from the Registrar's Office.

Adult Basic Education

The Adult Basic Education Program believes that learning is a life-long process. The Rosebud Sioux Reservation adults live in a setting unique in its social, economic, academic and political characteristics. To better cope with life in this setting, reservation adults need to continually
draw on language, knowledge, and skills from both Indian and non-Indian cultures.

The Adult Basic Education Program provides an opportunity for these adults to obtain knowledge and understanding of both worlds in order to function more effectively in society and to realize their own full human potential.

The Adult Basic Education Program provides reservation-wide educational outreach services. The program provides adults with relevant educational activities and life-coping skills. The overall goal of the Adult Basic Education Program is to develop and deliver a system of education that is meaningful, useful and accessible for all who desire to acquire additional skills and knowledge. The program further exists to offer adults who have less than a high school diploma an opportunity to earn a General Equivalency Diploma (GED).

GED Program

The GED Program offers reservation citizens the opportunity to obtain a high school equivalent certificate. GED preparation classes are provided to students in their home communities free of charge. Age requirements for participating in the GED program are:

1. Applicants 19 years of age or older have no restrictions.

2. Applicants 18 years of age must have been out of school during the 90 days prior to testing.

3. Applicants 16 and 17 years of age must have been out of school during the 90 days prior to testing and present verification of drop date from a local school district, written permission from a parent or legal guardian and must be in need of a GED in order to gain employment, enter the Armed Force, enter a college or is court-ordered to obtain a GED.

Instruction and testing are administered in the communities at the four Technology/Learning Centers operated by the University. The fully computerized centers are located in the communities of Horse Creek, Gregory and on the University campus. These centers are specifically for the use of adults seeking assistance in preparing for the GED test and are also open to the public at posted times as a way of providing computer access to residents of the districts.

The GED tutoring and testing outreach system that is used has proven beneficial to students who lack transportation. This system has been very effective in giving reservation adults a “second chance” securing a high school equivalency certificate.

Community Education

The Community Education Program provides a variety of services to the reservation communities. The philosophy of this program is to expose local people to satisfying experiences so they can be directed toward the possibilities of further education.

Community education is structured around specific educational needs and provides a progressive program in the instruction of life-coping skills. One day workshops are held in the communities and are geared toward the needs and concerns of single parents on the reservation.

General Education Core Requirements

General Education at the postsecondary level is an essential element of undergraduate degree programs and a pre-requisite to graduate degree programs. The General Education core requirements of Sinte Gleska University draw upon the tribal value of education as a lifelong process or wounspe. The role of General Education core requirements is to provide for the traditional understanding of education, present an overview of learning within Sinte Gleska University, and introduce students to the world of higher education. The core requirements provide a foundation for all future learning at Sinte Gleska University.

GENERAL EDUCATION CORE REQUIREMENTS: 33-37 Semester Hours

Communications	**9 semester hours**
EN 101 English I	3 semester hours
EN 102 English II	3 semester hours
SP 100 Speech Communications	3 semester hours

Computer Technology Literacy **3 semester hours**

(Departments will select a computer or technology course appropriate for their students needs.)

Mathematics **6 -8 semester hours**

(Departments will select the specific math courses that are appropriate for their students needs.)

Sciences **6 -8 semester hours**

(Departments will select the specific science courses that are appropriate for their students needs.)

Social Sciences **6 semester hours**

(Departments will select the specific social science courses that are appropriate for their students needs.)

Humanities **3 semester hours**

(Departments will select the specific course that is appropriate for their student's needs. Selections can be made from arts, music, dance, theatre, literature, etc. thus giving students more choices to meet this core requirement.)

INSTITUTIONAL CORE REQUIREMENTS 7 Semester Hours

LL 101	Lakota Language I	4 semester hours
LS 253	Lakota History and Culture	3 semester hours

Four General Education Outcomes:

1. COMMUNICATION: Students can write, speak, and use technology to communicate clearly and effectively with diverse audiences.

2. CRITICAL AND CREATIVE THINKING: Students demonstrate critical and creative thinking by employing logical and analytical skills to address complex problems and to advance innovative solutions.

3. PERSONAL AND SOCIAL RESPONSIBILITY: Students engage the world, both individually and collectively, in an ethical, respectful, culturally-appropriate manner.

4. LAKOL WICH'AN (LAKOTA WAYS): Students model Lakota values and practices in their personal and public lives.

The general education outcomes regarding Communication, Critical and Creative Thinking and Social Responsibility are mapped to general education courses that are requirements of all degree programs at the university. The Lakol wicoh'an (Lakota Ways) outcome is assessed through the University's course evaluation progress that reflect the four institutional Lakota Values of generosity, bravery, respect and wisdom.

For further information refer to Sinte Gleska University's website www.sintegleska.edu under Assessment of Student Learning.

Developmental Education

Director/Holly Boomer, Developmental Education Specialist, certification 2013, Kellogg Institute, Appalachian State University, Boone, NC. Ph.D English, 2000, University of Nebraska-Lincoln NE. MA Education, Language Arts & Humanities, 1990 Chadron State College, Chadron, NE. BA English, Mass Media, 1989, Chadron State College, Chadron, NE.

The Wankatakiya Ecel Wounspe (getting started on the way upward in an educational setting) Department was created from the need to better support and prepare first-time students. College readiness is about building Math, Writing, and Reading skills needed for college academic courses. This effort is supported by the Cultivating Native Student Success grant. The goal of the grant is to "provide TCUs the opportunity to examine their current approaches and design long-term strategies that . . . promote transformative and systemic changes that impacts Native student success" (CNSS Grant, 2023).

This department will offer three non-credit courses, R & W 093 Reading and Writing, MA 093 Math is Universal, and CS 083 College Success. These courses do not award any academic credit towards a degree or certificate program and are not eligible for financial aid. The benefit of these courses is the focus on skills development, personal enrichment, and career preparation, Non-credit courses can be structured differently than credit-bearing courses such as offering the course in various formats (blended or in-person) and offering flexibility in session length such as an accelerated or second start term in a semester.

Mission
Honoring Lakota heritage, Wankatakiya Ecel Wounspe empowers learners to build strong academic foundations, embrace lifelong learning, and uplift their communities for generations to come.

Vision
To cultivate confident, capable learners grounded in cultural wisdom, prepared to thrive academically and to lead with purpose in their communities and beyond.

Beginning in the Fall 2025 semester, the placement process is designed to help students begin their coursework at a level that fosters success, confidence, and growth in foundational skills such as reading, writing, and mathematics.

Role and Purpose of the Placement Process

The placement process at SGU serves to:

- Identify individual academic strengths and areas for support
- Ensure that students are placed in the most appropriate course levels for their success
- Honor the student's lived experiences, community knowledge, and readiness to learn

Assessment and Placement Process
Students entering 100-level or credit-bearing general education courses will be required to complete the following placement assessments.

Writing Assessment
A perspective student will need to complete a *proctored* writing sample. Students will have a choice of writing prompts and will need to handwrite a 2-3 page essay.

Math Assessment

A prospective student will need to complete a *proctored* math test. There will be a variety of math concepts on this placement test to determine a student's skills. In keeping with our commitment to holistic support, all placement decisions aim to uplift and prepare students for academic success without shame or discouragement.

Developmental Education

Core Requirements

Course No	Title	Hours
CS 083	College Success	0
RW 093	Reading and Writing	0
MA 093	Math is Universal	0
	***RW is a co-requisite with EN 101**	

Great Plains Art Institute

Department Chair/Instructor: Ned Day, MFA, Emphasis in Ceramics with a minor in Art History, Fort Hays State University, Hays KS, BFA, Major in Commercial Art, University of Nebraska at Kearney, Kearney, NE
605-856-8118 (direct line) 856-8100 Ext. 8414 Mobile phone 308-249-6243
ned.day@sintegleska.edu

Instructor: Vacant

The **Great Plains Art Institute at Sinte Gleska University Mission Statement;** We provide the opportunity for intense study of both mainstream and Native American art in order to prepare those who aspire to produce art on the Rosebud or elsewhere. With a foundation in history, criticism, theory, and practice, the program is committed to teaching from a bi-cultural viewpoint, promoting the study of Lakota aesthetics, incorporating elders' teachings, and engaging the community.

About: The Great Plains Art Institute at Sinte Gleska University was founded in 1987 with classes beginning in 1988 with the purpose of encouraging and supporting the development of artistic growth and vision. This is done through an intensive program of foundational and specialized art courses comparable to state universities, but with the addition of Lakota influences and values. Additionally, there are two courses available in the history of Native American art, and, when possible, Special Projects in Native American Art courses are offered. This is all currently offered within two building. One is located on SGU's main campus. The other is located near the junction of Highways 18 and 83 which also contains an impressive art gallery for student to display their artwork and host exhibitions for public viewing in Mission.

Programs of study: The Great Plains Art Institute at Sinte Gleska University presently offers two degree programs:

The **Associate of Arts** (AA) degree provides a broad background in the liberal arts and sciences. Additionally, a full spectrum of mainstream foundational fine arts courses are offered: northern American Indian, Northern Plains Design, and World Art History; drawing fundamentals; 2- and 3-D design; and color theory. The AA degree can be applied as a good starting point towards a bachelor's degree in fine arts and other art-related field of study, a personal studio art practice, or entrance into an art-related career.

The **Bachelor of Arts** (BA) degree option at the GPAI at SGU has many art disciplines to choose from when selecting an emphasis in a studio area: Drawing, Painting, Batik, Printmaking, Digital Photography, Ceramics, Silversmithing, and Sculpture. The BA degree provides further opportunities in preparing for an art-related Career, a profession in the studio arts, or entry into a graduate art-degree program.

Art Institute
Short Term Certificate/Arts Entrepreneurship
First Semester

Course No	Title	Hours
AC 100	Introduction to Accounting	3
AI 255	Digital Photography I Advisor Approval	3
AI 282	Entrepreneurship for Artists Advisor Approval	3
	Semester Total	9
	Second Semester	
OE 175	Introduction to Marketing	3
BA 285	Small Business Development	3
AI 303	Applied Digital Arts for Professional Development Advisor Approval	3
	Semester Total	**9**
	Art Hours	9
	Total Hours	18

Art Institute
Associate of Arts-Graphic Design
Freshman Year

Course No	Title	Hours
AI 111	Drawing I	3
AI 121	2-D Design	3
AI 122	Color Theory	3
EN 101	Freshman English I	3
MA 120	Math Essentials	4
	Semester Total	**16**
AI 221	Digital Illustration Preq: AI 111, 121, 122	3
AI 225	Typography	3
	Preq: AI 121, 122	
EN 102	Freshman English II	3
CE 107	Computer Essentials	3
	Approved 2nd Math MA 146, 150, 270 or BA 205	3
	Semester Total	15
	Total Semester Hours First Year	31

Sophomore Year

Course No	Title	Hours

AI 125	Web Design I or CT 125 Web Design I Preq: Advisor Approval	3
AI 255	Digital Photography I Preq: Advisor Approval	3
LS 253	Lakota History and Culture	3
	Bio. Science Courses One of the following: (determined by course) BI 101, 151 Preq:/Co-req. MA 120, 245, SC 202	4
	Semester Total	13
AI 228	Graphic Design I Preq: AI 221, 225	3
LL 101	Lakota Language I	4
SP 100	Speech Communication	3
PY 100	General Psychology	3
	Phys. Science Courses One of the following: (determined by course) ESC 121, 209, CH 151 Preq: MA 150, SC 201 Preq: MA 120	4
	Semester Total	14
	Second Year Total Hours	30
	Total Art Hours	24
	AA Degree in Studio Arts total Hours	**61**

Associate of Arts-Studio Art

Freshman Year

Course No	Title	Hours
AI 111	Drawing I	3
AI 121	2-D Design	3
AI 122	Color Theory	3
EN 101	Freshman English I	3
MA 120	Math Essentials	3
	Semester Total	**15**
AI 112	Drawing II Preq: AI 111	3
AI 123	3-D Design	3
CE 107	Computer Essentials	3
EN 102	Freshman English II Preq: EN 101	3
	One of the following Second Math Courses: MA 146 Technical Math	3
	MA 150 College Algebra Preq: Appr. Placement score or MA 120 MA 270 Statistics BA 205 Business Math	
	Total Semester Hours First Year	30

Sophomore Year

Course No	Title	Hours
AI 213	World Art History I **or** Ai 214 World Art History II	3
	One of the following Studio Core Courses: AI 231 Painting I AI 237 Batik AI 241 Sculpture I AI 251 Printmaking I AI 255 Digital Photography I AI 261 Ceramics AI 271 Silversmithing I AI 212 Life Drawing Preq: AI 112	3
PY 100	General Psychology	3
SP 100	Speech Communications	3
LS 253	Lakota History and Culture	3
	Total Semester	**15**
AI 215	North American Indian Art History or AI 216 History of Northern Plains Design	3
LL 101	Lakota Language I	4
	One of the following Bio. Science Courses: BI 101 survey of Biology I BI 151 Biology I Preq/Co-Req: MA 120 BI 245 Botany SC 202 Integrated Science II	4
LL 101	Lakota language I	4
SP 100	Speech Communication	3
	One of the following Physical Science Courses: ESC 121 Earth Science ESC 209 Environmental Science CH 151 Chemistry I	4

	Preq: MA 150 SC 201 Integrated Science I Preq: MA 120	
	Semester Total Hours	15
	Total Hours, Second Year	30
	Total Art Hours	24
	AA Degree in Studio Arts Total Hours	60

Bachelor of Fine Arts-Studio Art

Freshman Year

Course No	Title	Hours
AI 111	Drawing I	3
AI 121	2-D Design	3
AI 122	Color Theory	3
EN 101	Freshman English I	3
MA 120	Math Essentials	3
	Semester Total	15
AI 112	Drawing II	3
AI 123	3-D Design	3
CE 107	Computer Essentials	3
EN 102	Freshman English II Preq: EN 101	3
	One of the following Second Math Courses: MA 146 Technical Math MA 150 College Algebra Preq: appr. Placement score or MA 120 MA 270 Statistics BA 205 Business Math	3
	Semester Total	15
	First Year Total Hours	30

Sophomore Year

Course No	Title	Hours
AI 212	Life Drawing Preq: AI 112	3
AI 213	World Art History I	3
PY 100	General Psychology	3
SP 100	Speech Communications	3
LS 253	Lakota History & Culture	3
	Semester Total	15
AI 215	North American Indian Art History	3
LL 101	Lakota Language I	4
	One of the following Physical Science Courses: ESC 121 Earth Science ESC 209 Environmental Science CH 151 Chemistry I Preq: MA 150 SC 201 Integrated Science I Preq: MA 120	4
	One of the following Bio. Science Courses: BI 101 Earth Science BI 151 Environmental Science BI 245 Botany SC 202 Integrated Science II	4
	Semester Total	15
	Second Year Total Hours	30

Junior Year

Course No	Title	Hours
	General Elective (BA 285 suggested/no preq.)	3-4
AI 231	Painting I Preq: Advisor Approval	3
AI 241	Sculpture I Preq: Advisor Approval	3
AI 251	Printmaking I Preq: Advisor Approval	3
AI 214	World Art History II	3
	Semester Total	15-16
AI 216	History of Northern Plains Design	3
AI 255	Digital Photography I Preq: Advisor Approval	3
AI 261	Ceramics I Preq: Advisor Approval	3
	First of Two Studio Core Electives:	3
	Second of two Studio Core Electives: AI 221 Digital Illustration Preq: AI 111, 121, 122 AI 237 Batik Preq: Advisor Approval AI 271 Silversmithing I Preq: Advisor Approval	3

	AI 291 Special Projects in Native American Art I Preq: Advisor Approval AI 292 Special Projects in Native American Art II Preq: AI 291 AS 141 Traditional Lakota Art I AS 142 Traditional Lakota Art II	
	Semester Total	15
	Third Year Total Hours	30-31

Emphasis in Sculpture
Senior Year

Course No	Title	Hours
AI 282	Entrepreneurship for Artists Preq: Advisor Approval	3
AI 303	Applied Digital Arts for Professional Development Preq: Advisor Approval	3
AI 242	Sculpture II Preq: AI 241	3
AI 341	Sculpture III Preq: AI 242	3
AI 342	Sculpture IV Preq: AI 341	3
	Semester Total	**15**
	First of two Studio Specialization Elective. Determined by course	3
	Second of two Studio Specialization Electives: AI 311 Drawing III Preq: AI 112 AI 312 Drawing IV Preq: AI 311 AI 232 Painting II Preq: AI 231 AI 331 Painting III Preq: AI 232 AI 238 Batik II Preq: AI 237 AI 337 Batik III Preq: AI 238 AI 252 Printmaking II Preq: AI 251 AI 351 Printmaking III Preq: AI 252 AI 256 Digital Photography II Preq: AI 255 AI 355 Digital Photography III Preq: AI 256 AI 361 Ceramics II Preq: AI 261 AI 362 Ceramics III Preq: AI 361 AI 272 Silversmithing II Preq: AI 271 AI 371 Silversmithing III Preq: AI 272	3
AI 441	Sculpture Special Projects I Preq: AI 342	3
AI 442	Sculpture Special Projects II Preq: AI 441	3
AI 499	Senior Capstone Preq: Advisor Approval	3
	Semester Total	15
	Fourth Year Total Hours	30
	Total Art Hours	81
	BA Degree in Studio Arts Total Hours in Sculpture Emphasis	120-121

Emphasis in Silversmithing
Junior Year

Course No	Title	Hours
	General Elective (BA 285 suggested/no preq.)	3-4
AI 231	Painting I Preq: Advisor Approval	3
AI 241	Sculpture I Preq: Advisor Approval	3
AI 251	Printmaking I Preq: Advisor Approval	3
AI 214	World Art History II	3
	Semester Total	**15-16**
AI 216	History of Northern Plain Design	3
AI 255	Digital Photography I Preq: Advisor Approval	3
AI 261	Ceramics I Preq: Advisor Approval	3
AI 271	Silversmithing I Preq: Advisor Approval	3
	One of the following Studio Core Electives: AI 221 Digital Illustration Preq: AI 111, 121, 122 AI 237 Batik I	3

	Preq: Advisor Approval AI 291 Special Project in Native American Art I Preq: Advisor Approval AI 292 Special Project in Native American Art II Preq: AI 291 AS 141Traditional Lakota Art I AS 142 Traditional Lakota Art II	
	Semester Total	15
	Third Year Total Hours	30-31

Emphasis in Silversmithing

Senior Year

Course No	Title	Hours
AI 282	Entrepreneurship for Artists Preq: Advisor Approval	3
AI 303	Applied Digital Arts for Professional Development Preq: Advisor Approval	3
AI 272	Silversmithing II Preq: AI 271	3
AI 371	Silversmithing III Preq: AI 272	3
AI 372	Silversmithing IV Preq: AI 371	3
	Semester Total	15
	First of two Studio Specialization Electives: determined by course	3
	Second of two Studio Specialization Electives: AI 311 Drawing III Preq: AI 112 AI 312 Drawing IV Preq: AI 311	3

Emphasis in Printmaking

Senior Year

Course No	Title	Hours
AI 282	Entrepreneurship for Artists Preq: Advisor Approval	3
AI 303	Applied Digital Arts for Professional Development Preq: Advisor Approval	3
AI 252	Printmaking II Preq: AI 251	3
AI 351	Printmaking III Preq: AI 252	3
AI 352	Printmaking IV Preq: AI 351	3
	Semester Total	**15**

	AI 232 Painting II Preq: AI 231 AI 331 Painting III Preq: AI 232 AI 238 Batik II Preq: AI 237 AI 337 Batik III Preq: AI 238 AI 242 Sculpture II Preq: AI 241 AI 341 Sculpture III Preq: AI 242 AI 252 Printmaking II Preq: AI 251 AI 351 Printmaking III Preq: AI 252 AI 256 Digital Photography II Preq: AI 255 AI 355 Digital Photography III Preq: AI 256 AI 361 Ceramics II Preq: AI 261 AI 362 Ceramics III Preq: AI 361	
AI 471	Silversmithing Special Projects I Preq: AI 372	3
AI 472	Silversmithing Special II Preq: AI 471	3
AI 499	Senior Capstone Preq: Advisor Approval	3
	Semester Total	15
	Fourth Year Total Hours	30
	Art Major Hours	81
	BA Degree in Studio Arts Total Hours Silversmithing Emphasis	120-121

	First of two Studio Specialization Elective. Determined by course	3
	Second of two Studio Specialization Electives: AI 311 Drawing III Preq: AI 112 AI 312 Drawing IV PreqL AI 311 AI 232 Painting II Preq: AI 231 AI 331 Painting III Preq: AI 232 AI 238 Batik II Preq: AI 237 AI 337 Batik III Preq: AI 238 AI 242 Sculpture II Preq: AI 241 AI 341 Sculpture III Preq: AI 242 AI 256 Digital Photography II Preq: AI 255 AI 355 Digital Photography III Preq: AI 256 AI 361 Ceramics II Preq: AI 361 AI 362 Ceramics III Preq: AI 361 AI 272 Silversmithing II Preq: AI 271 AI 371 Silversmithing III Preq: AI 272	3
AI 451	Printmaking Special Projects I Preq: AI 352	3
AI 452	Printmaking Special Projects II Preq: AI 451	3
AI 499	Senior Capstone Preq: Advisor Approval	3
	Semester Total	15
	Art Major Hours	81
	Fourth Year Total Hours	30
	BA Degree in Studio Arts Total Hours for Printmaking Emphasis	120-121

Emphasis in Photography
Senior Year

Course No	Title	Hours
AI 282	Entrepreneurship for Artists Preq: Advisor Approval	3
AI 303	Applied digital Arts for Professional Development Preq: Advisor Approval	3
AI 256	Digital Photography II Preq: AI 255	3
AI 355	Digital Photography III Preq: AI 256	3

AI 356	Digital Photography IV Preq: AI 355	3
	Semester Total	15
	First of two Studio Specialization Elective. Determined by course	3
	Second of two Studio Specialization Electives: AI 311 Drawing III Preq: AI 112 AI 312 Drawing IV Preq: AI 311 AI 232 Painting II Preq: AI 231 AI 331 Painting III Preq: AI 232 AI 238 Batik II Preq: AI 237 AI 337 Batik III Preq: AI 238 AI 242 Sculpture II Preq: AI 241 AI 341 Sculpture III Preq: AI 242 AI 252 Printmaking II Preq: AI 251 AI 351 Printmaking III Preq: AI 252 AI 361 Ceramics II Preq: AI 261 AI 362 Ceramics III Preq: AI 361 AI 272 Silversmithing II Preq: AI 271 AI 371 silversmithing III Preq: AI 272	3
AI 455	Digital Photography Special Projects I Preq: AI 356	3
AI 456	Digital Photography Special Projects II Preq: AI 455	3
AI 499	Senior Capstone Preq: Advisor Approval	3
	Semester Total	15
	Art Major Hours	81
	Fourth Year Total Hours	30
	BA Degree in Studio Arts Total Hours for Photography Emphasis	120-121

Emphasis in Painting
Senior Year

Course No	Title	Hours
AI 282	Entrepreneurship for Artists Preq: Advisor Approval	3
AI 303	Applied Digital Arts for Professional Development Preq: Advisor Approval	3
AI 232	Painting II Preq: AI 231	3
AI 331	Painting III Preq: AI 232	3

AI 332	Painting IV Preq: AI 331	3
	Semester Total	15
	First of two Studio Specialization Elective. Determined by course	3
	Second of two Studio Specialization Elective. Determined by course	3
	Studio Specialization Courses: AI 311 Drawing III Preq: AI 112 AI 312 Drawing IV Preq: AI 311 AI 238 Batik II Preq: AI 237 AI 337 Batik III Preq: AI 238 AI 242 Sculpture II Preq: AI 241 AI 341 Sculpture III Preq: AI 242 AI 252 Printmaking II Preq: AI 251 AI 351 Printmaking III Preq: AI 252 AI 256 Digital Photography II Preq: AI 255 AI 355 Digital Photography III Preq: AI 256 AI 361 Ceramics II Preq: AI 261 AI 362 Ceramics III Preq: AI 361 AI 272 Silversmithing II AI 371 Silversmithing III Preq: AI 272	
AI 431	Painting Special Projects I Preq: AI 332	3
AI 432	Painting Special Projects II Preq: AI 431	3
AI 499	Senior Capstone Preq: Advisor approval	3
	Semester Total	15
	Fourth Year Total Hours	30
	Art Major Hours	81
	BA Degree in Studio Arts Total Hours for Painting Emphasis	120-121

Emphasis in Drawing
Senior Year

Course No	Title	Hours
AI 282	Entrepreneurship for Artists Preq: Advisor Approval	3
AI 303	Applied Digital Arts for Professional Development Preq; Advisor Approval	3
AI 311	Drawing III Preq: AI 112	3

AI 312	Drawing IV Preq: AI 311	3
AI 221	Digital Illustration Preq: AI 111, 121, 122	3
	Semester Total	15
	1st of two Studio Specialization Elective. Determined by course	3
	2nd of two Studio Specialization Elective. Determined by course	3
	Studio Specialization Courses: AI 232 Painting II Preq: AI 231 AI 331 Painting III Preq: AI 232 AI 238 Batik II Preq: AI 237 AI 337 Batik III Preq: AI 238 AI 242 Sculpture II Preq: AI 241 AI 341 Sculpture III Preq: AI 242 AI 252 Printmaking II Preq: AI 251 AI 351 Printmaking III Preq: AI 252 AI 256 Digital Photography II Preq: AI 255 AI 355 Digital Photography III Preq: AI 256 AI 361 Ceramics II Preq: AI 261 AI 362 Ceramics III Preq: AI 361 AI 272 Silversmithing II Preq: AI 271 AI 371 Silversmithing III Preq: AI 272	
AI 411	Drawing Special Projects I Preq: AI 312	3
AI 412	Drawing Special Projects II Preq: AI 411	3
AI 499	Senior Capstone Preq: Advisor Approval	3
	Semester Total	15
	Fourth Year Total Hours	30
	Art Major Hours	81
	BA Degree in Studio Arts Total Hours for Drawing Emphasis	120-121

Emphasis in Ceramics
Senior Year

Course No	Title	Hours
AI 282	Entrepreneurship for Artists Preq: Advisor Approval	3

AI 303	Applied Digital Arts for Professional Development Preq: Advisor Approval	3
AI 361	Ceramics II Preq: AI 261	3
AI 362	Ceramics III Preq: AI 361	3
AI 368	Ceramics IV Preq: AI 362	3
	Semester Total	15
	1st of two Studio Specialization Electives. Determined by course	3
	2nd of two Studio Specialization Electives. Determined by course	3
	Studio Specialization Courses: AI 311 Drawing III Preq: AI 112 AI 312 Drawing IV Preq: AI 311 AI 232 Painting II Preq: AI 231 AI 331 Painting III Preq: AI 232 AI 238 Batik II Preq: AI 237 AI 337 Batik III Preq: AI 238 AI 242 Sculpture II Preq: AI 241 AI 341 Sculpture III Preq: AI 242 AI 252 Printmaking II Preq: AI 251 AI 351 Printmaking III Preq: AI 252 AI 256 Digital Photography II Preq: AI 255 AI 355 Digital Photography III Preq: AI 256 AI 272 Silversmithing II Preq: AI 271 AI 371 Silversmithing III Preq: AI 272	
AI 461	Ceramics Special Projects I Preq: AI 368	3
AI 462	Ceramics Special Projects II Preq: AI 461	3
AI 499	Senior Capstone Preq: Advisor Approval	3
	Semester Total	15
	Fourth Year Total Hours	30
	Art Major Hours	81
	BA Degree in Studio Arts Total Hours for Ceramics Emphasis	120-121

Emphasis in Batik

Junior Year

Course No	Title	Hours

	General Elective (BA 285 suggested/no preq.)	3-4
AI 231	Painting I Preq: Advisor Approval	3
AI 241	Sculpture I Preq: Advisor Approval	3
AI 251	Printmaking I Preq: Advisor Approval	3
AI 214	World Art History II	3
	Semester Total	15-16
AI 216	History of Northern Plains Design	3
AI 255	Digital Photography I Preq: Advisor Approval	3
AI 261	Ceramics I Preq: Advisor Approval	3
AI 237	Batik I Preq: Advisor Approval	3
	One of the following Studio Core Electives: AI 221 Digital Illustration Preq: AI 111, 121, 122 AI 271 Silversmithing I Preq: Advisor Approval AI 291 Special Projects in Native American Art I Preq: Advisor Approval AI 292 Special Projects in Native American Arts II Preq: AI 291 AS 141 Traditional Lakota Art I As 142 Traditional Lakota Art II	3
	Semester Total	15
	Total Hours, Third Year	30-31

Emphasis in Batik
Senior Year

Course No	Title	Hours
AI 282	Entrepreneurship for Artists Preq: Advisor Approval	3
AI 303	Applied Digital Arts for Professional Development Preq: Advisor Approval	3
AI 238	Batik II Preq: AI 237	3
AI 337	Batik III Preq: AI 238	3
AI 338	Batik IV Preq: AI 337	3
	Semester Total	15

	1s of Two Studio Specialization Electives: determined by course	3
	2nd of Two Studio Specialization Electives: determined by course	3
	Studio Specialization Courses: AI 311 Drawing III Preq: AI 112 AI 312 Drawing IV Preq; AI 311 AI 232 Painting II Preq: AI 231 AI 331 Painting III Preq: AI 232 AI 242 Sculpture II Preq: AI 241 AI 341 Sculpture III Preq: AI 242 AI 252 Printmaking II Preq: AI 251 AI 351 Printmaking III Preq: AI 252 AI 256 Digital Photography II Preq: AI 255 AI 355 Digital Photography III Preq: AI 256 AI 361 Ceramics Preq: AI 261 AI 362Ceramics III Preq: AI 361 AI 272 Silversmithing II Preq: AI 271 AI 371 Silversmithing III Preq: AI 272	
AI 437	Batik Special Projects I Preq: AI 338	3
AI 438	Batik Special Projects II Preq: AI 437	3
AI 499	Senior Capstone Preq: Advisor Approval	3
	Semester Total	15
	Fourth Year Total Hours	30
	Total Art Hours	81
	BA Degree in Studio Arts Total Hours for Batik Emphasis	120-121

Arts and Sciences

Wounspe Wankatuya

Interim Chair/Mathematics Instructor – Jennifer Rodin, EdD. B.A., Mathematics, Smith College. M.A., Mathematics Education Columbia University Teachers College, Ed.D. Curriculum and Instruction with focus on Mathematics Education, Culturally Situated Instruction and Equity, University of Wyoming.
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English/Speech Instructor-Kathleen Burnham, B.A. in English Literature, Murray State University; Murray, Kentucky, Graduate Certificate (Pending) in Native American Studies, Montana State University. M.F.A. in Creative Writing, Arcadia University, Glenside, PA.
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The Arts & Sciences Wounspe Wankatuya will provide fundamental coursework leading to degrees offered at the University. This program will foster the value of flexibility in a multicultural and interdisciplinary world. It will help students succeed academically, socially, and personally both locally and globally; and provide nurturing, tolerant, stimulating learning environments to expand the skills, talents, ideas, awareness and capacities of its students. The department will maintain a commitment to the specific needs and desires of the reservation community in order to strengthen the sovereignty of the Sicangu Oyate.

The Arts & Sciences Wounspe Wankatuya exists for two purposes, both of which are basic to the institution. The first is to provide culturally relevant four year and two year degrees (summarized below). The second purpose of the Arts & Science Wounspe Wankatuya is to serve other departments by offering courses required by those departments and the core curriculum. To this end, Arts & Sciences instructors teach

composition, speech, literature, history, art, government, science, math and other humanities courses to all students.

The Arts & Science Wounspe Wankatuya offers two 4 year degrees:

- Bachelor of Arts in Liberal Arts
- Bachelor of Science in Environmental Science

The Bachelor of Liberal Arts degree exists to provide a solid background in the humanities to assist students who wish to possess a traditional college education with concentration areas in English/literature, Natural Science, Social Science, and History, and minors in Art, History, Math, Human Services, Natural Sciences, Social Science, English/Literature/Creative Writing, and Lakota Studies. One of the benefits of a liberal arts education is the chance to explore multiple areas of interest. Students also acquire the practical skills they need for lifelong learning and achievement—like research writing, communication, critical thinking, and analytical reasoning skills. As liberal arts majors, students get an overview of the arts, humanities (the study of the human condition), social sciences, mathematics and natural sciences, as well as a variety of skills that will help them excel in the workforce. It's an educational style that can trace its roots back hundreds of years—and it has only gotten better with age.

The Bachelor of Science in Environmental Science is very much a generalist degree within the natural sciences. Focusing primarily on both the understanding of our natural and man-made environments, environmental science degrees draw from diverse fields of studies and require a strong background in the more traditional sciences: biology, physics, chemistry, geography, and ecology. In addition, environmental science degrees also draw heavily from the social sciences, such as economics, business, or sociology. The degree to which any of these fields of study becomes prevalent within an environmental science education largely depends on the chosen specialization the student. Due to the fact that environmental science is a generalist degree, students' often complete specializations within a more select area, i.e. biology, Lakota land studies, range studies, etc. True to most science degrees, environmental science programs often require significant field work, lab work, or other data-oriented work.

The Arts & Sciences Wounspe Wankatuya offers four 2 year degrees:

- Associate of Arts/Arts & Sciences
- Associate of Science Environmental Science
- Associate of Science Biological Science
- Associate of Arts/Liberal Arts

The Associate of Arts and Associate of Science degrees are the primary tools needed to fulfill the bridge function of Sinte Gleska University, which enables students to transfer to four year programs with confidence that they have a sound educational background and also familiarity with the academic experience that leads to self-assurance and academic success.

The Associate of Arts in Arts & Sciences lays the foundation for students to enter a baccalaureate program. Because of the expansive subjects studied, students are typically prepared to enter into any field they wish. Those who chose a concentration while earning their associate's degree can continue their undergraduate studies by majoring in that same concentration. Graduates of Arts & Science associate's degree may qualify to enter into various career fields that require a generalized college education. Employers seeking candidates with a broad knowledge, strong communication capabilities and critical-thinking skills may find the right employee in one with an associate's degree in Arts and Sciences.

The Associate of Science in Environmental Science teaches students about environmental protection regulations, environmental issues and the protection of natural elements such as water and air, which are essential for life. The associate's degree program in environmental science is designed to prepare students for entry-level positions or as a foundation for further study. Students look at ways to prevent, correct or reduce damage to the environment and study scientific methods and principles related to environmental science. They might be required to conduct laboratory experiments and present results properly formatted. Graduates may continue their educational path in environmental policy - or environmental science - focused programs. The AS environmental sciences program prepares graduates to transfer their credits directly into the bachelors program.

The Associate of Science in Biological Science prepares students for transfer to upper-division colleges and universities to pursue a bachelor's degree. People with an AS in biology can look forward to technician careers, all of which work close with scientists and biologists in many different industries. Some people obtain their degree as a stepping stone to a four-year degree; others turn their interest into a career. Biology is the primary life science from which students can enter specific fields of study as diverse as molecular biology, forestry, pathophysiology, neuroanatomy, and parasitology. Biology also provides the foundation for students who wish to become physicians, dentists, veterinarians, or other medical professionals. The curriculum is equivalent to the first two years of a baccalaureate program in Biology. Emphasis is placed on scientific method and critical analysis that will enable students to be contributors to any scientific or medical team.

Associate of Arts/Arts & Science

Department Core Requirements

Course No	Title	Hours
LL 101	Lakota Language I	4
EN 101	Freshman English I	3
EN 102	Freshman English II Prereq: EN 101	3
LS 253	Lakota History & Culture	3
SP 100	Speech Communications	3
CE 107	Computer Essentials	3
MA 120	Math Essentials	4
	Math Elective (Select One) MA 150 College Algebra Prereq: MA 120 MA 270 Statistics	3/4
	Science **Biological Science: Select One** BI 151 Biology I Prereq: MA 120 BI 245 Botany SC 202 Integrated Science II	4
	Physical Sciences: Select One ESC 101 Environmental Monitoring ESC 121 Earth Science ESC 209 Environmental Science	3/4
	CH 151 Chemistry I Prereq: High School Chemistry, MA 150 SC 201 Integrated Science I Prereq: MA 120	
	Social Science Select Two GE 100 Physical Geography Fundamentals, IS 230 Tribal Laws, Treaties and Government PS 100 American Government BA 165 Business Principles PY 100 General Psychology SO 100 Intro to Sociology AN 200 Anthropology	3/3
	Humanities Select One AI 115 Art History Survey I AI 116 Art History Survey II AI 215 North American Indian Art History AI 216 Northern Plains Design AI 255 Digital Photography AS 140 Quilt Making AS 141 Traditional Lakota Arts I AS 142 Traditional Lakota Arts II CW 241 Literary Production I	3

	CW 242 Literary Production II Prereq: CW 241 CW 261 Creative Writing Poetry CW 271 Advanced Fiction Writing MU 130 Lakota Music and Dance	
	Total Core/General ED Requirements	42-44

Degree Requirements

Course No	Title	Hours
	Associate of Arts Program Requirements	
EN 201	Intro to Literature Prereq: EN 102	3
LL 102	Lakota Language II Prereq: LL 101	4
	History: Select One HI 151 World Civilization I HI 152 World Civilization II HI 251 American History I HI 252 American History II	3
	Humanities: Select One AI 115 Art History Survey I AI 116 Art History Survey II AI 215 North American Indian Art History AI 216 Northern Plains Design AI 255 Digital Photography AS 141 Traditional Lakota Arts I AS 142 Traditional Lakota Arts II CW 241 Literary Production I CW 242 Literary Production II CW 261 Creative Writing Poetry CW 271 Advanced Fiction Writing	3
	Lakota Studies: Select One IS 205 Native American Women IS 221 Culture of American Indian IS 230 Tribal Laws, Treaties & Government IS 260 American Indian Political System LL 201 Lakota Language III Prereq's: LL 101, and 102 LL 202 Lakota Language IV Prereq's: LL 101, 102 and 201 LS 118 Lakota Land, Plant and Animal Concepts LS 270 Lakota Thought and Philosophy	3
	Literature: Select One EN 210 Children and Adolescent literature Prereq: EN 102 or instructor consent EN 250 Creative Writing Prereq: EN 101 or instructor consent EN 251 Contemporary Native American Literature EN 260 Great Plains Literature EN 280 Seminar in English Consent of Instructor Required EN 281 Seminar in English II	3
	Total Degree Credit Hours	19
	Core/Gen Ed Requirements	42-44
	Total Credit Hours for AA Arts & Science	61-63

Associate of Science/Biological Science

Department Core Requirements

Course No	Title	Hours
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
SP 100	Speech Communications	3
CE 107	Computer Essentials	3
MA 120	Math Essentials	4
MA 150	College Algebra Preq: MA 120	4
MA 270	Statistics	3
BI 151	Biology I	4

	Preq/co req: MA 120	
BI 152	Biology II Preq: BI 151 or instructor approval	4
	Social Science (Select Two) GE 100 Physical Geography Fundamentals IS 230 Tribal Laws, Treaties & Government PS 100 American Government AN 200 Anthropology LS 118 Lakota Land, Plant & animal Concepts	3 3
	Total General ED Requirements	44

Associate of Science Degree Requirements

Course No	Title	Hours
BI 285	Selected Topics in Biology Preq: BI 151, 152	3
BI 299	Research & Writing in Science Preq: EN 102 BI 151, 152 OR EN 301 Research Writing Prereq: EN 102	3
CH 151	Chemistry I Preq: MA 150	4
CH 152	Chemistry II Preq: CH 151	4
	Biology Sequence Elective: (Select One SEQUENCE) BI 223 Anatomy & Physiology I Preq: BI 151 and BI 224 Anatomy & Physiology II Preq: BI 152: OR BI 235 Microbiology Preq: BI 151, 152 and BI 240 Human Pathophysiology Preq: BI 151, 152 OR BI 245 Botany and ESC 209 Environmental Science	8
	Total Degree Credits	22
	Core/Gen Ed Requirements	44
	Total Required Units for AS Biological Science	66

Associate of Science/Environmental Science

Department Core Requirements

Course No	Title	Hours
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
EN 101	Freshman English I	3
EN 102	Freshman English II	3
SP 100	Speech Communications	3
	Choose ONE Computer Course: CS 101 or DP 107	3
	Choose ONE Math Course: MA 150, 180, 202, or 270	
MA 201	Calculus & Analytic Geometry I	4
ESC 101	Environmental Monitoring	3
ESC 209	Environmental Science	4
PL 100	Critical & Creative Thinking	3
GE 100	Physical Geography Fundamentals	3
	Choose ONE Social Science Course: AN 200, 210, EC 203, HS 103 or LS 118	3
	Total Core Requirements	42

Degree Requirements

Course No	Title	Hours
BI 151	Biology I	4
BI 152	Biology II Preq: BI 151 or instructor consent.	4
CH 151	Chemistry I	4
CH 152	Chemistry II	4
ESC 241	GIS & Remote Sensing	3
ESC 299	Research & Writing in Science	1
	Total Credit Hours	20
	Total Credits for AS Environmental Science	62

Bachelor of Science/Environmental Science

Department Core Requirements

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II	3
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
SP 100	Speech Communications	3

	Choose ONE Computer Science Course: CS 101 or CE 107	3
	Choose ONE Math Course: MA 150, 180 or MA 202	3/4
MA 201	Calculus & Analytic Geometry I	4
ESC 101	Environmental Monitoring	3
ESC 209	Environmental Science	4
PL 100	Critical & Creative Thinking	3
GE 100	Physical Geography Fundamentals	3
	Choose ONE Social Science Course: AN 210, EC 203, HS 103 or LS 118	3
	Total Core Requirements BS Environmental Science	42

Degree Requirements

Course No	Title	Hours
BA 380	Ethics	3
BI 151	Biology I	4
BI 152	Biology II Preq: BI 151 or instructor consent.	4
BI 310	Ecology	4
CH 151	Chemistry I	4
CH 152	Chemistry II	4
ESC 241	GIS & Remote Sensing	3
ESC 299	Research & Writing in Science	1
ESC 380	Weather & Climate	3
ESC 415	Environmental Law	3
ESC 495	Senior Research Seminar I	1
ESC 496	Senior Research Seminar II	2
ESC 498	Undergraduate Research Experience I	4
ESC 499	Undergraduate Research Experience II	4
MA 270	Statistics	3
PH 202	Physics I	4
	Total Degree Requirements BS Environmental Science	51
	Total BS Environmental Science Degree Requirements	121

Associate of Arts/Liberal Arts

Department Core Requirements

Course No	Title	Hours
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
EN 101	Freshman English I	3
EN 102	Freshman English II	3
SP 100	Speech Communications	3
CE 107	Computer Essentials	3
MA 150	College Algebra	4
	Choose ONE Math Course: MA 120, 180, 201, 202, 216, BA 205	3/4
	Choose TWO Science Courses: BI 151, 152, 245, ESC 101, 121, 209, LS 118, CH 151,152, SC 201, 202	4 3/4
	Choose TWO Social Science Course: GE 100, IS 230, PS 100, BA 165, HS 200, RH 200, CJ 200, PY 100, SO 100, AN 200, 201	3 3
	Choose ONE Humanities Course: AI 115, 116, 215, 216, 255, AS 141, 142, CW 241, 242, 261, 271, MU 130, TA 155	3
	Total Core/Gen Ed Credit Hours	42/44
	Degree Requirements:	
EN 201	Intro to Literature	3
	History Choose ONE: HI 151, 152, 251, 252, AI 115, 116, 215	3
	Humanities Choose ONE: AI 115, 116, 216, 255, AS 141, 142, CW 241,242, 261, 271, MU 130, TA 155	3
LL 102	Lakota Language II	4
	Lakota Studies Choose ONE: AN 202, IS 230, 205, 260, LL 201, 202, LS 270	3
	Literature Choose ONE: EN 210, 250, 251, 260, 280, 281	3

	Total Degree Credits	**19**
	Total AA Arts & Science Liberal Arts Credits	**61/63**

Bachelor of Arts/Liberal Arts

Department Core Requirements

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II	3
SP 100	Speech Communications	3
CE 107	Computer Essentials	3
LS 253	Lakota History & Culture	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
	Math Elective Select One MA 150 College Algebra Preq: MA 120 MA 270 Statistics	3/4
	Science **Select One Biological Science** BI 151 Biology I Preq: MA 120 BI 245 Botany SC 202 Integrated Science II	4
	Select One for Physical Science ESC 101 Environmental Monitoring ESC 121 Earth Science ESC 209 Environmental Science CH 151 Chemistry I Preq: High School Chemistry, MA 150 SC 201 Integrated Science I Preq: MA 120	
	Social Science Select TWO: GE 100 Physical Geography Fundaments IS 230 Tribal Laws, Treaties & Government PS 100 American Government BA 165 Business Principles PY 100 General Psychology SO 100 Intro to Sociology	3 3
	AN 200 Anthropology	
	Humanities Select ONE: AI 115 Art History Survey I AI 116 Art History Survey II AI 215 North American Indian Art History AI 216 Northern Plains Design AI 255 Digital Photography AS 141 Traditional Lakota Arts I AI 142 Traditional Lakota Arts II CW 241 Literary Production I CW 242 Literary Production II Preq: CW 241 CW 261 Creative Writing Poetry CW 271 Advanced fiction Writing MU 130 Lakota Music and Dance	3
	Total Core/Gen Ed Requirements	**42/44**

Degree Requirements

Course No	Title	Hours
	English:	
EN 201	Intro to Literature Preq: EN 101	3
EN 301	Research Writing Preq: EN 102 or EN 360 Professional Writing	3
	History Select TWO: HI 151 World Civilization I HI 152 World Civilization II HI 251 American History I HI 252 American History II	3 3
	Humanities Select Two Additional Courses AI 115 Art History Survey I AI 116 Art History Survey II AI 215 North American Indian Art History AI 216 Northern Plains Design AI 255 Digital Photography AS 141Traditional Lakota Arts I	3 3

	AS 142 Traditional Lakota Arts II CW 241 Production I CW 242 Literary Production II Preq: CW 241 CW 261 Creative Writing Poetry CW 271 Advanced Fiction Writing SP 400 Advanced Public Speaking	
LL 102	Lakota Language II Preq: LL 101	4
	Lakota Studies Select Two IS 205 Native American Women IS 221 Culture of American Indian IS 230 Tribal Laws, Treaties and Government IS 260 American Indian Political System LL 201 Lakota Language III Preq: LL 101, 102 LL 202 Lakota Language IV Preq: LL 101, 102 and LL 201 LS 118 Lakota Land, Plant and Animal Concepts LS 270 Lakota thought and Philosophy LS 350 Lakota Ethno-Astronomy	3
	Literature Select One EN 210 Children and Adolescent Literature Preq: EN 101 EN 250 Creative Writing Preq: EN 101 EN 251 Contemporary Native American literature EN 260 Great Plains literature EN 280 Seminar in English EN 281 Seminar in English II	3
	Philosophy Select One LS 270 Lakota Thought and Philosophy PHIL 200 American Indian In Western Thought	3
	PHIL 300 The World of Human Ideas: An Intro to Philosophy	
	Total Degree Credits	**34**
	Liberal Arts Course of Study	
	You will choose a 45-hour concentration focus of study.	
	History/Social Science GE 200 World Regional Geography Preq: GE 100 HI 151 World Civilization I HI 152 World Civilization II HI 251 American History I HI 252 American History II HI 350 20th Century War in American History I HI 351 20th Century War in American History II Preq: HI 251, 252 HI 400 Analytic Research in History Preq: HI 151, 152, or HI 251,252 HI 450 Special Topics in History Preq: Instructor approval IS 300 American Indian in Film IS 380 Reservation Systems Analysis Preq: SO 100 and Instructor approval LS 305 The Traditional Lakota Woman LS 320 Lakota Teachings & Health LS 321 Lakota Social Systems LS 399 History of Lakota Itancans Preq: LS 395 LS 405 Treaty of 1868 and the Black Hills Act of 1877 LS 454 Sicangu History and Culture Preq: LS 253 LS 455 Sicangu Community Histories Preq: LS 253 PS 200 World Politics	
	English/Literature EN 251 Contemporary Native American Literature	

	EN 252 Special Topics in Native American Literature EN 260 Great Plains Literature EN 280 Seminar in English Preq: EN 101 EN 281 Seminar in English II EN 310 Native American Children's Literature Preq: EN 101 EN 320 Survey of Western literature EN 321 Literature of the Americas I EN 322 Literature of the Americas II EN 350 Poetry by Native American Authors EN 351 Fiction by Native American Authors EN 352 Non-Fiction by Native American Authors EN 360 Professional Writing EN 361 Survey of World Literature EN 380 Seminar in Composition EN 421 Survey of English Literature EN 450 Literature By and About Native Americans through History CW 487 Special Topics in Creative Writing	

	SP 300 Oratory by Native Americans SP 400 Advanced Public Speaking	
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	Core/Gen Ed Requirements	**42-44**
	Degree Requirements	**34**
	Specialization Requirements: Select ONE Specialization	
	History	**45**
	Literature	**45**
	Total Required Units Bachelor of Arts Degree/Liberal Arts	**121-123**

Business Management

Department Chair - Maureece Heinert, M.B.A., American Indian Entrepreneurship, Gonzaga University, Spokane, WA
B. A., Business Administration & Management, University of Wyoming, Laramie, WY
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Instructor - Sheila Wheeler, CPA B.S., Business Administration/Accounting, Kearney State College
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A student majoring in business is offered a solid foundation of business management, tools and skills that enhance the individual and the organization. Graduates of the two-year (Associate Degree) will discover a highly marketable curriculum focusing on the fundamentals of business and accounting fundamentals, communications both in writing and in verbal form, Economic and Personal Health, Lakota language/culture and technology.

Graduates of the four-year (Bachelor Degree) may expect a rigorous curriculum in Human Resource and Conflict Management, Business Law and Ethics, Marketing and Management Theory, Professional and Research Writing. In addition, students will select an area of concentration in either Tribal Management, Accounting or Legal Studies. Tribal Management minors will enhance their understanding of Governmental & Non-Profit Accounting, Doing Business in Indian Country, Contracts and Grant Management, and Community Development. Accounting minors will gain a deeper understanding of Finance and advanced Accounting Principles. Legal Studies minors will add to their base of knowledge in a variety of areas, including the fundamentals of Federal Indian Law and Native American Property Rights; the extent of tribal, federal, and state Civil and Criminal Jurisdiction in Indian Country; the legal landscape concerning Doing Business in Indian Country from both a tribal government and private business perspective; and a review of Sicangu Oyate Bar Association examination topics.

Graduates of Business Management will increase leadership capacity for future tribal government and business leaders, benefit students seeking career opportunities; provide an introduction to legal coursework, concepts, and thought for those interested in attending law school; and will serve the public by providing more qualified and effective government and business leaders and tribal court practitioners. The ultimate goal of the program is to provide an opportunity for Sinte Gleska University students to develop knowledge and skills which can be used to preserve and strengthen the sovereignty of the Lakota Nation. Alumni of our programs find meaningful work in various business environments, pursue advance degrees and become contributing members to their communities.

Mission Statement, Vision & Goals

The Mission of the Business Management Department is to prepare students to contribute to the development of the Sicangu Nation and its surrounding communities. The Vision Statement of the Business Management Department is to develop graduates with strong analytical skills who are adept business leaders and managers and who understand their roles and responsibilities to manage/lead programs that are innovative, responsive to community and that reflect Lakota values and culture. Specific goals (outcomes) of the Business Management Department graduates are that they will:

- Comprehend and possess sound management skill-sets inclusive of written and verbal communications, accounting practices and applications and use of appropriate technology skills.

- Synthesize creative application of economic and financial literacy, time and conflict management skills benefiting their personal and professional health and well-being.

- Demonstrate and practice healthy work relationships with practice in team building and group dynamics that will positively impact student's level of professional development, empowerment of self, pride in community and the promotion of tribal autonomy.
- Appreciate and apply Lakota views (respect, generosity, wisdom and fortitude) as portrayed in the SGU logo and in keeping with the concept of Wolakota.

Business Education

Associate of Arts/Business Management

Core/Gen Ed Requirements

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
SP 100	Speech Communications	3
	Humanities Elective (Select One) AI 111, 115, 255, AS 141, EN 201, 250, LS 270	3
LL 101	Lakota Language I	4
CE 107	Computer Essentials	3
MA 120	Math Essentials Preq: Appropriate placement score.	4
AC 211	Accounting I	3
AC 212	Accounting II Preq: AC 211	3
BA 165	Business Principals	3
	Total Core/Gen Ed Requirements	32

Degree Requirements

Course No	Title	Hours
BA 205	Business Math	3
BA 285	Small Business Development	3
LS 253	Lakota History & Culture	3
EC 203	Economics for Managers	3
	Science **Select 1 Biological Sciences:** BI Biology I Preq: MA 120 BI 245 Botany SC 202 Integrated Science II	4
	Select 1 Physical Sciences: ESC 101 Environmental Monitoring ESC 121 Earth Science ESC 209 Environmental Science	3-4
	CH 151 Chemistry I Preq: High School Chemistry, MA 150 SC 201 Integrated Science I Preq: MA 120	
AC 250	Payroll Accounting	3
BA 246	Business Communication Preq: EN 101, 102	3
BA 280	Personal Finance	3
	Business Elective (Select One) AC 100, 293, BA 289, 290 Preq: Freshman /Sophomore business student in good standing., EC 285 Preq: Pending approval, OE 256	3
	Total Semester Hours	30-32
	Total Semester Hours for AA Business Management Degree	62-64

Bachelor of Arts/Business Management

Core/Gen Ed Requirements

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
SP 100	Speech Communication	3
	Humanities Elective (Select One) AI 111, 115, 255, AS 141, EN 201, 250, LS 270	3
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
CE 107	Computer Essentials	3
BA 205	Business Math	3
MA 120	Math Essentials Preq: Appropriate placement score.	4

IS 230	Tribal Law, Treaties & Gov't	3
EC 203	Economics for Managers	3
	Science **Select 1 Biological Science:** BI 151 Biology I Preq: MA 120 BI 245 Botany SC 202 Integrated Science II	4
	Select 1 for Physical Science: ESC 101 Environmental Monitoring ESC 121 Earth Science ESC 209 Environmental Science CH 151 Chemistry I Preq: High School Chemistry, MA 150 SC 201 Integrated Science I Preq: MA 120	3-4
	Total Core/Gen Ed Requirements	41-43

Degree Requirements

Course No	Title	Hours
AC 211	Accounting I	3
AC 212	Accounting II Preq: AC 211	3
AC 250	Payroll Accounting Preq: AC 211	3
BA 165	Business Principles	3
BA 246	Business Communication Preq: EN 101, EN 102	3
BA 280	Personal Finance	3
BA 285	Small Business Development	3
	Choose 1 Elective: 100-200 Level AC 100, AC 293, BA 290 Preq: Freshman/Sophomore student in good standing, EC 285 Preq: Pending approval, OE 256	3
BA 345	Human Resource Management	3
BA 355	Marketing	3
BA 360	Management Theory & Practice	3
BA 373	Business Law I	3
BA 375	Business Law II Preq: BA 373	3
	Business Statistics (Choose One of the following: BA 370 Preq: BA 205, MA 270	3
BA 380	Ethics	3
BA 450	Conflict Management	3
BA 462	Organizational Behavior/Development	3
EN 301	Research Writing Preq: EN 102	3
EN 360	Professional Writing Preq: EN 102 or Consent of Instructor.	3
	See Emphasis Area for 2 300-400 Electives	
	Total degree Requirements	63

Choose 1 of the Following Emphasis Areas

Emphasis Area Tribal Management

	Choose 2 Electives: 300-400 Level AC 350, AC 370, AC 375 Preq: AC 370, AC 489, AC 493, BA 367 Preq: BA 205, BA 400, BA 465, BA 475, BA 477, BA 479 Preq: BA 475, BA 481, BA 490 Preq: Junior/senior business student in good standing, BA 491, BA 492 Preq: BA 491, EC 405, LS 450	3 3
LS 395	Traditional Lakota Government Preq: LS 253	3
LS 451	The History of the RST Constitution Preq: IS 230, IS 380	3
BA 465	Contracts/Grants Mgmt. Preq: EN 101, 102	3
BA 481	Business & Leadership Issues in Indian Country	3
EC 405	Community Development	3
BA 499	Tribal Mgmt. Capstone Preq: Senior business student in good standing and advisor approval.	3
	Total Credit Hours for Tribal Management Emphasis	18

Emphasis Area Accounting

Course No	Title	Hours
	Choose 2 Electives: 300-400 Level AC 493, BA 400, BA 465, BA475, BA 477, BA 479 Preq: BA 475, BA 481, BA 490 Preq: Junior/senior business student in good standing, BA 491 BA 492 Preq: BA 491, EC 405, LS 395 Preq: LS 253, LS 450, LS 451	3 3
AC 350	Managerial Accounting	3
AC 370	Gov't & Nonprofit Accounting I	3
AC 375	Gov't & Nonprofit Accounting II Preq: AC 370	3
AC 489	Auditing	3
BA 367	Finance Preq: BA 205	3
AC 499	Accounting Capstone Preq: Senior business student in good standing and advisor approval.	3
	Total Credit Hours for Accounting	18

Emphasis Area Legal Studies

	Choose 2 Electives: 300-400 Level	3 3
	AC 350, AC 370, AC 375 Preq: AC 370, AC 489, AC 493, BA 367 Preq: BA 205, BA 465 Preq: EN 101, & 102, BA 481, BA 490 Preq: Junior/Senior business student in good standing, EC 405, LS 395, LS 450, LS 451	
BA 400	Employment Law in I. C.	3
BA 475	Federal Indian Law	3
BA 477	Native American Property Rights	3
BA 479	Civil & Criminal Jurisdiction in Indian Country Preq: BA 475	3
BA 491	SOBA Bar Examination and Tribal Court Practices I	3
BA 492	SOBA Bar Examination and Tribal Court Practice II Preq: BA 491	3
	Total Credit Hours for Legal Studies Emphasis	18
	Core/Gen Ed Requirements	41-43
	BA Degree Requirements	63
	Emphasis Credits	18
	Total Semester Hours for BA Degree in Business Management	122-124

Education

Department Chair – Aimee Schrader, Ed.D. Rural Education Candidate , University of West Alabama, MAE University of Nebraska, Kearney NE, BS Elementary Education/K-12 special Education, Chadron State College, Chadron NE
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Instructor: Daniel R. Koopman, Ed.D., Educational Administration, University of SD, M.Ed Educational Administration, University of Idaho, Ed.S. Educational Administration, University of SD.
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Instructor: Ronald Kills Warrior, Ed.D Student, Indiana Wesleyan University, Marion, Indiana, Graduate Certificate, University of SD, Vermillion SD, M.S. Education University of the Southwest, Hobbs, New Mexico, M.S. Black Hills State University, Spearfish SD.
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South Dakota Department of Education Accreditation Statement

Sinte Gleska University's Educator Preparation Program (EPP) was fully accredited for two years through the South Dakota Department of Education following an on-site review in November 2025. This is the link for the complete report: https://doe.sd.gov/oatq/teacheredprograms.aspx

The Education Department at Sinte Gleska University consists of two Bachelor of Science programs that are based upon a constructivist model of education.

Bachelor of Science degrees include**:**

- K-8 Elementary Education
- K-8 Elementary Education/K-12 Special Education

Associate of Arts degrees include:

- Elementary Education
- Special Education
- Early Childhood

Education Department Mission Statement

The Education Department of Sinte Gleska University improves the learning process for all children through the development of effective facilitators of knowledge, understanding and values. This mission includes planning that relates to understanding of the past, its connections to the present, and the implications for the future. The mission contributes to tribal autonomy and cultural strength. It also contributes to individual development that is characterized by reflective thought, self-development and a lifelong seeking of wisdom.

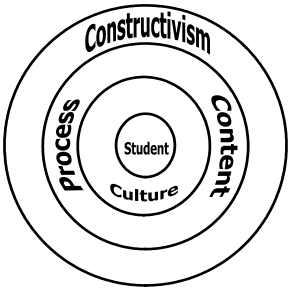
The mission of the Education Department contains four main strands:

One addresses the need for effective facilitators of a journey of the wakanyeja (children). This includes an understanding that, even as shown in the terminology, children are sacred. Therefore, in the early years of learning, there will be a pedagogy that is grounded in the Lakota culture and leads to a life-long search of the ultimate goal, woksape (wisdom).

Graduates in education will be committed to the Lakota wisdom of looking ahead for seven generations. Consequently, planning is based on this tradition, especially as it affects children. This includes looking to the past so that the traditions and values of today are understood and transmitted to the future. The pedagogy espoused by the Education Department is respectful of the values of the Lakota and are based in past tradition and are requisite for the future.

The Teacher Education Program will assist Sinte Gleska University in strengthening tribal culture and government. This includes the teaching of the four Lakota virtues: Woksape (wisdom); Woohitika (bravery); Wowacintanka (fortitude); and Wacantognaka (generosity). Educators in reservation classrooms will promote the ideals of tribal sovereignty and self-determination.

CONCEPTUAL FRAMEWORK



Based in part on the research by Martin Brooks and Jacqueline Gennon Brooks and the wisdom of the elders, the conceptual model and mission statement provide a strong foundation for the education of future teachers.

By placing the student in the center of the framework, one must realize that the knowledge, skills, and beliefs that students bring to the program must be honored. By building on the students' prior knowledge and experiences, future teachers are provided a culturally-relevant model that will allow them to pass this honoring on to the students that they will teach.

Culture is the second component of the framework. Through an understanding of one's own culture, other cultures can be respected. Modeling culturally-relevant pedagogy in the Education Department's courses is a key factor to the satisfaction and success of Sinte Gleska University graduates.

When the idea for a conceptual framework was being considered, it was understood that there had to be a specific process that reflected the Lakota culture and values in the development of the program, the teaching of the courses, and the field experiences and internships that students would be required to complete. The content was expected to be culturally-relevant and based upon the traditions of the past, their connections to the present, and the implications for the future, as is stated in the department's mission statement. This meant that cultural values and teachings had to be incorporated in traditionally western European thought taught in textbooks.

By looking at a process in which students would be held responsible for their own learning, for modeling the Lakota values, and for the realization that learning is a life-long journey, the constructivist model became the fourth, and outer circle, of the framework. This conceptual framework and mission statement provide a strong foundation upon which the program is structured.

Admission to Teacher Education Programs

Acceptance to the Teacher Education Programs is not automatic. All students must apply and be accepted to the Teacher Education Programs prior to taking most upper division (300-400 numbered) courses unless otherwise advised by the student's academic advisor. Application to the Teacher Education Programs should be made at the end of the sophomore year or at the beginning of the junior year. Copies of the Application for Admission can be obtained at the Education Department or on the Sinte Gleska University's website: www.sintegleska.edu.

Criteria for admission includes:

Application for Teacher Certification

Application for teacher certification is done after completion of the requirements for an approved program of study. The application for teacher certification can be found online on the South Dakota Department of Education's website https://doe.sd.gov/. Copies of all passing Praxis II test scores provided by the testing company are on file in the Office of Accreditation and Teacher Quality before a certificate can be issued.

Further information can be obtained by contacting Aimee Schrader, SGU Certification Officer at 605-856-8158, by email at aimee.schrader@sintegleska.edu or by mail to this address: PO Box 105; Teacher Education Department; Mission, SD 57555.

Education

Early Childhood Certificate

Recommended for Freshman Year

Course No	Title	Hours
EN 101	Freshman English I	3
MA 120	Quantitative Reasoning	3
PY 100	General Psychology	3
EE 200	Child Growth and Development Preq: PY 100	3
	Early Childhood **Elective**	
	(EE 236, EE 248, EE 260, EE 266)	3
EE 288	Responsive Classroom Practices	3
	Total Credit Hours for Early Childhood Certificate	**18**

Associate of Arts/Elementary Education

Freshman Year

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
	Humanities Elective (Select from)	3
	(AS 141, 142, EN 251, MU 130)	
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
PS 100	American Government	3

PY 100	General Psychology	3
SP 100	Speech Communications	3
MA 150	College Algebra Preq: MA 120	4
ED 201	Computers in Education	3
	Total Credit Hours	33

Sophomore Year

Course No	Title	Hours
ED 206	Introduction & Foundations of Education	2
ED 210	Educational Psychology Preq: PY 100, EE 200	3
ED 220	Geography for Teachers	3
ED 225	Integrating Art & Music Across the Curriculum	2
ED 230	Reading Theory and Process	3
EE 200	Child Growth & Development Preq: PY 100	3
HI 251	American History I	3
LS 253	Lakota History & Culture	3
ME 200	Adolescent Psychology Preq: PY 100	3
	Physical Science (Select from) SC 201, ESC 101, CH 151	3/4
	Biological Science (Select from) SC 202, BI 101, 151	3/4
	Total Credit Hours	30-32
	Total Credit Hours for AA Elementary Education	63-65

Associate of Arts/K-8 Elementary Education
Early Childhood

Freshman Year

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II	3
	Humanities Elective (AS 141, AS 142, EN 251, MU 130)	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
PY 100	General Psychology	3
PS 100	American Government	3
SP 100	Speech Communications	3
MA 150	College Algebra Preq: MA 120	4
ED 201	Computers in Education	3

	Total Credit Hours	33

Sophomore Year

Course No	Title	Hours
ED 206	Introduction & Foundations of Education	2
ED 210	Educational Psychology Preq: PY 100, EE 200	3
ED 220	Geography for Teachers	3
ED 225	Integrating Art & Music Across the Curriculum	2
ED 230	Reading Theory and Process	3
EE 200	Child Growth & Development Preq: PY 100	3
LS 253	Lakota History & Culture	3
	Physical Science (Select from) SC 201, ESC 101, CH 151	3/4
	Biological Science (Select from) SC 202, BI 101, BI 151	3/4
	Approved Early Childhood Elective (Select from) EE 236, 238, 248, 266, 288	3
EE 299	Early Childhood Practicum	3
	Total Semester Hours	31-33
	Total Hours for AA/Elementary Education/Early Childhood	64-66

Associate of Arts/Special Education

Freshman Year

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II	3
	Humanities Elective AS 141, AS 142, EN 251, MU 130	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
PY 100	General Psychology	3
SP 100	Speech Communications	3
PS 100	American Government	3
MA 150	College Algebra Preq: MA 120	4
ED 201	Computers in Education	3
	Total Credit Hours	33

Sophomore Year

Course No	Title	Hours
SPED 200	Introduction to Special Education	3
ED 206	Introduction & Foundations of Education	2
ED 210	Educational Psychology Preq: PY 100, EE 200	3
ED 220	Geography for Teachers	3
ED 225	Integrating Art & Music Across the Curriculum	2
ED 230	Reading Theory and Process	3
EE 200	Child Growth & Development Preq: PY 100	3
HI 251	American History I	3
LS 253	Lakota History & Culture	3
	Physical Science (Select from) SC 201, ESC 101, CH 151	3/4
	Biological Science (Select from) SC 202, BI 101, 151	3/4
	Total Credit Hours	30-32
	Total Credit Hours for AA Special Education	63-65

Bachelor of Science/K-8 Elementary Education/Early Childhood

Freshman Year

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
	Humanities Elective Select from: AS 141, AS 142, EN 251, MU 130	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
PY 100	General Psychology	3
PS 100	American Government	3
SP 100	Speech Communications	3
MA 150	College Algebra Preq: MA 120	4
ED 201	Computers in Education	3
	Total Semester Hours	33

Sophomore Year

Course No	Title	Hours

ED 206	Introduction & Foundations of Education	2
ED 210	Educational Psychology Preq: PY 100, EE 200	3
ED 220	Geography for Teachers	3
ED 225	Integrating Art & Music Across the Curriculum	2
ED 230	Reading Theory and Process	3
EE 200	Child Growth and Development Preq: PY 100	3
HI 251	American History I	3
LS 253	Lakota History & Culture	3
ME 200	Adolescent Psychology Preq: PY 100	3
	Physical Science Select from: SC 201, ESC 101, CH 151	4
	Biological Science Select from: SC 202, BI 101, BI 151	4
	Total Semester Hours	32

Junior Year

Course No	Title	Hours
EN 210	Children's & Adolescent Literature	3
ED 305	Methods of Teaching in Elementary School Preq: ED 210	3
ED 310	Methods of Teaching Science Preq: ED 305	3
ED 315	Methods of Teaching Mathematics Preq: ED 305, MA 310	3
ED 320	Methods of Teaching Social Studies Preq: ED 305, ED 220	3
ED 330	Methods of Teaching Elementary Reading Preq: ED 305, ED 230	3
ED 345	Health, PE, & Safety	3
MA 310	Mathematics for Teachers I Preq: MA 150	4
ED 339	Indian Education	3
SC 301	Selected Topics in Science Preq: SC 201, ESC 101, CH 151, SC 202, BI 101, or BI 151	1-3
	Total Semester Hours	31-33

Senior Year

Course No	Title	Hours
ED 445	Methods of Teaching Technology Preq: ED 201, ED 305	3
ED 449	Psychology & Teaching Exceptional Children Preq: PY 100, EE 200, ED 210	3
	Approved Early Childhood Elective	3
	Approved Early Childhood Elective	3
	Approved Early Childhood Elective	3
	Approved Early Childhood Elective	3
EE 499	Early Childhood Practicum	3
EE 499	Internship in Elementary Education Preq: Passed Core Content Praxis and Dept. Chair Permission.	9-12
	Total Semester Hours	30-33
	Total Semester Hours in Early Childhood Studies	18
	Total Credit Hours for BS in Elementary Education with an Early Childhood Concentration	126-131

Bachelor of Science/K-8 Elementary Education/K-12 Special Education

Freshman Year

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II	3
	Approved Humanities Elective Select from: AS 141, 142, EN 251, MU 130	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
SP 100	Speech Communications	3
PY 100	General Psychology	3
PS 100	American Government	3
MA 150	College Algebra Preq: MA 120	4

SPED 200	Introduction to Special Education	3
	Total Credit Hours	33

Sophomore Year

Course No	Title	Hours
ED 201	Computers in Education	3
ED 206	Introduction & Foundations of Education	2
ED 210	Educational Psychology Preq: PY 100, EE 200	3
ED 220	Geography for Teachers	3
ED 225	Integrating Art & Music Across the Curriculum	2
ED 230	Reading Theory & Process	3
EE 200	Child Growth & Development Preq: PY 100	3
HI 251	American History I	3
LS 253	Lakota History & Culture	3
ME 200	Adolescent Psychology Preq: PY 100	3
	Physical Science Select from: SC 201, ESC 101, CH 151	4
	Biological Science Select from: SC 202, BI 101, 151	4
	Total Credit Hours	36

Junior Year

Course No	Title	Hours
EN 210	Children's & Adolescent Literature	3
SPED 228	Communication with Parents & Professionals	3
ED 305	Methods of Teaching in Elementary School Preq: ED 210	3
ED 310	Methods of Teaching Science Preq: ED 305	3
ED 315	Methods of Teaching Mathematics Preq: ED 305, MA 310	3
ED 320	Methods of Teaching Social Science Preq: ED 305, ED 220	3

ED 330	Methods of Teaching Reading Preq: ED 305, ED 230	3
ED 345	Health, PE & Safety	3
MA 310	Mathematics for Teachers I Preq: MA 150	4
ED 339	Indian Education	3
SC 301	Selected Topics in Science Preq: SC 201, ESC 101, CH 151, SC 202, BI 101 or BI 151	1-3
SPED 300	Techniques in Managing Behavior	3
SPED 320	Curriculum & Resources In SpEd	3
	Total Semester Hours	40-42

Senior Year

Course No	Title	Hours
SPED 322	Teaching Children & Youth with Mild/Moderate Disabilities	3
SPED 324	Teaching Children & Youth with Severe/Profound Disabilities	3
ED 445	Methods of Technology for the Classroom Preq: ED 201, ED 305	3
SPED 420	Special Education Assessment &Transitional programming	3
ED 499	Internship in the Elementary Education	9-12
SPED 499	Internship in Elementary & Secondary Special Education	9-12
	Total Semester Hours	30-36
	Total Semester Hours for A <u>Dual</u> BS Degree K-8 Elementary Education/K-12 Special Education	139-147

Bachelor of Science/K-8 Elementary Education/Selected Concentration

Freshman Year

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
	Humanities Elective Select from: AS 141, 142, EN 251, MU 130	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
SP 100	Speech Communications	3
PY 100	General Psychology	3
PS 100	American Government	3
MA 150	College Algebra Preq: MA 120	4
ED 201	Computers in Education	3
	Total Semester Hours	33

Sophomore Year

Course No	Title	Hours
ED 206	Introduction & Foundations of Education	2
ED 210	Educational Psychology Preq: PY 100, EE 200	3
ED 220	Geography for Teachers	3
ED 225	Integrating Art & Music Across the Curriculum	2
ED 230	Reading Theory & Process	3
EE 200	Child Growth & Development Preq: PY 100	3
ME 200	Adolescent Psychology Preq: PY 100	3
HI 251	American History I	3
LS 253	Lakota History & Culture	3
	Physical Science Select from: SC 201, ESC 101, CH 151	4
	Biological Science Select from: SC 202, BI 101, BI 151	4
	Total Semester Hours	33

Junior Year

Course No	Title	Hours
EN 210	Children's & Adolescent Literature	3

ED 305	Methods of Teaching in Elementary School Preq: ED 210	3
ED 310	Methods of Teaching Science Preq: ED 305	3
ED 315	Methods of Teaching Mathematics Preq: ED 305, MA 310	3
ED 320	Methods of Teaching Social Studies Preq: ED 305, ED 220	3
ED 330	Methods of Teaching Reading Preq: ED 305, ED 230	3
ED 345	Health, PE & Safety	3
MA 310	Mathematics for Teachers I Preq: MA 120, MA 150	3
ED 339	Indian Education	3
SC 301	Selected Topics in Science Preq: SC 201, ESC 101, CH 151, SC 202, BI 101, or BI 151	1-3
	Total Semester Hours	31-33

Senior Year

Course No	Title	Hours
ED 445	Methods of Teaching Technology Preq: ED 201, ED 305	3
ED 449	Psychology & Teaching Exceptional Children Preq: PY 100, EE 200, ED 210	3
	Approved Elective in Concentration	3
	Approved Elective in Concentration	3
	Approved Elective in Concentration	3
	Approved Elective in Concentration	3
	Approved Elective in Concentration	3
ED 499	Internship in the Elementary Education Preq: Passed Core Content Praxis and Dept. Chair Permission	9-12
	Total Semester Hours	30-33
	Total Semester Hours in Selected Concentration	18

	Total Semester Hours for BS Elementary Education with an Approved Selected Concentration	127-132

Graduate Education

Department Chair – Aimee Schrader, Ed.D. Rural Education Candidate, University of West Alabama, MAE University of Nebraska, Kearney NE, BS/Education, Chadron State College, Chadron NE
605-856-8158 (direct line) 605-856-8100 Ext. 8438
aimee.schrader@sintegleska.edu

The Graduate Education Program offers students graduate courses based on a constructivist philosophy of education. The program seeks to offer practicing professionals, who have earned a baccalaureate degree, the opportunity to develop and refine their teaching skills in an environment that promotes advanced learning.

The program offers a Masters of Education degree (M.Ed.) requiring thirty-three (33) to thirty-six (36) semester hours. There is no formal thesis required; however, a special capstone course is required as a culminating experience for the full core curriculum. There is a significant writing component included in all courses in the program.

Graduate Education Curriculum

The Graduate Education Program consists of fifteen (15) semester-hour core, except the Education Administration program which requires nine (9) semester hours*. The required courses in the core curriculum are:

EDR 600*	Introduction to Reading and Writing Educational Research
EDR 601*	Educational Statistics
ED 610	Advanced Educational Psychology
ED 620	Models of Instruction
ED 630	Constructivist Curriculum Design
	Elective*

Following completion of the core, students will select one of the following tracks or program:

Early Childhood Special Education
Educational Leadership K-12

Curriculum and Instruction

No specific standardized test is required for admission to the program. Acceptance of transfer credit will be at the discretion of the Certification Officer. All coursework must have a grade of "B" or better to be considered for transfer credit.

Graduate students at Sinte Gleska University are expected to pursue advanced learning in a manner and spirit that demonstrates ethical and professional conduct. This includes appropriate academic progress and behavior universally expected of graduate students. Respect and support of the Lakota culture is expected in keeping with the philosophy of Wolakota.

Admission to the Graduate Education Program

Each applicant to the program must have a minimum of a Bachelor's Degree from an accredited institution and possess a current teaching certificate. The M.Ed program does not lead to initial certification, except in the K-12 Ed. Admin. track. The standard procedure for application and registration in the graduate program is defined by the following:

1. Obtain an application form from the Education Department or downloading it from Sinte Gleska University's website www.sintegleska.edu;
2. Fill out the application and attach official transcripts and a copy of a valid teaching certificate and submit to: Aimee Schrader, Dept. Chair by email to aimee.schrader@sintegleska.edu.

The applicant will be notified in writing as to his/her admission to the program. All students in the Graduate Education Program will be provided appropriate academic advisement.

Ma**ster's in Education**

Master's in Education
Core Requirements
Curriculum & Instruction &
Early Childhood Special Education

Course No	Title	Hours
EDR 600	Reading & Writing Educational Research	3
ED 610	Advanced Educational Psychology	3
ED 633	Indigenous World Views	3
	Approved Elective: Select From EDR 601 or EDAD 662	3
	Total Semester Hours for Core Courses	12

Master's in Education
Curriculum and Instruction Track
Curriculum and Instruction Course Requirements

	Title	Hours
Course No		
ED 620	Models of Instruction	3
ED 630	Constructivist Curriculum Design	3
ED 631	Dialogues in Education	3
ED 635	Standards-based Teaching	3
ED 637	Culturally-Responsive Teaching	3
ED 639	Assessing & Developing Community	3
ED 642 or ED 643	Approaches & Techniques for Teaching Reading: Elementary or Middle/Secondary	3
	Total Credit Hours for Curriculum and Instruction Track	24
	Total Credit Hours M.Ed. Degree with Curriculum and Instruction	36

Master's in Education

Early Childhood Special Education Track

Early Childhood Special Education Course Requirements

Course No	Title	Hours
ED 620	Models of Instruction	3
ED 650	Survey of ECSE Typical/Atypical Development	3
ED 652	Curriculum in ECSE	3
ED 654	Assessment in ECSE	3
ED 656	Teams in ECSE	3
ED 658	Family Systems in ECSE	3
ED 660	Practicum in ECSE	3
	Total Semester Hours for ECSE Track	24
	Total Semester Hours M.Ed. Degree with ECSE	36

Master's in Education

Educational Administration K-12

Course No	Title	Hours
EDR 600	Reading & Writing Educational Research	3
ED 610	Advanced Educational Psychology	3
	Approved Elective: Select from EDR 601 or EDAD 662	3

Courses in Educational Administration

Educational Administration Course Requirements

Course No	Title	Hours
EDAD 660	Introduction to Educational Leadership	3
EDAD 663	The Educational Leader and School/Community Relations	3
EDAD 664	Educational Leadership & Instructional Supervision	3
EDAD 665	The Educational Leader & Curriculum Design	3
EDAD 667	The Educational Leader: School Law	3
EDAD 668	The Educational Leader: Special Education Law	3
EDAD 669	Internship Experience for the Educational Leader (Elementary)	3
EDAD 670	Internship Experience for the Educational Leader (Secondary)	3
	Total Semester Hours for Educational Administration Track	24
	Total Semester Hours: M.Ed Degree K-12 Educational Administration	36

Human Services

Instructor - Julia Cahill, MA Sinte Gleska University, BA Sinte Gleska University
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Instructor – Elizabeth Klein-Kornely, MS Walden University, Minneapolis MN, BA Dakota Wesleyan University, Mitchell SD
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Department Chair/Instructor – Dwayne Stenstrom, Sr., MA Sinte Gleska University, BA Sinte Gleska University
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Mission Statement

The Master of Arts in the Human Services Department will provide an environment of academic excellence through contemporary education reflective of Sicangu Wolakota values. The student will have the opportunity of pursuing one or more of the contemporary career goals in the arenas of: Clinical Mental Health, School Counseling, and Human Services Enhanced Professional.

Program Goals

The graduate will…

I. Demonstrate analytical thought through effective and innovative communications, presentations, and technological interactions both in contemporary context and in the rural based environment

II. Successfully implement professional research that improves and enhances the quality of life for the Sicangu Oyate

III. Understand, appreciate, and embraced the practice traditional Sicangu Wolakota values as a leader in the community

IV. Actively seek to improve the quality of life for the Sicangu Oyate by becoming an agent of change

V. Be knowledgeable about and will uphold professional, ethical, and legal standards within ones chosen discipline

Human Services

Associate of Arts/Human Services

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II	3
SP 100	Speech Communications	3
MA 120	Quantitative Reasoning	3
PY 100	General Psychology	3
LL 101	Lakota Language	4
LS 253	Lakota History & Culture	3
***History**	**Choose one below**	
	HI 151, 152, 251, 252	3
***Computer**	**Choose one below**	
	CE 107, ED 201	3
***Humanities**	**Choose one below**	

	AI 213, 214, 215, 216, AS 141, 142	3
***Social Science**	**Choose one below**	
	AN 200, GE 100, PS 100	3
	SO 100	
***Biology**	**Choose one below**	
	BI 101 (Pre: MA 120), 151, 245 or SC 202	3-4
***Physical Science**	**Choose one below**	
	ESC 101, 209, 121, 285, CH 151 (Pre: MA 150),	3-4
	SC 201 (Pre: MA 120)	
	Recommended Sophomore Year	
MA 270	Statistics	3
IS 230	Tribal Law, Treaties & Government	3
RH 200	Fundamentals of Rehabilitation Counseling	3
HS 200	Fundamentals to the Helping Profession	3
CJ 200	Fundamentals of Criminal Justice	3
HS 290	Field Placement I	3
	Total Credit Hours for	
	AA Degree in Human	
	Services	58-60

Bachelor of Arts/Human Services

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II	3
SP 100	Speech Communication	3
MA 120	Math Essentials	4
PY 100	General Psychology	3
LL 101	Lakota Language	4
LS 253	Lakota History & Culture	3
***History**	**Choose one below**	
	HI 151, 152, 251, 252	3
***Computer**	**Choose one below**	
	CE 107, ED 201	3
***Humanities**	**Choose one below**	

	AI 115, 116, AS 141, 142	3
***Social Science**	**Choose one below**	
	AN 200, GE 100, PS 100,	3
	SO 100	
***Biology**	**Choose one below**	
	BI 101, 151, 245, or	3-4
	SC 202	
***Physical Science**	**Choose one below**	
	ESC 101, 209, CH 151,	3-4
	SC 201	

Recommended Sophomore Year

Course No	Title	Hours
MA 270	Statistics	3
IS 230	Tribal Law, Treaties & Government	3
RH 200	Fundamentals of Rehabilitation Counseling	3
HS 200	Fundamentals of the Helping Profession	3
CJ 200	Fundamentals of Criminal Justice	3
HS 290	Field Placement I	3

BA Human Services Recommended Junior/Senior Years

Course No	Title	Hours
Advanced Writing	**Choose One** EN 301, 260	3
Lakota Studies	**Choose One** LS 320, 270, 321, 350	3
Chemical Dependency	**Choose One** CD 411, 421	3
PY 468	Native American Perspectives on Psychology	3
CJ 417	Juvenile Delinquency & Justice	3
PY 400	Fundamentals of Counseling Adolescents	3

PY 301	Counseling Methods I: Fundamental Skills	3
PY 356	Group Theories & Practices	3
HS 399	Ethics, Legal Issues, & Professionalism	3
SO 413	Methods of Social & Behavioral Research	3
HS 405	Case Management	3
SW 315	Child/Family/Social Policy	3

Mental Health Concentration

(Complete 15 credits total from the classes listed below)

Course No	Title	Hours
PY 408	Human Development	3
PY 418	Counseling Methods II: Intermediate Skills	3
PY 420	Alternative Psychological Methods	3
PY 428	Crisis Intervention	3
PY 448	Psychology of Abnormal Behavior	3

Criminal Justice Concentration

(Complete 15 credits total from the classes listed below)

Course No	Title	Hours
CJ 427	Correctional Theory & Practice	3
CJ 437	Law Enforcement Organization, Operations, & Issues	3
CJ 447	Criminal Law	3
CJ 457	Criminal Prosecution & Defense	3
BA 475	Federal Indian Law	3
BA 479	Civil & Crim. Jurisdiction in Indian Country	3
BA 491	SOBA Bar Exam & Tribal Court Practice Methods I	3

Chemical Dependency Concentration

(Complete 15 credits total from the classes listed below)

Course No	Title	Hours

CD 411	Alcohol Use, Abuse, & Dependency (not taken above)	3
CD 421	Drugs: Licit & Illicit (not taken above)	3
CD 431	CD's Impact on Diverse Cultures	3
CD 451	Alcohol & Drug Treatment Continuum	3
CD 461	Counseling Families with Alcohol or Other Drug Issues	3
PY 418	Counseling Methods II: Intermediate Skills	3

Capstone Classes Required for All

Course No	Title	Hours
HS 390	Human Services Professional Development	3
HS 490	Field Placement III: Advanced	3
HS 470	Capstone	3
	Total Credit Hours for BA in Human Services degree	120-121

Program Descriptions

Master of Arts/Human Services Program Descriptions, The Master of Arts (M.A.) Degree Program provides a graduate experience for the individual who wishes to professionalize and advance his/her education. The Degree incorporates significant elements from Native Sicangu culture, language, history, and philosophy. All M.A. coursework will include attention to Native Sicangu issues, especially within the Sicangu Lakota Nation (reservation) context. The M.A. Degree may be used as a stepping stone to doctoral degree studies. Contact the doctorate program of choice to assess the program requirements prior to making a decision.

To assist with the development of the program and the recognition that 90% of the students work full time, the graduate staff have dedicated themselves to developing blended courses. Blended courses are a combination of in-class and on-line study, with a majority of the classes occurring in the evenings and or on week-ends. Currently, a majority of the classes are blended, with the goal of all graduate classes being taught as blended by 2011; presently, all graduate classes are blended as of 2017.

We currently have only one program of study.

Enhanced Professional program will provide an environment of academic excellence for graduate students through contemporary education reflective of the Sicangu Wolakota values: Respect, Mutuality, Good Relationships, Integrity, Peace and Harmony

Master of Arts/HS – Enhanced Professional (EP)
Total Required Semester Credits for Enhanced Professional Programs: 34

Core Courses

Course No	Title	Hours
HS 500	Professional Studies in Helping Relationships *first year	3
HS 505	Case Management	3
HS 520	Research & Program/Organizational Evaluation	3
HS 530	Social & Cultural Diversity	3
HS 560	Leadership, Management Theory & Practice	3
HS 570	Foundations of Mental Health	3
HS 574	Professional Orientation, Ethics & Cultural Values	3
HS 690	Field Experience *advanced status; permission; insurance	3

HS 696	Capstone *Advanced Status; Permission	1
PY 557	Human Development & Psychosocial Intervention	3
PY 594	Issues Involving Native American Youth on the Reservation	3
PY 617	Career & Lifestyle Development	3
	All Required; Total	34

Nursing Program

Nursing Instructor, Michelle Allen, ADN, RN
605-856-8274 or 605-856-8100 ext. 8316
michelle.allen@sintegleska.edu

Director-Laura Dunn, MSN, RN
Certified Nursing/Healthcare Educator
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laura.dunn@sintegleska.edu

Nursing Instructor, Sharon Egleston, ADN, RN
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sharon.egleston@sintegleska.edu

Nursing Tutor/Mentor, Layne Neal, LPN, AAS
605-856-8284 0r 605-856-8100 Ext. 8529
layne.neal@sintegleska.edu

Administrative Assistant, Angel Lowe
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anglelynn.lowe@sintegleska.edu

South Dakota Board of Nursing Program Approval

The South Dakota Board of Nursing has granted full Approval Status for Sinte Gleska University's PN Program following the February 6, 2024, board meeting.

Pursuant to ARSD 20:48:07:47 The Board determined the program continued to comply with the Board Standards for nursing education and has granted ongoing approval for the program.

- **South Dakota Board of Nursing Approved Nursing Programs**

Mission Statement for SGU Nursing

The mission of the SGU Nursing School is to prepare caring and conscientious practical nurses who are capable of providing for the healthcare needs of all people. We strive to create a learning environment where knowledge is sought, studied, and shared; where nursing is taught and learned in a culture of caring. Sinte Gleska University Nursing reflects the cultural heritage and traditional virtues of the Lakota Sioux: woohitika (bravery), wacantognaka (generosity), woksape (wisdom), and wowacintanka (fortitude).

Purpose Statement

The purpose of the Sinte Gleska Nursing Program is to respond to the emerging health care needs of the individual, particularly on the Rosebud Reservation. Practical nursing will play an integral role, helping to provide access to health care for health care facilities, and nursing homes. Practical nurses will provide care that is within the standards of practice, demonstrating safe, competent and legal/ethical practice.

Philosophy Statement

Consistent with the philosophy of the institution, the practical nursing administration and faculty will work to create a climate in which students are motivated to maximize the use of their talents and abilities. To provide an environment that is conducive to learning, teachers and student share mutual respect, Theory and clinical experiences will be correlated and taught in a logical sequence to maximize understanding. Practical nursing is an integral component of the nursing profession and provides a solid foundation for nursing education programs. Nursing education supports continuation of self-development and maintenance of competency by active involvement in continuing education.

Application to the Nursing Program at SGU

The Sinte Gleska University Practical Nursing Program is an intensive 12-month series of consecutive courses to be completed throughout the year beginning in the fall semester. Each course requires a grade of 80% (B) or better before progressing to the next. Students are evaluated on their knowledge, skills, and attitudes throughout the year. Faculty provide supportive resources needed to pass the National Council Licensure Examination (NCLEX) on the first attempt following graduation from the program.

Eligibility Requirements

1. Completion of all General and Nursing prerequisites as indicated on the status sheet. Nursing classes must be completed with a "B" (80% or above).
2. Cumulative grade point average of at least a 3.0 on a 4.0 grading scale.
3. Maintain a current Certified Nurse Aid (CNA) license.

For questions related to eligibility of courses transferring from another university, contact Mike Leneaugh, Interim Academic Vice President (605-856-8137).

Application Requirements

1. Application Packet: In order to apply to SGU LPN Program, you must submit the application form and supporting documents, packets can be picked up at the Nursing Department. These include:

- Application form
- Personal essay
- Immunization Record-Must be up to date.
- Physician statement of physical and emotional ability to perform required nursing tasks. Must have been seen within the last year.

- References (3): These should be work or educational references. No family or friends.
- Official High school and College Transcripts must be submitted to SGU Registrar's Office by March 15th of each year.

Incomplete Applications will not be considered.

2. Interview: After the application form, supporting documents, transcripts, and TEAS test are complete, you will be notified and scheduled for a department interview.

3. Letter of notification: Following your interview, you will receive a notification letter by May 30th indicating whether you have been accepted. It is imperative that you keep an up-to-date SGU e-mail and phone number. Check your e-mail once a day. This is our primary form of communication.

After Acceptance in the Program

1. You will do a criminal background check prior to the beginning of clinicals.
2. Full immunizations must be completed by August 1. (Several of the immunizations are given in a series and require time between doses. Plan appropriately. You will not be able to start clinicals if you are not fully vaccinated.)
3. Maintain a current Certified Nursing Assistant certificate.
4. Maintain a 3.0 GPA (at least 80%) in every LPN or supporting class.

An applicant must posses certain abilities and skills in the area of intellect, sensory function, communication, fine and gross motor function, and behavior of admission to the nursing program.

The Nursing Department reserves the right to deny admission based on the best interest of the profession. Failure to disclose previous or pending convictions may lead to denial of admission. Falsification and/or lack of integrity will be considered ground for dismissal from the Sinte Gleska University Nursing Program. ***Admission or graduation from the Nursing Program does not guarantee obtaining a license to practice.** The licensure requirements and subsequent procedures are exclusive rights and responsibilities of the South Dakota Board of Nursing, who regulate the professional practice.

All admitted students are subject to the policies and procedures of Sinte Gleska University. It is the student's responsibility to be knowledgeable of all policies and requirements. Policies and requirements are found in the SGU Catalog, the SGU Student Handbook and the SGU Nursing Student Handbook.

Associate of Applied Science (AAS Degree)
Licensed Practical Nursing
General Education Requirements

Course No	Title	Hours
BI 151	Biology I Prerequisite: MA 120	4

BI 223	Anatomy & Physiology Prerequisite: BI 151	4
EN 101	Freshman English I	3
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
MA 120	Math Essentials Or	4
MA 150	College Algebra	4
PN 105	Certified Nursing Assistant	4
PN 155	Medical Terminology	1
	Total Gen. Ed Requirements	27

Degree Requirements

Course No	Title	Hours
PN 102	Pharmacology	2
PN 202	Pharmacology II	2
PN 210	Nursing Basics I (3)	6
	Nursing Basics I Lab (3) Prerequisite: PN 105, 155	
PN 215	Nursing Basics II (3)	6
	Nursing Basics II Lab (3) Prerequisite: PN 102 (Concurrent enrollment) & PN 210 (Concurrent enrollment)	
PN 220	Nursing Basics III (2)	6
	Nursing Basics III Lab (4) Prerequisite: PN 215	
PN 225	Nursing Basics IV (2)	4
	Nursing Basics IV Lab (2) Prerequisite: PN 220	
PN 290	Clinical Preceptorship Prerequisite: PN 225 180 Clinical Hours	4
PN 240	NCLEX-PN Review Prerequisites: PN 210, 215, 220, & 225	3
	Total Degree Requirements	33
	Total Semester Hours – Gen. Ed	27
	Total Semester Hours - Nursing	33
	Total Semester Hours	60

Institute of Technologies

Director/Department Chair – **Shannon DuBray**, BA Business Management/Accounting, Sinte Gleska University, A.A.S./Administrative Assistant, Sinte Gleska University
605-856-8153 (direct line) 856-8100 Ext. 8447
shannon.dubray@sintegleska.edu

Office Technology Instructor – TBA
605-856-8157

Construction Trades Instructor – Vacant

Administrative Assistant – Ryan long Warrior
605-856-8191
ryan.longwarior@sintegleska.edu

Computer Technology Instructor – TBA

Welding Instructor – Jay Herman, AAS/Mitchell Technical College, Mitchell SD
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Jay.herman@sintegleska.edu

The Institute of Technologies provides Vocational Training and the skills to prepare students of the Rosebud Sioux Reservation for employment.

The program currently offers one-year certificates and two-year Associate of Applied Science degrees in the following areas:

Construction Trades

A.A.S. Degree	Construction Trades
One Year Certificate	Building Trades
One Year Certificate	Electrical
One Year Certificate	Plumbing
One Year Certificate	Welding
One Year Certificate	Additive Manufacturing

Office Technology

A.A.S. Degree	Administrative Office Specialist
A.A.S. Degree	Data Entry Specialist
A.A.S. Degree	Marketing
One Year Certificate	Office Technology
One Year Certificate	Desktop Support Technician
One Year Certificate	Data Entry Technician
One Year Certificate	Marketing

Short Term Certificate

Help Desk Support
Customer Service
Data Entry
Maintenance Technician
Additive Manufacturing I Technician

Associate of Applied Science/Administrative Office Specialist

Required Core Courses

Course No	Title	Hours
MA 120	Quantitative Reasoning	3
BA 205	Business Math	3
EN 101	Freshman English I	3
EN 102	Freshman English II Prereq: EN 101	3
CE 107	Computer Essentials	3
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
SP 100	Speech Communications	3
	Total Credit Hours	25

Administrative Core Requirements

Course No	Title	Hours
AC 100	Introduction to Accounting	3
OE 102	Customer Service	3
OE 111	Word Processing	3
OE 120	Microsoft Applications Prereq: OE 111	3
OE 121	Professional Development	3
OE 140	Records Management	3
OE 210	Database Applications Prereq: CE 107	3
OE 215	Advanced Word Processing Prereq: OE 120	3
OE 223	Spreadsheet Applications Prereq: CE 107	3
OE 245	Administrative Office Management	3
OE 256	Accounting Applications Prereq: AC 100	3
OE 290	Administrative Internship	3

	Total Credit Hours	36
	Total Credit Hours for AAS Administrative Assistant	61

Associate of Applied Science/Construction Trades

Required Core Courses

Course No	Title	Hours
EN 101	Freshman English I	3
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
CE 107	Computer Essentials	3
MA 120	Quantitative Reasoning	3
	Total Credit Hours	16

Core Requirements

Course No	Title	Hours
OE 121	Professional Development	3
BT 105	Basic Maintenance	3
BT 161	Introduction to Construction Trades	3
BT 162	Residential Carpentry I Prereq: BT 161	3
BT 164	Carpentry Lab I Prereq: BT 161	6
BT 165	Carpentry Lab II Prereq: BT 161, 164	6
BT 175	Building Trades/Field Experience	3
BT 182	Fundamentals of Electricity	4
BT 262	Residential Carpentry II	3
BT 264	Carpentry Lab III	6
BT 272	Residential Carpentry III	3
BT 275	Field Placement/Construction Trades	6
	Total Credit Hours	49
	Total Required Hours for AAS Degree Construction Trades	65

Associate of Applied Science/Data Entry Specialist

Required Core Courses

Course No	Title	Hours
MA 120	Quantitative Reasoning	3
MA 150	College Algebra	4
EN 101	Freshman English I	3
EN 102	Freshman English II Prereq: EN 101	3
CE 107	Computer Essentials	3
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
SP 100	Speech Communications	3
	Total Credit Hours	26

Requirements

Course No	Title	Hours
DE 100	Basic Spreadsheet Applications	3
DE 105	Introduction to Data Management	3
DE 106	Data Collections	2
OE 111	Word Processing	3
OE 120	Microsoft Applications Prereq: OE 111	3
OE 121	Professional Development	3
OE 210	Database Applications	3
OE 211	Database Applications II Prereq: OE 210	3
OE 223	Spreadsheet Applications	3
DE 224	Spreadsheet Applications II Prereq:OE 223	3
DE 240	Internship/Capstone	6
	Total Credit Hours	36
	Total Credit Hours for AAS Data Entry Specialist	62

Associate of Applied Science/Marketing

Required Core Courses

Course No	Title	Hours
MA 120	Quantitative Reasoning	3
MA 205	Business Math	3
EN 101	Freshman English I	3
EN 102	Freshman English II Prereq: EN 101	3
CE 107	Computer Essentials	3
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
SP 100	Speech Communications	3
	Total Credit Hours	25

Requirements

Course No	Title	Hours
OE 102	Customer Service	3
OE 121	Professional Development	3
BA 165	Business Principles	3
OE 170	Introduction to Advertising	3
OE 175	Introduction to Marketing	3
OE 185	Marketing and Communications	3
OE 196	Marketing Research	3
BA 256	Business Communications	3
BA 285	Small Business Development	3
AI 121	2-D Design	3
AI 255	Digital Photography I	3
OE 295	Advanced Marketing Internship	3
	Total Credit Hours	36
	Total Credit Hours for AAS Degree/Marketing	61

One Year Certificate
Building Trades

Required Core Courses

Course No	Title	Hours
EN 101	Freshman English I	3

LS 253	Lakota History & Culture	3
MA 120	Quantitative Reasoning	3
	Total Credit Hours	9

Building Trades One Year Core Requirements

Course No	Title	Hours
BT 105	Basic maintenance	3
BT 161	Introduction to Construction Trades	3
BT 162	Residential Carpentry I	3
BT 164	Carpentry Lab I	6
BT 175	Building Trades/Field Experience	3
CE 107	Computer Essentials	3
OE 121	Professional Development	3
	Total Credit Hours	24
	Total Required Hours for Building Trades One Year Certificate	33

One Year Certificate
Electrical
Required Core Courses

Course No	Title	Hours
MA 120	Quantitative Reasoning	3
EN 101	Freshman English I	3
	Total Credit Hours	6

Building Trades Required Courses

Course No	Title	Hours
OE 121	Professional Development	3
CE 107	Computer Essentials	3
BT 161	Introduction to Construction Trades	3
BT 182	Fundamentals of Electricity	4
BT 183	Residential Electrical Construction I	4

BT 192	Residential Electrical Construction II	4
BT 195	Field Experience/Electrical Prereq: BT 182, 183, 192	3
	Total Credit Hours	24
	Total Credit Hours for One Year Certificate/Electrical	30

One Year Certificate
Plumbing
Required Core Courses

Course No	Title	Hours
BT 120	Quantitative Reasoning	3
EN 101	Freshman English I	3
	Total Credit Hours	6

Building Trades Required Courses

Course No	Title	Hours
OE 121	Professional Development	3
CE 107	Computer Essentials	3
BT 161	Introduction to Construction Trades	3
BT 181	Residential Plumbing I	4
BT 185	Residential Plumbing II	4
BT 191	Residential Plumbing III	4
BT 196	Field Experience/Plumbing Prereq: BT 181, 185, 191	3
	Total Credit Hours	24
	Total Credit Hours for One Year Certificate	30

One Year Certificate
Office Technology
Required Core Courses

Course No	Title	Hours
CE 107	Computer Essentials	3
EN 101	Freshman English I	3

MA 120	Quantitative Reasoning	3
	Total Credit Hours	9

Office Technology Required Courses

Course No	Title	Hours
AC 100	Introduction to Accounting	3
OE 102	Customer Service	3
OE 111	Word Processing	3
OE 120	Microsoft Applications OE 111	3
OE 121	Professional Development	3
OE 140	Records Management	3
OE 190	Internship	3
	Total Credit Hours	21
	Total Credit Hours for One Year Certificate Office Technology	30

One Year Certificate
Desktop Support Technician
Required Core Courses

Course No	Title	Hours
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
MA 120	Quantitative Reasoning	3
LS 253	Lakota History & Culture	3
	Total Credit Hours	12

Required Courses

Course No	Title	Hours
OE 102	Customer Service	3
OE 111	Word Processing	3
OE 121	Professional Development	3
CT 101	Basic Troubleshooting	3
CT 120	Operating Systems with Microsoft Windows Preq: CE 107	3
CT 125	Computer Hardware Maintenance and Repair	3

	Preq: CT 101, CE 107	
CT 150	Field Experience/Desktop Support Instructor Approval	3
	Total Credit Hours	21
	Total Credit Hours for One Year Certificate Desktop Support Technician	33

One Year Certificate
Data Entry Technician
Required Core Courses

Course No	Title	Hours
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
MA 120	Quantitative Reasoning	3
LS 253	Lakota History & Culture	3
	Total Credit Hours	12

Required Courses

Course No	Title	Hours
DE 100	Basic Spreadsheet Application	3
DE 105	Introduction to Data Management	3
OE 111	Word Processing	3
OE 120	Microsoft Applications Prereq: OE 111	3
OE 121	Professional Development	3
DE 130	Internship/data Entry Technician	3
	Total Credit Hours	18
	Total Credit Hours for One Year Certificate Data Entry Technician	30

One Year Certificate
Marketing

Required Core Courses

Course No	Title	Hours
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
MA 120	Quantitative Reasoning	3
	Total Credit Hours	9

Required Courses

Course No	Title	Hours
OE 102	Customer Service	3
OE 121	Professional Development	3
BA 165	Business Principles	3
OE 170	Introduction to Advertising	3
OE 175	Introduction to Marketing	3
OE 185	Marketing and Communications	3
OE 195	Marketing Internship	3
	Total Credit Hours	21
	Total Credit Hours for One Year Certificate in Marketing	30

One Year Certificate
Welding

Course No	Title	Hours
EN 101	Freshman English I	3
MA 120	Quantitative Reasoning	3
	Required General Education Credit Hours	6

One Year Certificate Requirements

Course No	Title	Hours
OE 121	Professional Development	3
WT 100	Basic Welding & Safety	3
WT 101	Fabrication Tools	3
WT 105	Metallurgy	1

WT 115	Welding Lab I Prereq: WT 100, 105	4
WT 118	Welding Lab II Prereq: WT 100, 105, 115	4
WT 119	Welding Lab III Prereq: WT 100, 105	4
WT 120	Welding Symbols	1
WT 130	Blueprint Reading	1
WT 135	Welding Field Experience Prereq: Instructor approval required	4
	Required One Year Certificate Credit Hours	28
	Total Required Credit Hours for One Year Certificate Welding	34

One Year Certificate
Additive Manufacturing
One Year Certificate Requirements

Course No	Title	Hours
EN 101	Freshman English I	3
LS 253	Lakota History & Culture	3
MA 150	College Algebra	4
	Total Hours	10
AM 110	Introduction to Additive Manufacturing	3
AM 120	Computer Aided Design I	3
AM 121	Computer Aided Design II	3
AM 130	3D Printing Operation and Troubleshooting	4
AM 190	Introduction to Concrete 3D Printing	3
OE 121	Professional Development	3
CT 125	Computer Hardware Maintenance and Repair	3
	Required One Year Certificate Credit Hours	22
	Total Required Credit Hours for One Year Certificate Additive Manufacturing	32

Short Term Certificate
Help Desk Support

Required Core Courses

Course No	Title	Hours
CT 101	Basic Troubleshooting	3
CT 110	On Site Training/Help Desk Support	3
OE 102	Customer Service	3
	Total Credit Hours for Short Term Help Desk Support	9

Short Term Certificate
Customer Service
Required Core Courses

Course No	Title	Hours
OE 102	Customer Service	3
OE 121	Professional Development	3
OE 105	On Site Training	3
	Total Credit Hours for Short Term Customer Service	9

Short Term Certificate
Data Entry
Required Core Courses

Course No	Title	Hours
DE 100	Basic Spreadsheet Applications	3
OE 111	Word Processing	3
DE 115	On Site Training/Data Entry	3
	Total Credit Hours for Short Term Data Entry	9

Construction Trades
Short Term Certificate
Maintenance Technician

Course No	Title	Hours
BT 105	Basic Maintenance	3
BT 161	Introduction to Construction Trades	3
BT 108	On-Site Training/Building Maintenance	3
	Total Credit Hours for Short Term Maintenance Technician	9

Construction Trades
Short Term Certificate
Additive Manufacturing I Technician

Course No	Title	Hours
AM 120	Computer Aided Design I	3
AM 130	3D Printing Operation and Troubleshooting	4
CT 125	Computer Hardware Maintenance and Repair	3
	Total Credit Hours for Short Term Additive Manufacturing I Technician	10

Lakota Studies Department
Lakol Wounspe Tipi

Director/Chairperson – Royal Lost His Blanket-Stone, Jr.
LS Rank A
In progress: Ed.D. – Doctorate in Education, University of Nebraska-Lincoln
MTAG – Masters in Tribal Administration and Governance, University of Minnesota
605 856-8154 Direct Line; 605-856-8100 Ext. 8482
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Professor Emeritus – Victor Douville, Honorary Ph.D.
SGU-Tribal Historian
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Faculty/Cultural Advisor – B. Richard Moves Camp
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{Honorary Doctorate in Humanities from New College, San Francisco, CA}
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Faculty – Sonny White Hat
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Faculty-Victor "Rocky" Makes Room For Them
{Lakota knowledge/experience}
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Administrative Assistant-Vacant

Faculty-Vacant
605-856-8142 Direct Line; 605-856-8100 Ext. 8320

Program Description

The overall academic goal of the Lakota Studies Department is to integrate Lakota traditional values and history to the academic career in a bi-cultural setting or to meet the challenges and complexities of Lakota society. In order to achieve this goal, the Lakota Studies program offers certificates and degrees in relevance to the department, SGU Community and the surrounding communities.

In addition to the certificates and degrees offered by the department, it also plays a support role in all other University academic programs since Lakota Language and Lakota History and Culture are core requirement courses. It is the intention to provide a bi-cultural perspective and promote sensitivity to all academic programs offered at the university. This is a very unique and powerful dynamic provided by the Lakota studies Department

Another goal of this department is related to the reservation community at large: to extend non-academic services to the Tribe and its members. These services include offering expertise in Lakota culture and advocating for the integrity of traditional Lakota values and heritage. The department will also take a very active role in cultural protection, preservation, and restoration.

The most important role of the Lakota Studies department within the institution is that it is the hub or center of Sinte Gleska University. This is a position of leadership and responsibility to all. The department strives to show by example the Lakota values are not merely talked in the classroom, but are integrated into daily actions. It is

the belief of the department that Lakota values and beliefs have much to offer the world today and provides a vision to follow into the future.

Vision Statement

"To Protect and Promote Traditional Lakota Cultural Knowledge and Practices"

Mission Statement

The Lakota Studies Department plays a support role in all other University Academic Programs since Lakota Language and Lakota History and Culture are core required courses. It is the intention to provide a bi-cultural perspective and promote sensitivity to all academic programs offered at the University. This is a very unique and powerful dynamic provided by the Lakota Studies Department.

A goal of this department is related to the reservation community at large: to extend non-academic services to the Rosebud Sioux Tribe (Sicangu Lakota Oyate) and its tribal membership. These services include offering expertise in Lakota culture and advocating for the integrity of traditional Lakota values and heritage. The department also takes a very active role in cultural protection, preservation, and restoration.

The most important role of the Lakota Studies Department within the Institution is that it is the hub or center of Sinte Gleska University. This is a position of leadership and responsibility to all. The department strives to show by example that Lakota values are not merely talked about in the classroom, but are integrated into daily actions. It is the belief of the department that Lakota values and beliefs have much to offer the world today and provides a vision to follow into the future.

Philosophy Statement

The Lakota Studies Department will provide a safe learning environment that stimulates students to reach their highest potential through a relevant teaching model that reflects diverse Lakota philosophy in language, values kinship, community, worldview for a better understanding of Lakota life, History, and Culture.

Certificate & Degree Programs

Certificate (Short-Term) {13 Credit Hours}
Lakota Studies
Certificate (1 Year) {26 Credit Hours}
Lakota History & Culture
Certificate/Cultural Resource Management
Certificate/Lakota Language
Certificate/Lakota Studies
Associate of Arts {53-56 Credit Hours}
Lakota History & Culture
Associate of Arts/Cultural Resource Management
Associate of Arts/Lakota Studies
Bachelor of Arts/Lakota History and Culture
Bachelor of Arts/Lakota Studies
Bachelor of Science/Cultural Resource Mgmt.

Application Information
For Certificate/Degree from the SGU Lakota Studies Department

Application process for potential students seeking a certificate/degree from the Lakota Studies Department, you as will need to apply with the department in giving information in relevance to the certificate/degree you are seeking. This process will help the department and you as a student to determine the courses needed, certificate/degree plan, and additional pertinent information about the student.

Confidentiality will be followed, as a file will be created for each student, and the policies of "confidential" information will be utilized to were only the Department Chairperson and the individual student will be allowed to review the student file, in which, all files are kept in a locked cabinet and locked storage room.

New Students declare their certificate/degree on their admission application per SGU Registrar's Office.

Stop-Out Students {meaning: sat out for one or more semesters} who still have a degree listed that is no longer offered will have to declare a certificate/degree. The student needs to submit an updated admission application with the SGU Registrar's Office.

Continuing Students shall be routinely re-admitted in consecutive semesters if: a) the student earns the minimally acceptable grade point average for his/her class standing, and b) the student demonstrates satisfactory progress toward a specific degree objective. A continuing student who seeks re-admission on an "interrupted study" basis will not be automatically readmitted to his/her previous degree program. In general, a continuing student must be in "Good Standing" and must be able to meet specific program's criteria at the time of the re-admission request. (A student in Good Standing is defined as having "satisfactorily completed the hours enrolled for in that academic year and has an acceptable G.P.A.") A continuing student who is not in "Good Standing is defined as having "satisfactorily completed the yours enrolled for that academic year and has an acceptable G.P.A.") A continuing student who is not in "Good Standing" and/or does not meet the specific program's criteria may be accepted for re-admission on a "provisional" basis until such time when the student achieves an established set of academic requirements.

Chronicle: although the SGU Lakota Studies Department has not been issuing certificates/degrees in the past few years. We are offering a select few and will continue to offer more degrees in due time, meanwhile, SGU Lakota Studies Department is still a work in progress.

**** At this time** we will advise a student to complete all General Education and Core Courses first, if applicable, then start on Lakota Studies courses. Although, it is reminded, our class schedules will not allow the 100% of time we have for each semester in completing certain courses; and to do our best to ensure that students are taking general education and core courses.

Department Chairperson will set up a "plan of study" for the student which will allow them to see the course needs of the student and plan for graduation.

Department Chairperson/Advisors must ensure that all students have completed their course requirements prior to applying for graduation, which includes the Lakota Studies Department requirements of a "Writing Sample" specific for the Lakota Studies Department and unofficial transcripts.

Department Chairperson will review the graduation application for approval then submit to the Registrar's Office.

Required Criteria (for certificate/degree seeking Student): Student must apply after successfully completing SGU Admission Application.

1. Student must apply after successfully completing SGU Admission Application.
2. Importantly, for transfer/previous students, Official Transcripts should be on file with the SGU Registrar's Office.
3. A copy of official Transcripts showing hours completed of previous courses and overall GPA for the Lakota Studies Department individual student file.
4. Documentation of completing assessment evaluation (ACT, GED, or Accuplacer), if possible, and on file with the Registrar's Office.
5. **Submission of an autobiographical sketch specific for the Lakota Studies Department:** Goals, personal and academic with three or more objectives detailing an academic plan of action. {Which meets freshman level college writing skills}. ***Note:*** *This can be submitted after registration and will be placed in individual student file.*
6. Must successfully complete General Education, Core Courses, and required Lakota Studies courses, prior to and qualify for graduation.

Information

Lakota Studies Department
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101 Antelope Lake Campus
PO Box 105
Mission, South Dakota 57555
(605) 856-8100 Ext. 8460 Foyer Area/Student Line
(605) 856-2213 Fax

Short Term Certificate
Lakota Studies
Required Core Courses

Course No	Title	Hours
LL 101	Lakota Language I	4
LS 253	Lakota History and Culture	3
	Total Core/Gen Ed Requirements	7

Degree Requirements

Course No	Title	Hours
	Social Science Elective: (Select One)	
LS 270 LS 320	Lakota Thought & Philosophy I Lakota Teachings & Health	3
	Humanities Elective (Select One)	

AS 141 MU 130	Traditional Lakota Arts I Lakota Music and Dance	3
	Total Certificate Requirements	6
	Core/Gen Ed Requirements	7
	Certificate Requirements	6
	Total Semester Hours for a Short-Term Certificate in Lakota Studies	13

Certificate
Lakota History & Culture
Required Core Courses

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
SP 100	Speech Communications	3
	Total Core/Gen Ed Requirements	17

Degree Requirements

Course No	Title	Hours
IS 230	Tribal Law, Treaties & Government	3
IS 480	The Federal Indian Relationship	3
LS 253	Lakota History & Culture	3
LS 270	Lakota Thought & Philosophy I	3
LS 321	Lakota Social systems	3
LS 360	History of the BIA, land & the Lakota	3
	Total Certificate Requirements	18
	Core/Gen Ed Requirements	17
	Total Semester Hours for a Certificate in Lakota History & Culture	35

Certificate
Cultural Resource Management
Required Core Courses

Course No	Title	Hours
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
SP 100	Speech Communications	3
	Total Core/Gen Ed Requirements	17

Degree Requirements

Course No	Title	Hours
AN 200	Anthropology	3
AN 201	Archaeology Preq: AN 200	3
AN 202	Ethnography Preq: AN 200	3
AN 210	Cultural Resource Management I	3
AN 250	Regional Archaeology Preq: AN 200, 201, & 210	3
AN 300	Fieldwork/Survey Experience I Preq: AN 250	3
AN 490	Conflicts & Issues of CRM	3
	Core/Gen Ed Requirements	17
	Total Certificate Requirements	21
	Total Semester hours for Certificate in Cultural Resource Management	38

Certificate
Lakota Language
Required Core Courses

Course No	Title	Hours
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
SP 100	Speech Communications	3
	Total Core/Gen Ed Requirements	20

Degree Requirements

Course No	Title	Hours
LL 102	Lakota Language II Preq: LL 101	4
LL 120	Lakota Oral Literature	3
LL 201	Lakota language III Preq: LL 101, & 102	4
LS 253	Lakota History & Culture	3
LS 270	Lakota Thought & Philosophy I	3
	Core/Gen Ed Requirements	20
	Total Certificate Requirements	17
	Total Semester Hours for a Certificate in Lakota Language	37

Certificate
Lakota Studies
Required Core Courses

Course No	Title	Hours
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
LL 101	Lakota Language I	4
LS 253	Lakota History & Culture	3
MA 120	Math Essentials	4
	Total Core/Gen Ed Requirements	20

Degree Requirements

Course No	Title	Hours
IS 230	Tribal Law, Treaties & Government	3
LL 102	Lakota Language II Preq: LL 101	4
LS 270	Lakota Thought & Philosophy I	3
LS 300	Lakota Ethno-Geography	3
LS 321	Lakota Social Systems	3
	Core/Gen Ed Requirements	20
	Total Certificate Requirements	16
	Total Semester hours for a Certificate in Lakota Studies	36

Associate of Arts
Lakota History & Culture

Core/Gen Ed Requirements

Course No	Title	Hours
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
HI 251	American History I	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
SP 100	Speech Communications	3
	Social Science Elective (Select One)	
LS 270 LS 320	Lakota thought & Philosophy I Lakota Teachings & Health	3
	Humanities Elective (Select One)	
AS 141 AS 142 MU 130	Traditional Lakota Arts I Traditional Lakota Arts II Lakota Music and Dance	3
	BIO Elective (Select one) BI 101, 151, 152, 245, SC 202	3-4
	Physical Science Elective (Select One) CH 151, 152, ESC 101, 121, SC 201	3-4 3-4
	Total Gen ED Requirements	35-37
	Degree Requirements	
IS 230	Tribal Law, Treaties & Government	3
LL 102	Lakota Language II	4
LS 253	Lakota History & Culture	3
	Choose 3 Electives (9 Credit Hours) AN 200, 201, HI 252, IS 205, 221, 260, LS 118	9
	Total Degree Requirements	19
	Core/Gen Ed Requirements	35-37
	AA Degree Requirements	19
	Total Semester Hours for AA Degree in Lakota History & Culture	54-56

Associate of Arts
Cultural Resource Management
Core/Gen Ed Requirements

Course No	Title	Hours
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
HI 251	American History I	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
SP 100	Speech Communications	3
	Social Science Elective (Select One)	
LS 270 LS 320	Lakota thought & Philosophy I Lakota Teachings & Health	3
	Humanities Elective (Select One)	
	AS 141, 142, LL 120, MU 130	3
	BIO Elective (Select one) BI 101, 151, 152, 245, SC 202	3-4
	Physical Science Elective (Select One) CH 151, 152, ESC 101, 121, SC 201	3-4
	Total Gen Ed Requirements	35-37
	Degree Requirements	
AN 200	Anthropology	3
AN 201	Archaeology Preq: AN 200	3
AN 210	Cultural Resource Management I	3
AN 250	Regional Archaeology Preq: AN 200, 201, & 210	3
AN 300	Fieldwork/Survey Experience I Preq: AN 250	3
IS 230	Tribal Law, Treaties & Government	3
LL 102	Lakota Language II Preq: LL 101	4
LS 253	Lakota History & Culture	3
	Choose ONE Elective (3 Credit Hours): AN 202, HI 252, IS 205, IS 221, IS 260. LS 118	3
	Core/Gen Ed Requirements	35-37
	AA Degree Requirements	28
	Total Semester Hours for AA Degree Cultural Resource Management	63-65

Associate of Arts
Lakota Studies
Core/Gen Ed Requirements

Course No	Title	Hours
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
HI 251	American History I	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
SP 100	Speech Communications	3
	Social Science Elective (Select One)	
LS 270 LS 320	Lakota thought & Philosophy I Lakota Teachings & Health	3
	Humanities Elective (Select One)	
	AS 141, 142, LL 120, MU 130	3
	BIO Elective (Select one) BI 101, 151, 152, 245, SC 202	3-4
	Physical Science Elective (Select One) CH 151, 152, ESC 101, 121, SC 201	3-4
	Total Gen Ed Requirements	35-37
	Degree Requirements	
IS 230	Tribal Law, Treaties & Government	3
LL 102	Lakota Language II Preq: LL 102	4
LL 120	Lakota Oral literature	3
LS 253	Lakota History & Culture	3
LS 270	Lakota Thought & Philosophy I	3
LS 321	Lakota Social Systems	3
	Choose TWO Electives (6 Credit Hours): AN 200, 201, HI 252, IS 205, 221, 260, LS 118	3 3
	Total Degree Requirements	25
	Core/Gen Ed Requirements	35-37
	AA Degree Requirements	25
	Total Semester Hours for AA Degree in Lakota Studies	60-62

Bachelor of Arts
Lakota Studies
Core/Gen Ed Requirements

Course No	Title	Hours
AS 141	Traditional Lakota Arts I	3
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
EN 102	Freshman English II Prereq: EN 101	3
LL 101	Lakota Language I	4
MA 120	Math Essentials	4
SP 100	Speech Communications	3
	Social Science Elective (Select One)	
	PS 100, PY 100, SO 100	3
	Humanities Elective (Select One)	
	AS 142, EN 251, LL 120, MU 130	3
	BIO Elective (Select One)	
	BI 101, BI 151, BI 152, BI 245, SC 202	3-4
	Physical Science Elective (Select One)	
	CH 151, CH 152, ESC 101, 121, SC 201	3-4
	Total Core/Gen Ed Requirements	**35-37**
	Degree Requirements:	
AN 200	Anthropology	3
AN 201	Archeology Prereq: AN 200	3
HI 251	American History I	3
IS 230	Tribal law, Treaties & Government	3
IS 260	American Indian Political Systems	3
LL 102	Lakota Language II Prereq: LL 101	4
LS 118	Lakota Land, Plant & Animal Concepts	3
LS 253	Lakota History & Culture	3
LS 270	Lakota Thought & Philosophy I	3
MA 270	Statistics	3
	Recommended Second Year:	
	Sub-Total	**30**
IS 380	Reservation Systems Analysis Prereq: SO 100	
LL 400	Lakota Ceremonials Prereq: IS 230, LS 253, LS 270, MU 130	3

LS 288	Archival Theory and Methods Prereq: LS 253	3
LS 300	Lakota Ethno-Geography	3
LS 305	The Traditional Lakota Woman	3
LS 320	Lakota Teaching & Health	3
LS 321	Lakota Social Systems	3
LS 360	History of the BIA. Land & The Lakota Prereq: IS 230 & LS 253	3
LS 395	Traditional Lakota Government Prereq: LS 253	3
	Recommended Third Year	
	Sub-Total	**27**
AN 450	Racism, Sexism & Oppression	3
LS 325	The Lakota Enrollment System	3
LS 449	Traditional Lakota Education	3
LS 450	The IRA and the Interim Lakota Government Prereq: IS 380	3
LS 470	Lakota Thought & Philosophy II Prereq: LS 270	3
LS 488	Archives/Laboratory Internship	3
LS 499	Senior Project in Lakota Studies	6
PY 468	Native American Perspective on Psychology	3
	Recommended Fourth Year	
	Sub-Total	27
	Total Degree Requirements	84
	Core/Gen Ed Requirements	35-37
	BA Degree Requirements	84
	Total Semester Hours/Bachelor of Arts Degree in Lakota Studies	119-121

Bachelor of Arts
Lakota History & Culture
Core/Gen Ed Requirements

Course No	Title	Hours
AS 141	Traditional Lakota Arts I	3
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
EN 102	Freshman English II Prereq: EN 101	3
HI 251	American History I	3
LL 101	Lakota Language I	4

LL 102	Lakota Language II Prereq: LL 101	4
LS 253	Lakota History & Culture	3
MA 120	Math Essentials	4
SP 100	Speech Communications	3
	Social Science Elective (Select One)	
	PS 100, PY 100, SO 100	3
	Humanities Elective (Select One)	
	AS 142, EN 251, LL 120, MU 130	3
	BIO Elective (Select One)	
	BI 101, BI 151, BI 152, BI 245, SC 202	3-4
	Physical Science Elective (Select One)	
	CH 151, CH 152, ESC 101, 121, SC 201	3-4
	Total Core/Gen Ed Requirements	**45-47**
	Recommended First & Second Year:	45-47
	Degree Requirements:	
AN 200	Anthropology	3
AN 450	Racism, sexism & Oppression	3
IS 230	Tribal law, Treaties & Government	3
IS 260	American Indian Political Systems	3
IS 380	Reservation Systems Analysis Prereq: SO 100	
IS 480	The Federal-Indian Relationship	3
LS 321	Lakota Social Systems	3
LS 270	Lakota Thought & Philosophy I	3
LS 300	Lakota Ethno-Geography	3
LS 320	Lakota Teachings & Health	3
LS 470	Lakota Thought & Philosophy II Prereq: LS 270	3
MA 270	Statistics	3
	Recommended Third Year:	
	Sub-Total	**36**
LS 360	Histroy of the BIA, Land & the Lakota Prereq: IS 230 & LS 253	3
LS 395	Traditional Lakota Government Prereq: LS 253	3
LS 399	History of Lakota Itancans Prereq: LS 395	3
LS 411	OEO on the Rosebud Reservation Prereq: IS 380	3

LS 451	The History of the RST Constitution Prereq: IS 230 & IS 380	3
LS 454	Sicangu History & Culture Prereq: LS 253	3
LS 455	Sicangu Community Histories Prereq: LS 253	3
LS 458	Traditional Lakota Law Prereq: LS 395	3
LS 480	Lakota Studies Research Techniques	3
LS 490	Conflicting Interpretations in Lakota History & Culture Prereq: LS 480	3
LS 491	Conflicts & Issues of IRA Government Versus Traditional Government Prereq: IS 480	3
LS 499	Senior Project in Lakota Studies	6
	Recommended for Fourth Year:	
	Sub-Total	39
	Total Degree Requirements	75
	Core/Gen Ed Requirements	45-47
	BA Degree Requirements	75
	Total Semester Hours/Bachelor of Arts Degree in Lakota History & Culture	**120-122**

Bachelor of Science
Cultural Resource Management
Core/Gen Ed Requirements

Course No	Title	Hours
AS 141	Traditional Lakota Arts I	3
CE 107	Computer Essentials	3
EN 101	Freshman English I	3
EN 102	Freshman English II Preq: EN 101	3
LL 101	Lakota Language I	4
LS 253	Lakota History and Culture	3
MA 120	Math Essentials	4
SP 100	Speech Communications	3
	Social Science Elective (Select One) PS 100, PY 100, SO 100	3
	Humanities Elective (Select One)	

	AS 141, 142, LL 120, MU 130	
	BIO Elective (Select one) BI 101, 151, 152, 245, SC 202	3-4
	Physical Science Elective (Select One) CH 151, 152, ESC 101, 121, SC 201	3-4
	Total Gen Ed Requirements	38-40
	Degree Requirements	
AN 200	Anthropology	3
AN 201	Archaeology Preq: AN 200	3
AN 202	Ethnography Preq: AN 200 & 201	3
AN 210	Cultural Resource Management I	3
AN 250	Regional Archaeology Preq: AN 200, 201 & 210	3
HI 251	American History I	3
HI 252	American History II	3
IS 230	Tribal Law, Treaties & Government	3
LL 102	Lakota Language II Preq: LL 101	4
LS 270	Lakota Thought & Philosophy I	3
LS 288	Archival Theory & Methods Preq: LS 253 & Instructor Approval	3
MA 270	Statistics	3
	Recommended Second Year Sub-Total	37
AN 300	Fieldwork/Survey Experience I Preq: AN 250	3
AN 301	Fieldwork/Survey Experience II Preq: AN 300	3
AN 302	Fieldwork/Survey Experience III Preq: AN 301	3
AN 303	Fieldwork/Survey Experience IV Preq: AN 302	3
AN 320	Historical Archaeology Preq: AN 250	3
AN 350	Anthropological Theory Preq: AN 200 & 202	3
LS 300	Lakota Ethno-Geography	3
LS 320	Lakota Teachings & Health	3
LS 321	Lakota Social Systems	3
	Recommended Third Year Sub-Total	27
AN 400	Anthropological Research Preq: AN 210 & LS 288	3
AN 410	Cultural Resource Management II Pre: AN 210 & LS 288	3
AN 420	Cultural resource Management III	3

	Preq: AN 410	
AN 490	Conflicts & Issues of CRM	3
LS 488	Archives/Laboratory Internship Preq: LS 288	3
LS 499	Senior Project in Lakota Studies	6
	Recommended Fourth Year Sub-Total	21
	Total Degree Requirements	85
	Core/Gen Ed Requirements	38-40
	BS Degree Requirements	85
	Total Semester Hours for Bachelor of Science Degree in Cultural Resource Management	123-125

SGU Course Descriptions

AC 100 Introduction to Accounting
3 Semester Credit Hours
A course designed to introduce basic bookkeeping terminology and practices. Emphasis is on the accounting cycle in its simplest form.

AC 150 Accounting for Small Business
3 Semester Credit Hours Prerequisite: AC 100 or AC 211
Students will learn the basic principles and practices for accounting for a new business, including setting up the accounting system, working with subsidiary ledgers, accounting for payroll, cost accounting, records management, financial reports and how to interpret them, inventory control, and handling accounts receivable.

AC 211 Accounting I
3 Semester Credit Hours Prerequisite: AC 100 or equivalent
This introductory course is designed to furnish knowledge of basic accounting terminology, principles, and procedures. Emphasis will be on the complete accounting cycle of a sole proprietorship with further study of several balance sheet accounts.

AC 212 Accounting II
3 Semester Credit Hours Prerequisite: AC 211
A continuation of AC 211, this course completes the in depth studies of balance sheet accounts and covers accounting topics and transactions specific to partnerships and corporations. Financial statement analysis and managerial accounting is also introduced.

AC 250 Payroll Accounting
3 Semester Credit Hours Prerequisite: AC 211, MA 105, DP 107
This course is designed to view the entire payroll system. Computation of gross earnings, various payroll deductions, employer payroll taxes and payroll deposits are emphasized. Payroll law, reporting and deposit requirements and accounting transactions are also covered along with other related topics.

AC 293 Volunteer Income Tax Assistance (VITA)
3 Semester Credit Hours
This course is a study of the federal tax system, tax accounting, taxable income and deductions, sales and exchanges, with an emphasis on the effects on an individual tax return. Students will be exposed to individual income tax preparation through hands-on experience working as a certified IRS Volunteer Income Tax Assistance (VITA) volunteer.

AC 350 Managerial Accounting
3 Semester Credit Hours
This course is designed for non-accounting majors. Although some basic accounting concepts and procedures will be covered the emphasis of this course will be on the analysis and interpretation of financial data for decision making purposes, including financial statement analysis, cost systems, budgeting and related topics.

AC 360 Intermediate Accounting
3 Semester Credit Hours Prerequisite: AC 212
An in-depth study of basic accounting principles, financial statements, current and non-current assets, and their relationship and impact on general accounting procedures.

AC 365 Cost Accounting
3 Semester Credit Hours Prerequisite: AC 212
Managerial implications, definitions and basic procedures of cost accounting, managerial control, principles and practices of job order, process and standard cost accounting systems are included.

AC 370 Governmental & Nonprofit Accounting I
3 Semester Credit Hours
Governmental & Nonprofit Accounting I course introduces the study of principles and theories of accounting systems used by governmental (federal, state, local and tribal) and other nonprofit institutions. This course will focus on the different types of funds used and related transactions that occur in each fund. Reviewing financial statements and reports will be introduced.

AC 375 Governmental & Nonprofit Accounting II
3 Semester Credit Hours Prerequisite: AC 370
Student will increase their knowledge of Governmental and Nonprofit accounting principles emphasizing types of funds used and the relationship of transactions on specific funds. More in depth analysis of financial reports and types of organizations will be covered as well as specific accounting procedures focusing on nonprofit organizations.

AC 489 Auditing
3 Semester Credit Hours
This course will provide core auditing concepts and will provide complete coverage of the entire audit process including the profession, process and application of auditing services. Specifically, topics covered will include

assurance services, legal liability, responsibilities and objectives, audit evidence, planning and analytical procedures, internal control, audit of sales of collection cycles, audit of the acquisition and payment cycles and completing the audit.

AC 493 Volunteer Income Tax Assistance (VITA)
3 Semester Credit Hours
This course is a study of the federal tax system, tax accounting, taxable income and deductions, sales and exchanges, with an emphasis on the effects on an individual tax return. Students will master individual income tax preparation through hands-on experience working as a certified IRS Volunteer Income Tax Assistance (VITA) volunteer.

AC 499 Seminar in Accounting
3 Semester Credit Hours Prerequisite: Senior Business Students (Accounting Minor)
Seminar in Accounting will allow students an opportunity to apply their knowledge of accounting and management by developing a portfolio that depicts their strengths as an accounting student. The major component of the portfolio will be an assessment of a local program in terms of its accounting health.

AH 110 Indian Art History
3 Semester Credit Hours
This course will introduce the student to representative work ranging from traditional tribal art to contemporary Indian art, thus enhancing aesthetic appreciation and deepening understanding.

AI 111 Drawing I
3 Semester Credit Hours
This course introduces the fundamental skills of observation in drawing; leading to accurate rendering by utilizing a variety of processes and concepts.

AI 112 Drawing II
3 Semester Credit Hours Prerequisite: AI 111
This course continues to develop the fundamental skills of observation in drawing, leading to accurate rendering by utilizing a variety of media, processes, and concepts.

AI 121 2-D Design
3 Semester Credit Hours
This course introduces the application and analysis of the fundamental elements and principles of design within the framework of two-dimensional compositions.

AI 122 Color Theory
3 Semester Credit Hours
This course explores the fundamental of the hands-on-applications and the theoretical analysis of color through the study and practices of its various properties and contexts.

AI 123 3-D Design
3 Semester Credit Hours
This course introduces the application and analysis of the fundamental elements and principles of design within the framework of three-dimensional contexts.

AI 125 Web Design I

3 Semester Credit Hours Prerequisite: Advisor Approval
This course introduces the fundamentals of web development by utilizing industry-standard coding languages and software for the creation of functional, responsive, user-oriented, and visually engaging websites.

AI 212 Life Drawing
3 Semester Credit Hours Prerequisite: AI 112
Life Drawing explores the fundamentals of drawing the human form through observation and focuses on enhancing the understanding of anatomy, proportions, and spatial relationships, while developing skills in various drawing techniques.

AI 213 World Art History I
3 Semester Credit Hours Prerequisite: None
This course chronologically explores the development and context of the visual arts, including drawing, painting, sculpture, crafts, and architecture from diverse world civilizations during the time span of the earliest found examples of art to the 14th century of the Common Era (CE).

AI 214 World Art History II
3 Semester Credit Hours Prerequisite: None
This course chronologically explores the development and context of the visual arts, including drawing, painting, sculpture, crafts, and architecture from diverse world civilizations during the time span of the 15th century of the Common Era (CE) to the present.

AI 215 North American Indian Art History
3 Semester Credit Hours
North American Indian Art History is a slide lecture course covering the ten diverse cultural areas of North America in terms of their art and architecture. This course examines the eras of pre- and post- contact with European influences as well as how present-day native artists utilize these mixed aspects in their contemporary art making.

AI 216 History of Northern Plains Design
3 Semester Credit Hours
History of Northern Plains Design blends historical analysis with hands-on application. Key design characteristics of the major tribes of the northern plains will be identified with an emphasis on Lakota design. Historical items covered are parfleches, tipis, moccasins, and robes. Students will apply what they learn on original designs completed in watercolor.

AI 221 Digital Illustration
3 Semester Credit Hours Prerequisite: AI 111, 121, 122
This course applies the fundamentals of 2-D composition, color theory, and typography to create digital illustrations. Students will explore, implement, and combine the digital formats of vector (line art) and raster (per-pixel painting and photo manipulation) by utilizing graphics software. Students will also implement their developed manual hand-drawing abilities.

AI 225 Typography
3 Semester Credit Hours Prerequisite: AI 121, 122
This course introduces the principles and best practices of type handling, selection, and composition, to visually communicate effectively in various design contexts. Students will also learn the history of typefaces and typographic anatomy.

AI 228 Graphic Design I
3 Semester Credit Hours Prerequisites: AI 221, 225
This course introduces the fundamentals of visual communication and expands on the core principles of design, color theory, and typography. The creative process is emphasized from concept to the completion of visually dynamic printed media.

AI 231 Painting I
3 Semester Credit Hours Prerequisite: Advisor Approval
This is an introductory course in oil painting that includes constructing stretchers and preparing canvas as well as other substrates. Emphasis will be placed on technique and personal expression.

AI 232 Painting II
3 Semester Credit Hours Prerequisite: AI 231
Painting II is a continuation of Painting I, with continued emphasis on personal growth and vision.

AI 237 Batik I
3 Semester Credit Hours Prerequisite: Advisor Approval
This is an introductory course that includes building frames, stretching fabric, mixing and applying mordants and dyes to create imagery with wax resist application. Emphasis will be placed on technique and personal expression.

AI 238 Batik II
3 Semester Credit Hours Prerequisite: AI 237
Batik II continues to develop the students' knowledge and skills of various batik methods and materials.

AI 241 Sculpture I
3 Semester Credit Hours Prerequisite: Advisor Approval
This course introduces various sculpturing processes and materials with a focus on developing skills in creative problem solving and personal expression.

AI 242 Sculpture II
3 Semester Credit Hours Prerequisite: AI 241
Sculpture II explores several mediums, as well as different sculptural processes. Students will also focus on communicating concepts in their work and expanding their knowledge of historical and contemporary styles through research.

AI 251 Printmaking I
3 Semester Credit Hours Prerequisites: Advisor Approval
This course introduces a variety of printmaking materials and processes with emphasis placed on personal expression.

AI 252 Printmaking II
3 Semester Credit Hours Prerequisite: AI 251
Printmaking II continues to develop the student's knowledge and skills of various printmaking techniques.

AI 255 Digital Photography I
3 Semester Credit Hours Prerequisite: Advisor Approval
This course introduces photography as an art form and emphasizes the development of seeing composition. Students will additionally gain experience in digitally editing, printing, and achieving their images. Access to a digital camera or smart phone with a capacity of 12 megapixels or greater is recommended.

AI 256 Digital Photography II
3 Semester Credit Hours Prerequisite: AI 255
Digital Photography II is a continuation of Digital Photography I. The student will further experiment with photography as an art form and develop aspects of composition. Students will continue to digitally edit, print, and achieve their images using software on the Apple computer platform. Personal access to a digital camera or smart phone with a capacity of 8 megapixels or greater is recommended.

AI 261 Ceramics I
3 Semester Credit Hours Prerequisite: Advisor Approval
This course is an introduction to hand-building with clay, which familiarizes students to various ceramic materials, processes, and kiln-firing methods. Emphasis is placed on personal expression.

AI 271 Silversmithing I
3 Semester Credit Hours Prerequisite: Advisor Approval
This course introduces the essential processes of metal working for creating jewelry. These include designing, pattern application, stamping, sawing, filing, soldering, forming, and polishing. Primarily, the materials used are copper, brass, and nickel silver. Northern Plains Indian designs and personal style will be emphasized.

AI 272 Silversmithing II
3 Semester Credit Hours Prerequisite: AI 271
Silversmithing II continues to develop the students' essential skills and knowledge of metal working materials and methods. It also introduces elementary casting techniques. Current Northern Plains Indian metalsmithing techniques will continue to be emphasized.

AI 282 Entrepreneurship for Artists
3 Semester Credit Hours
Entrepreneurship for Artists introduces students to the fundamental marketing and financial aspects of starting and maintaining a successful career in studio fine arts.

AI 285 Arts Management I
3 Semester Credit Hours
This is a survey course to introduce students to fundamental issues of arts management: organizational development, program development, strategic planning, marketing, promotion, advocacy, volunteer relations, financial practices, and fundraising.

AI 291 Special Projects in Native American Art I
3 Semester Credit Hours
Special Projects in Native American Art I allows students to learn hand-building skills needed to create tribal art forms from visiting and resident artists, with varying content.

AI 292 Special Projects in Native American Art II
3 Semester Credit Hours Prerequisite: AI 291
Special Projects in Native American Art II provides students a second opportunity to learn hand-building skills needed to create tribal art forms from visiting and resident artists, with varying content.

AI 302 Graphic Design II
3 Semester Credit Hours Prerequisite: AI 301

AI 302 Graphic Design II-further investigates visual communication using principles of design. Techniques of graphic design preparation, from concept through paste up to printed page will be covered.

AI 303 Applied Digital Arts for professional Development
3 Semester Credit Hours Prerequisite: Completion of required 200 level coursework.
Applied Digital Arts for Professional Development utilizes several software programs to develop skills in creating materials to promote an individual's artistic career, such as a resume, artist statement, digital portfolio, identity mark (logo), and business card. Aspects of creating an online presence will also be addressed.

AI 311 Drawing III
3 Semester Credit Hours Prerequisite: AI 112
This course builds on essential skills and expands the knowledge of observational drawing leading to accurate rendering by utilizing a variety of processes, media, and concepts.

AI 312 Drawing IV
3 Semester Credit Hours Prerequisite: AI 311
This course expands on observational drawing experience and enables students to develop personal expression and gain fluency and proficiency through a variety of processes, media, and concepts.

AI 331 Painting III
3 Semester Credit Hours Prerequisite: AI 232
Painting III is a continuation of the exploration of painting on a more advanced level, with emphasis on personal vision and increased technical understanding.

AI 332 Painting IV
3 Semester Credit Hours Prerequisite: AI 331
Painting IV – is a continuation of Painting III, with emphasis on personal growth and vision, and increased experimentation with oil paint medium.

AI 337 Batik III
3 Semester Credit Hours Prerequisite: AI 238
Batik III builds on essential skills and expands the knowledge of materials and methods in more depth than preceding courses.

AI 338 Batik IV
3 Semester Credit Hours Prerequisite: AI 337
Batik IV enables students to develop personal expression and gain fluency and proficiency.

AI 341 Sculpture III
3 Semester Credit Hours Prerequisites: AI 242
Sculpture III gives the student an option to further expand, or begin to narrow their focus on sculptural materials and processes, and concepts, while continuing to expand their knowledge of historical and contemporary styles through research.

AI 342 Sculpture IV
3 Semester Credit Hours Prerequisite: AI 341

Sculpture IV begins to narrow the student's focus on personal style and concepts while developing their skills in specific sculptural materials and processes. In addition, the student will continue to expand their knowledge of historical and contemporary styles through research.

AI 351 Printmaking III
3 Semester Credit Hours Prerequisite: AI 252
Printmaking III – is an intermediate course that explores the medium in more depth than preceding courses.

AI 352 Printmaking IV
3 Semester Credit Hours Prerequisite: AI 351
Printmaking IV – allows students to develop personal vision and gain greater fluency in one printmaking medium.

AI 355 Digital Photography III
3 Semester Credit Hours Prerequisite: AI 355
Digital Photography III is an advanced level course of photography in the digital format as an art form. The student will develop a series of images around a theme or concept with the compilation being displayed as a book or exhibit. Personal access to a digital camera or smart phone with a capacity of 8 megapixels or greater is recommended.

AI 356 Digital Photography IV
3 Semester Credit Hours Prerequisite: AI 355
Digital Photography IV enables students to gain fluency and proficiency at an advanced level of photography as an art form in the digital format.

AI 361 Ceramics II
3 Semester Credit Hours Prerequisite: Open enrollment
Ceramics II is an introduction to utilizing the electric pottery wheel to produce multiples of various functional ceramic forms. This technique will be combined with hand forming methods. In addition, knowledge of glazing and firing will be developed.

AI 362 Ceramics III
3 Semester Credit Hours Prerequisite: AI 261 or AI 361
Ceramics III explores several types of clay and glaze, as well as different construction and firing methods. Students will also focus on communicating concepts in their work and expanding their knowledge of historical and contemporary styles through research.

AI 368 Ceramics IV
3 Semester Credit Hours Prerequisites: AI 362
Ceramics IV gives the student an option to further expand, or begin to narrow their focus on ceramic materials, processes, and conceptualizing ideas, while continuing to expand their knowledge of historical and contemporary styles through research.

AI 371 Silversmithing III
3 Semester Credit Hours Prerequisite: AI 272
Silversmithing III builds on essential skills and expands the knowledge of materials and methods of metal working, casting, chip inlay, and stone setting in more depth.

AI 372 Silversmithing IV

3 Semester Credit Hours Prerequisite: AI 371
Silversmithing IV enables students to gain fluency and proficiency in metal working, casting, chip inlay, and stone setting and develop personal vision.

AI 398 Special Projects I
3 Semester Credit Hours Prerequisites: Art Dept. Advisor Approval
Special projects I is designed for students pursuing a direction in an area beyond the Art Institute's developed courses in a particular medium or field. Each student will be able to work individually with an instructor in order to fit the curriculum to the student's needs. Level of work will be consistent with 300 level designation.

AI 411 Drawing Special Projects I
3 Semester Credit Hours Prerequisite: AI 312
This course facilitates development of technical drawing ability, personal expression, and style by utilizing traditional or contemporary drawing methods, media, and presentations.

AI 412 Drawing Special Projects II
3 Semester Credit Hours Prerequisite: AI 411
This course facilitates development of personal expression, style, and technical drawing ability, to establish an individualized artistic voice represented in a professional level portfolio.

AI 431 Painting-Special Projects I
3 Semester Credit Hours Prerequisite: AI 332
Painting-Special Projects I-gives the advanced student time to establish direction, develop personal vision while polishing technical skills.

AI 432 Painting-Special Projects II
3 Semester Credit Hours Prerequisite: AI 431
Painting-Special Projects II-is designed to allow students to evolve their own vision and style into a more mature form.

AI 437 Batik special Projects I
3 Semester Credit Hours Prerequisite: AI 338
Batik Special Projects I facilitates advanced students to develop work of their personal expression, style, and technical ability in the medium.

AI 438 Batik Special Projects II
3 Semester Credit Hours Prerequisite: 437
Batik Special Projects II facilitates development of personal expression, style, and technical ability, within the medium, to establish and individualized artistic voice represented in a professional-level portfolio.

AI 441 Sculpture Special Projects I
3 Semester Credit Hours Prerequisite: AI 342
Sculpture Special Projects I extensively investigates a specific sculptural style, material, or method through the creative process. Also, a focus will be placed on personal style and concept. Research will also be conducted on a historical and/or contemporary influence.

AI 442 Sculpture Special Projects II
3 Semester Credit Hours Prerequisite: AI 441

Sculpture special Projects II continues to investigate a specific sculptural style, material, or method through the creative process. Also, a focus will be placed on personal style and concept. Research will continue on a historical and/or contemporary influence.

AI 451 Printmaking-Special Projects
3 Semester Credit Hours Prerequisite: AI 352
Printmaking special Projects-Advanced students work to develop their personal vision and technical ability in the medium.

AI 452 Printmaking-Special Projects II
3 Semester Credit Hours Prerequisite: AI 451
Printmaking Special Projects II-allows advanced students to further abilities within the medium.

AI 455 Digital Photography Special Projects I
3 Semester Credit Hours Prerequisite: AI 356
Digital Photography Special Projects I facilitates advanced students to develop their personal vision, style, and technical ability to produce work at an expert level in photography as an art form in the digital format.

AI 456 Digital Photography Special Projects II
3 Semester Credit Hours Prerequisite: AI 455
Digital Photography Special Projects II facilitates further advancement for students to develop their personal vision, style, and technical ability to work towards the mastery level in photography as an art form in the digital format.

AI 461 Ceramics Special Projects I
3 Semester Credit Hours Prerequisite: AI 368
Ceramics Special Projects I extensively investigates a specific ceramic style, material, or method throughout the creative process. Also, a focus will be placed on person style with research conducted on a historic and/or contemporary influence.

AI 462 Ceramics Special Projects II
3 Semester Credit Hours Prerequisite: AI 461
Ceramics Special Projects II continues to investigate a specific ceramic style, material, or method throughout the creative process. Also, a focus will be placed on person style with research conducted on a historic and/or contemporary influence.

AI 471 Silversmithing Special Projects I
3 Semester Credit Hours Prerequisite: AI 372
Silversmithing special Projects I facilitates advanced students to develop their personal vision, style, and technical ability to produce work at an expert level in metal working, casting, chip inlay, and stone setting.

AI 472 Silversmithing Special Projects II
3 Semester Credit Hours Prerequisite: AI 471
Silversmithing Special Projects II facilitates development of personal vision, style, and technical ability to establish an individualized, artistic voice represented in a professional level portfolio.

AI 498 Special Projects II
2-6 Semester Credit Hours

Special Projects II is designed for students pursuing a direction in an area beyond the Art Institute's developed courses in a particular medium or field. Each student will be able to work individually with an instructor in order to fit the curriculum to the student's needs. Level of work will be consistent with the 400 level designation.

AI 499 Senior Capstone
3 Semester Credits Prerequisite: Art Dept. Advisor Approval
Senior Capstone further advances career development for a profession in the arts or entry into an academic art-degree graduate program. This is facilitated through guidance in updating the student's artist statement, resume, and digital portfolio: the studio production of additional capstone exhibition artworks; and the installation and promotion of a gallery art exhibition at the Art Institute's Art Gallery or alternate location approved by the Art Institute Chair.

ALH 125 Residential Home Cleaning
2 Semester Credit Hours
Students enrolled in the Home Health Technician Program will learn the proper procedures to ensure their patients' home is clean, healthy and safe.

AM 110 Introduction to Additive Manufacturing
3 Semester Credit Hours
An introduction to additive manufacturing (3D printing) technology and applications. Topics include the history and fundamentals of additive manufacturing, overview of major additive manufacturing processes with emphasis on Fused Deposition Modeling (FDM), materials selection, design for additive manufacturing principles, quality considerations and process constraints, and real-world applications across industries. Students will develop foundational knowledge to evaluate when additive manufacturing is appropriate for specific applications. Upon completion, students will be able to identify suitable AM applications, recognize basic design constraints and opportunities, compare different processes and materials for simple projects, and understand fundamental quality considerations in additive manufacturing.

AM 120 Computer Aided Design I
3 Semester Credit Hours
A introductory course using computer workstations to design 2-dimensional (2D) drawings and 3 dimensional (3D) models. Introduces basic 2D CAD commands, command interface, workspace, viewport and printing concepts. Topics include terminology, using and manipulating hardware and software applications to create, retrieve, and modify 2D drawings according to industry standards. Focus is on mechanical design for the construction and manufacturing industries. At the completion of this course, students should be proficient in the production of two dimensional drawings that meet technical standards including setting up print styles and exporting drawings to the appropriate format, particularly the robot arm used for 3D-printing large building structures.

AM 121 Computer Aided Design II
3 Semester Credit Hours Prerequisite: AM 120
This advanced CAD course builds upon foundational modeling skills to prepare students for professional design workflows. Students will master the creation of complex, multi-part assemblies while learning to validate their designs through motion simulation and rendering. Students will transform 3D models into precise technical blueprints and diagrams to accurately communicate intended features before physical production.

AM 130 3D Printing Operation and Troubleshooting
4 Semester Credit Hours

A practical laboratory that uses hands on experience to teach Fused Deposition Modeling 3D printing. Course activities include 3D printer preparation, operation, troubleshooting, and post-processing.

AM 190 Introduction to Concrete 3D printing
3 Semester Credit Hours
Introduces concepts and fundamentals of Additive Manufacturing for the purpose of 3D printing large structures such as houses, community centers, other habitable buildings and infrastructure. Course topics include basic robotics and computer design interface, printer set-up, printer safety and maintenance, preventative and corrective tasks, use of cement and additives to create the build mixture, and post-build analysis. A hands on course and team approach.

AN 200 Anthropology
3 Semester Credit Hours
This course introduces students to the basic meaning of anthropology as a field of study. Emphasis is given to certain basic concepts such as culture, race, evolution, heredity and cultural change and the relevance of such study to Indian people.

AN 201 Archaeology
3 Semester Credit Hours Prerequisite: AN 200
This is a survey course in archaeology. Topics covered in the course include archaeological theory, method, recovery and analysis of data, and cultural reconstruction. Issues between archaeology and Native Americans will be a significant part of this course.

AN 202 Ethnography
3 Semester Credit Hours Prerequisite: AN 200
This is a survey course in ethnography. Topics covered in the course include ethnographic theory, method, analysis of data, and cultural construction. Issues between ethnography and Native Americans will be a significant additional part of this course.

AN 210 Cultural Resource Management I
3 Semester Credit Hours
This is a survey course in cultural resource management focusing on the Laws which empower the process. Topics covered in the course include The National Environmental Policy Act, The National Historic Preservation Act, The Archaeological Resource Protection Act, The American Indian Freedom of Religion Act, The Native American Graves Protection and Repatriation Act, The National Museum of the American Indian Act, the history of cultural preservation in American society and potential applications of the laws.

AN 250 Regional Archaeology
3 Semester Credit Hours Prerequisites: AN 200, AN 201 & AN 210
This is a survey course in the archaeological record for the region including South Dakota. Topics covered in the course include cultures evident from archaeological data and the preservation strategies for the region.

AN 300 Fieldwork/Survey Experience I
3 Semester Credit Hours Prerequisite: AN 250
This is course credit for field experience. The student will work doing survey and assessment, or participate in a field school excavation, or work in a museum facility doing curation.

AN 301 Fieldwork/Survey Experience II
3 Semester Credit Hours Prerequisite: AN 300

This provides course credit for field experience. The student will work doing survey and assessment, or participate in a field school excavation, or work in a museum facility doing curation.

AN 302 Fieldwork/Survey Experience III
3 Semester Credit Hours Prerequisite: AN 301
This provides course credit for field experience. The student will work doing survey and assessment, or participate in a field school excavation, or work in a museum facility doing curation.

AN 303 Fieldwork/Survey Experience IV
3 Semester Credit Hours Prerequisite: AN 302
This provides course credit for field experience. The student will work doing survey and assessment, or participate in a field school excavation, or work in a museum facility doing curation.

AN 320 Historical Archaeology
3 Semester Credit Hours Prerequisite: AN 250
This course examines the differences significant to historical archaeology. Topics covered in the course include archaeological theory, method, recovery and analysis of historical data, and cultural reconstruction. Issues between historical archaeology and Native Americans will be a significant part of this course.

AN 350 Anthropological Theory
3 Semester Credit Hours Prerequisites: AN 200 & AN 202
This course examines the development of anthropology with an emphasis on American anthropology. Theoretical perspectives will be examined and issues related to anthropological theory and Native Americans will be studied.

AN 400 Anthropological Research
3 Semester Credit Hours Prerequisites: AN 210 & LS 288
This course examines the methodology of anthropological research with an emphasis on research related to repatriation as defined in the Native American Graves Protection and Repatriation Act and research affiliated with the CRM process.

AN 410 Cultural Resource Management II
3 Semester Credit Hours Prerequisites: AN 210 & LS 288
This course takes the student through the cultural resource management process, including bidding on projects, records review, study plan, field work, interpretation of data, report writing, billing and program management.

AN 420 Cultural Resource Management III
3 Semester Credit Hours Prerequisites: AN 410
This course is designed to give the student assessment experience. Scenarios taken from CRM projects will be given to the student to assess and make recommendations.

AN 450 Racism, Sexism & Oppression
3 Semester Credit Hours
An examination of ethnic and cultural minorities in American society. Particular attention is directed to the etiology and consequences of prejudice and discrimination.

AN 490 Conflicts & Issues of CRM
3 Semester Credit Hours

This course is a senior level seminar course designed to provide the students with the opportunity to observe and participate in the dialogues created by CRM work currently being done in Indian country. Opposing viewpoints in selected cultural topics will be examined in a panel format.

AS 101 Design-Basic (2-D)
3 Semester Credit Hours
Emphasis on organization of 2-D visual elements (line, shape, color, tone and texture) while exploring creative thought processes. Introduction to various materials and techniques.

AS 110 Graphic Design
3 Semester Credit Hours
An introduction to problems in visual communications. Emphasis on design, lettering, typography, basic layout and typesetting. Problems include page design and letterhead design.

AS 111 Drawing I
3 Semester Credit Hours
Approaches to black and white drawing media, techniques of drawing, fundamental art concepts, and means of displaying finished work.

AS 120 Native American Painting
3 Semester Credit Hours Prerequisite: AS 111
For lay people without art training, designed to give instruction in basic painting and in Native American theme and technique.

AS 130 Plains Indian Design Composition
3 Semester Credit Hours Prerequisite: AS 111
Study of Plains Indian design and artistic development in two and three-dimensional art forms. Techniques in use of line, form, and color are presented.

AS 131 Painting I
3 Semester Credit Hours Prerequisite: AS 111
The initial approach to painting, employing materials and techniques in various media.

AS 140 Quiltmaking
3 Semester Credit Hours
Basic techniques in the art of quiltmaking from design to cutting and the sewing of a finished product.

AS 141 Traditional Lakota Arts I
3 Semester Credit Hours
Basic traditional art techniques such as quill work and beadwork.

AS 142 Traditional Lakota Arts II
3 Semester Credit Hours
A study of methods for producing a visible form from Lakota signs and symbols.

AS 145 Hide Tanning & Painting
3 Semester Credit Hours
Techniques and principles of hide tanning and hide painting of the Plains tribes.

AS 146 Lakota Carving & Sculpture
3 Semester Credit Hours
Introduction to sculpture. Offers techniques in woodcarving, metal sculpture, pipestone carving, and plaster casting. Employs student research into techniques for sculpting calumets, flutes, and canes.

AS 147 Featherwork
3 Semester Credit Hours
A study of methods in producing visible forms of Native American featherwork, as used in ceremonial and social dances.

AS 151 Sculpture I
3 Semester Credit Hours Prerequisite: AS 101 & AS 111
An introduction to the development of ideas and techniques in basic three-dimensional materials.

AS 161 Ceramics I
3 Semester Credit Hours Prerequisites: AS 101 & AS 111
Practice, experimentation and refinement in the art of ceramics. This will include hand construction methods, glaze fundamentals and some beginning wheel throwing.

AS 167 Printmaking
3 Semester Credit Hours
Techniques of relief processes, intaglio processes, lithography, and screen-printing as a means of expression. Lectures on the history of printmaking.

AS 200 Art for the Elementary Teacher
3 Semester Credit Hours
Basic problems in drawing involving the fundamentals of perspective, composition and realistic subject matter. Half of the course is devoted to two-dimensional work using crayons, watercolor, finger paint, string, ink, and combinations of these and other media. The remaining time concentrates on craft techniques including paper mache, paper sculpture, printing, mobiles, puppets, and a variety of three-dimensional projects. Includes instruction in methodology.

AS 232 Painting II
3 Semester Credit Hours Prerequisites: AS 111 & AS 131
Painting based on combinations of materials, objects, models and individual thought.

AS 243 Quillwork
3 Semester Credit Hours
Techniques in the art of quillwork from procuring the quills to completing a finished project.

AS 252 Sculpture II
3 Semester Credit Hours Prerequisite: AS 101, 111, 151
Broadening the three-dimensional concept through exposure to technique and design in a variety of materials such as wood, clay and stone.

AS 262 Ceramics II
3 Semester Credit Hours Prerequisite: AS 101,111 & AS 161
Further exploration of clay, glaze, and fire as vehicles for aesthetic expression.

BA 165 Business Principles
3 Semester Credit Hours
Business principles will be an introductory course designed to provide students with an opportunity to explore business as a field of study. Topics include economics, management practices, different types of business ownership, personnel management, marketing, fiscal management and other areas of business. In addition, there will be discussions integrating local business practices and Lakota cultural views and concepts.

BA 205 Business Math
3 Semester Credit Hours
This course is designed to meet the mathematical and computational skills needed by students in business education. It provides intensive review of basic mathematical applications as well as developing the skills related to discounts, interest, payroll and other typical business calculations.

BA 246 Business Communications
3 Semester Credit Hours Prerequisite: EN 101,102
The emphasis of this course is on developing the skills of basic communication principles, business letter writing, report writing, proposals, and resumes. Oral presentation of materials is stressed.

BA 250/450 Conflict Management
3 Semester Credit Hours
Conflict management is a course designed to better understand the nature of conflict, the role of conflict and the management of conflict primarily within the business/organizational settings.

BA 280 Personal Finance
3 Semester Credit Hours
Personal Finance is designed to provide students, regardless of their major, a broad, practical overview of personal financial management concepts and skills. An understanding of basic personal financial management skills has profound impacts on individuals and the communities in which they live. This class will empower students to improve the quality of their lives and strengthen their communities through application of the knowledge gained in this class to practical personal financial planning problems. Topics covered include financial planning principles and related economic concepts; goal setting and planning; cash flow management and budgeting; use and management of credit; role of insurance in managing risk, including life, disability, auto, home, and health insurance; saving and investing fundamentals, including saving and investing alternatives and strategies; the role of banking and its relationship to personal financial planning; informed purchasing strategies for a home and a car; the basics of retirement and estate planning strategies; impact of taxes on financial planning decisions; and how to obtain financial planning assistance.

BA 285 Small Business Development
3 Semester Credit Hours
This course is designed to provide future entrepreneurs with the knowledge and skills needed to master the most important issues involved in starting and managing a successful new business venture. The course will take students step-by-step through the process of starting and running their own business. The course's coverage of small business fundamentals and entrepreneurship is organized around the creation of a business plan concept paper. The business plan concept paper has enough detail to show the market potential of the business idea, and it can be used to develop your business plan. Students will also work on their business idea and concept paper with a representative from the South Dakota Small Business Development Center.

BA 290 Business Administration/Tribal Management Internship

3 Semester Credit Hours Prerequisite: Departmental approval and Business student in good standing.
Internships are supervised work experiences. Students with little or no work experience in the field of business/tribal management will gain work experience in local settings which are supervised by work-site personnel and an SGU advisor. Students interested in an internship placement are encouraged to visit with their advisor.

BA 295 Prior Learning Credit
3 Semester Credit Hours Prerequisite: Consent of Business Faculty.
Prior Learning Credit may be optional elective credit for those students with prior extensive work and/or military experience. Work experience must be extensively documented. Initial interviews with Business Advisor is suggested if student is interested in Prior Learning Credit. BA 295 credit may be granted up to 3 credit hours. Credits are evaluated based upon extensiveness of work/military experience.

BA 345 Human Resource Management
3 Semester Credit Hours
Human Resource Management (HRM) is a course where students learn to effectively manage people in organizations. Student will gain knowledge about staffing, compensation, performance management, employee and labor relations. Emphasis is placed on the applying theories and practical use of HRM within a business context.

BA 355 Marketing
3 Semester Credit Hours
Marketing is the study of the complete consumer buying process. Topics covered include study of the marketing environment; marketing mix, market segmentation, promotional mix and distribution.

BA 360 Management Theory and Practice
3 Semester Credit Hours
Theories and principles of management and organizations will be addressed in this course. Specific topics include key management functions (planning, organizing, directing and controlling); Customer focus; globalism; diversity; ethics; information technology; entrepreneurship; work teams, the service economy and small business. Integration of Lakota perceptions of organizational health and well-being will also be incorporated into this course.

BA 367 Finance
3 Semester Credit Hours Prerequisite: AC 211, 212
Finance is a course concerned with planning, obtaining and managing funds necessary to maintain the operations of a business. The field of business integrates other disciplines like accounting and economics. Specific topics which will be addressed in this course include: Understanding Money and Financial Institutions; Key Financial Concepts (time value of money, present/future values, annuities); an Accounting Over-view; Break-even analysis, Planning, Forecasting and Budgeting; Working Capital, Capital Budgeting; The Management of Assets, Investments, Bonds and Equity.

BA 370 Business Statistics
3 Semester Credit Hours Prerequisite: MA 150
Business statistics will provide students with sufficient information to make qualitative decisions in business. Topics covered are: organizing/summarizing data, statistical inferences, estimation and simple linear regressions (correlations) and elementary survey sampling.

BA 373 Business Law I

3 Semester Credit Hours
This course will enable students to recognize and apply basic business law principles. Practical application of these principles from a small business owner's perspective will be emphasized. The student will develop: an understanding of business law and legal procedures; a working knowledge of legal terminology; an awareness of one's legal rights and responsibilities; the ability to apply legal principles to real-life business situations; and the ability to determine legality and illegality and the situations that call for legal advice. Topics covered include: ethics and the legal environment of business; contract law; sales and leases of goods under the Uniform Commercial Code: product liability; and consumer protection.

BA 375 Business Law II
3 Semester Credit Hours Prerequisite: BA 373
This course will enable students to recognize and apply basic business law principles. Practical application of these principles from a small business owner's perspective will be emphasized. The student will develop: an understanding of business law and legal procedures; a working knowledge of legal terminology; an awareness of one's legal rights and responsibilities; the ability to apply legal principles to real-life business situations; and the ability to determine legality and illegality and the situations that call for legal advice. Topics covered include: negotiable instruments; banking; insurance; secured transactions; bankruptcy; agency and employment; business organization and regulation; and property law.

BA 380 Ethics
3 Credit Hours
Ethics (BA 380) introduces business ethics as a process of responsible decision making to influence ethical behavior. Lakota cultural values will be referred as a means to further effectuate behavior in keeping tribal expectations and practices.

BA 383 Project in Business Administration and/or Tribal Management
1-3 Semester Credit Hours Prerequisite: Advanced Business Junior in good standing.
Students who are interested in pursuing specific opportunities not found in current Business curriculum may choose to develop their own special project. Project content, strategy and completion plan must be coordinated and approved by Business Advisor prior to registration.

BA 400 Employment Law in Indian Country
3 Semester Credit Hours
This course examines the background and limits of at-will employment, employee free speech and privacy protections, employment references, regulation of wages and hours, employee duties, leave time, unemployment compensation, enforcement of employment rights, and, worker health and safety in tribal Indian and federal territories.

BA 462 Organizational Behavior/Development
3 Semester Credit Hours
This course examines the process of planned organizational improvement with an emphasis on group process, organizational behavior, participatory management, and change strategies. The course examines organizational processes blending mainstream management concepts (planning, organizing, controlling and leading) with organizational behavior topics such as employee attitudes, employee motivation groups and teams, leadership, power and conflict and organizational design and change. Student outcomes focus on comprehending management functions as they pertain to organizational behavior with the focus on problem solving approaches. In addition, organizational behavior theories and concepts will be evaluated and contrasted with traditional Lakota cultural values.

BA 465 Contracts/Grants Development & Management
3 Semester Credit Hours Prerequisite: EN 101, EN 102, EN 360
Contracts & Grants Management will acquaint the student with the actual process of contracts and grants management.

BA 475 Federal Indian Law
3 Semester Credit Hours
This course provides an overview of federal Indian law. It covers the development of federal Indian law by examining the history of federal policy toward Native people and governments and the basic conflicts among the federal, tribal, and state sovereign governments which dominate this area of law, especially conflicts over criminal jurisdiction and civil jurisdiction. Special attention is given to the status and sovereign powers of Indian nations as recognized under federal law. Students will gain an understanding of the tenets of federal Indian law, the foundations of tribal sovereignty, the structure of the federal-tribal relationship and its history, and a sense of the future directions the courts, tribes, and Congress may take in addressing current and future legal issues in Indian country.

BA 477 Native American Property Rights
3 Semester Credit Hours
This course will focus on property rights and types of property held by tribes and individual tribal members. The course will examine the historical development of the Trust Doctrine; tribal ownership concepts such as aboriginal title, recognized title, and executive order title; trust, restricted, and fee title and the practical and legal implications of each; allotments and the issue of ownership fractionalization; land consolidation, the fee to trust process, and the practical and legal implications of placing land into trust; authority to acquire and convey interests in trust land, including assignments, land sales, mortgages, leases, and easements; probate and estate planning for trust landowners; and a brief survey of water rights and rights to hunt and fish. Special emphasis will be placed on the unique rules or situations concerning Native American property rights on the Rosebud Reservation(Tribal Land Enterprise, Isolated Tracts Act, etc.).

BA 479 Civil and Criminal Jurisdiction in Indian Country
3 Semester Credit Hours Prerequisite: BA 475
Civil and criminal jurisdiction in Indian country is a complex patchwork of federal, tribal, and state law whose contours have been created by numerous court decisions and federal laws issued over the past two centuries. This course expands on topics introduced in Federal Indian Law through a more comprehensive study of federal, tribal, and state civil and criminal jurisdiction in Indian country.

Civil jurisdiction deals with governmental authority to regulate conduct and the authority of courts to hear cases. The course will explore the extent of civil jurisdiction over both tribal members and non-tribal members, including an in-depth discussion of specific jurisdictional issues involving taxation, regulation, and adjudicatory authority.

Criminal jurisdiction is the power of governments to create rules of conduct and punish those who violate those rules. Three sovereign governments potentially have criminal jurisdiction over crimes committed in Indian country: the tribes, the federal government, and the states. Which one of these sovereign governments has jurisdiction over a particular crime depends on a number of factors, including the severity and location of the crime, whether the person committing the crime is a tribal member or not, and whether the victim of the crime is a tribal member or not. The course will examine the current state of criminal jurisdiction in Indian country in order to help guide students through the complicated set of rules applicable to criminal jurisdiction in Indian country.

BA 481 Business and Leadership Issues in Indian Country

3 Semester Credit Hours
Tribal governments and tribal enterprises are significant economic players, conducting business both inside and outside of their reservations. Tribes, as sovereign nations, also exercise their inherent right of self-government through the development and administration of tribal programs and services including housing, law enforcement, child protection, social services, and education programs. Moreover, both Native American and non-Indian owned private companies conduct business in Indian country either with a tribe or with individual tribal members, whether as lenders, suppliers, providers of goods and services, or otherwise. Due to the unique legal status of tribes and the prevalence of federal oversight, doing business and governing in Indian Country present unique and challenging practical and legal considerations. Successful business transactions and effective governmental leadership in Indian Country require an understanding of these particular complexities. This class will enable students to understand and apply-from the perspective of both tribal governments and private businesses-the unique practical and legal considerations required to operate effectively within this distinctive environment.

BA 490 Business Administration/Tribal Management Internship
3 Semester Credit Hours Prerequisite: Junior or Senior Business student in good standing.
Senior internships are supervised work experiences. Students in the field of business/ tribal management will gain work experience in local settings which are supervised by work-site personnel and an SGU advisor. Students interested in an internship placement are encouraged to visit with their advisor.

BA 491 Sicangu Oyate Bar Association (SOBA) Bar Examination and Tribal Court Practice Methods I
3 Semester Credit Hours
SOBA Topics and Tribal Court Practice Methods I will help prepare an aspiring tribal court practitioner to prepare for the Rosebud Sioux Tribal Court bar examination (referred to as the Sicangu Oyate Bar Association Bar Exam or SOBA Bar Exam) through a substantive survey of the SOBA Bar Examination topics and Rosebud Sioux Tribal Code chapters. The class will, in conjunction with covering the substantive information on the SOBA topics, incorporate in the learning process practical training and fundamental practice basics on legal research, civil and appellate procedure, admission of evidence, trial advocacy, the structure and practices of tribal court systems, and best practices for tribal court practitioners. SOBA Topics and Tribal Court Practice Methods I will place special emphasis on criminal law and procedure with a Tribal Court practice perspective. The course will emphasize tribal statutory law, tribal case law, and the cultural values of Native peoples.

BA 492 Sicangu Oyate Bar Association (SOBA) Bar Examination and Tribal Court Practice Methods II
3 Semester Credit Hours Prerequisites: BA 491
SOBA Topics and Tribal Court Practice Methods II will help prepare an aspiring tribal court practitioner to prepare for the Rosebud Sioux Tribal Court bar examination (referred to as the Sicangu Oyate Bar Association Bar Exam or SOBA Bar Exam) through a substantive survey of the SOBA Bar Examination topics and Rosebud Sioux Tribal Code chapters. SOBA Topics and Tribal Court Practice Methods II will both, in conjunction with covering the substantive information on the SOBA topics, incorporate in the learning process practical training and fundamental practice basics on legal research, civil and appellate procedure, admission of evidence, trial advocacy, the structure and practices of tribal court systems, and best practices for tribal court practitioners. SOBA Topics and Tribal Court Practice Methods II will place special emphasis on civil practice, including domestic relations and juvenile/child welfare law with a Rosebud Sioux Tribal Court practice emphasis. The course will emphasize tribal statutory law, tribal case law, and the cultural values of Native peoples.

BA 495 Prior Learning Credit
3-9 Semester Credit Hours Prerequisite: Consent of Business Faculty.
Prior Learning Credit may be optional elective credit for those students with prior extensive work and/or military experience. Work experience must be extensively documented. Initial interviews with Business Advisor is

suggested if student is interested in Prior Learning Credit. BA 495 may be granted 3-9 credits; however students may not attain more than 9 hours of total Prior Learning Credit. Credits are evaluated based upon extensiveness of work/military experience.

BA 499 Seminar in Tribal Management
3 Semester Credit Hours
Seminar in Tribal Management (BA 499) will enable students the opportunity to apply their knowledge by developing a portfolio. This portfolio will demonstrate the student's working knowledge of sound tribal management, business and research methodology and practices. A major component of this portfolio will be an assessment of a local program. Students will develop an assessment of a program in terms of the program's history and current overall health and its relationship to the community. This assessment will be shared with the host program as a means of mutual cooperation between student and program.

BI 101 Survey of Biology I
4 Semester Credit Hours
A general course in the biological sciences which includes major concepts concerning the cell, genetics, and development as they deal with the dynamics of structure, function, evolution, behavior, and ecological adaption in plants and animals. Includes lecture and lab.

BI 151 Biology I
4 Semester Credit Hours Prerequisite/Co-requisite: MA 120
This is part one of a yearlong course that introduces principles and concepts in biology. Emphasis is on scientific method, cell structure and function, basic biological chemistry, metabolism and energy transfer, and animal structure and function. The course is designed for all students and is required for all science and or health field majors. Includes lecture and lab.

BI 152 Biology II
4 Semester Credit Hours Prerequisite: BI 151 or instructor consent.
This is part 2 of a yearlong course that introduces principles and concepts in biology. It is the continuation of BI 151. Emphasis is placed on genetics, evolution, diversity, ecology, and plants. The course is designed for all students and is required for all science and or health field majors. Includes lecture and lab.

BI 223 Anatomy and Physiology I
4 Semester Credit Hours Prerequisite: BI 151, 152 or instructor consent.
This course is part one of a yearlong anatomy and physiology sequence for students pursuing health careers and bachelor's degrees in the Biological Sciences. Topics covered will include the cellular and tissue level of organization of the human body, the integumentary system, skeletal system, muscular system, and nervous system. Students are required to take the 2nd half of the course during the spring semester. Includes both Lecture and Laboratory.

BI 224 Anatomy and Physiology II
4 Semester Credit Hours Prerequisite: BI 223
This course is part two of a two semester anatomy and physiology sequence for students pursuing health careers and bachelor's degrees in the Biological Sciences. Topics covered include endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. Includes both Lecture and Laboratory.

BI 235 Microbiology
4 Semester Credit Hours Prerequisite: BI 151, 152

This is an introductory course in microbiology designed for health field and biology majors. Topics covered include classification and biology of bacteria, fungi, protozoa, and viruses, diseases and epidemiology, microbial pathogenicity, immunology, and environmental microbiology. Includes lecture and lab.

BI 240 Human Pathophysiology
4 Semester Credit Hours Prerequisite: BI 151, 152
Human Pathophysiology is an introductory study of disease processes in humans. Etiology, clinical manifestations, complications, common treatments, and diagnostic findings are examined based on a body systems approach. This course emphasizes physiological alterations resulting in disease and illness.

BI 245 Botany
4 Semester Credit Hours
A survey of the plant world and a study of the anatomy, life processes, and economic significance of the seed plant. This laboratory course is designed to enhance the student's grasp of theory through practical applications and demonstrations.

BI 246 Plant Taxonomy
4 Semester Credit Hours
Field studies which include learning the characteristics of the common plant families and the use of keys and botanical manuals in the identification of local flora. A collection of properly mounted and identified plants is required.

BI 285 Selected Topics in Biology
3 Semester Credit Hours Prerequisite: BI 151, 152
Special topics in biology are treated in more depth than in other courses. Course may be repeated with different topics of additional credit up to 12 hours total.

BI 299 Research & Writing in Science
3 Semester Credit Hours Prerequisite: BI 151, BI 152, EN 102
This core course develops and hones the reporting, creative and explanatory skills demonstrated by the best science writers. The course features writing assignments and exercises in journalistic and literary writing, plus interviewing, ethics and the use of scientific journals and databases. In some cases, students may be able to choose from a range of writing topics, including nature, technology, health, space, biology, medicine, or other scientific issues. This course will be presented through faculty and guest speakers, readings, discussions, and field trips. Students will research a topic and present it in writing and via an oral presentation at the end of the semester. This a capstone course for the AS Biological Science degree.

BI 310 Ecology
4 Semester Credit Hours Prerequisites: BI 151, 152 or Instructor Approval
This course will cover an overview of ecology. Ecology explores and analyzes the relationships between different biological species, between species and their environment, and between members of the same species. Other concepts will include the structure and dynamics of ecosystems, humans' unique role in the global ecosystem, traditional ecological knowledge (TEK), and ecological and environmental law.

BI 330 Zoology
4 Semester Credit Hours Prerequisite: BI 111 or BI 112

This is an introductory course to the Animal Kingdom. Topics covered include a survey of the natural history, phylogeny, taxonomy, structure, and ecology of major groups of animals. Laboratory will include investigations and comparative dissections of various representative animals. Includes lecture and lab.

BI 355 Comparative Vertebrate Anatomy
4 Semester Credit Hours Prerequisite: BI 320
Biology of chordates with emphasis on the vertebrates. Topics covered will include structure, function, development, and evolution of vertebrate characteristics. Laboratory will include comparative dissections of various representative chordates. Includes lecture and lab.

BI 389 Ornithology
3 Semester Credit Hours Prerequisite: BI 151, BI 152
Ornithology is the study of birds. The course will cover a variety of topics, such as morphology, physiology, ecology, populations, reproduction, behavior, migration, systematics, and evolution. As well as investigating current and pressing avian conservation issues and policies. This course is also intended to give students respect for and understanding of the bird nation as related to a traditional Lakota way of living.

BI 390 Herpetology
4 Semester Credit Hours Prerequisites: BI 111, 112
A survey course dealing with the identification, distribution, and natural history of the amphibians and reptiles of the Central Plains. This course will also present the physiology, behavior, morphology, and evolution of living amphibians and reptiles. Includes lecture and lab (fieldwork).

BI 402 Animal Behavior
3 Semester Credit Hours Prerequisite: BI 151, BI 152 or instructor approval.
Animal behavior from many aspects, including communication, social organization, orientation, imprinting, courtship and mating, agonistic behavior, control systems, and the evolution of behavioral patterns. Students will be required to write a "faux" grant proposal on a specific aspect of Animal Behavior.

BI 429 Cell Biology
3 Semester Credit Hours Prerequisite: BI 152, CH 152
A study of cell structure & function with emphasis on the eukaryotic cell and cellular processes.

BI 430 Genetics
3 Semester Credit Hours Prerequisite: BI 151, BI 152
A study of principles and processes of inheritance. Classical, molecular, and population genetics are discussed.

BI 442 Evolution
3 Semester Credit Hours Prerequisite: BI 151, BI 152
A study of changes in biological systems at the molecular, organismal, and populational levels. These biological changes are studied in the framework of concepts and casual mechanisms.

BI 485 Special Topics in Biology
1-4 Semester Credit Hours Prerequisite: BI 151, 152; Junior or Senior Standing
Special topics in biology are treated in more depth than in other courses. Course may be repeated with different topics of additional credit up to 12 hours total.

BI 494 Science Teaching Assistantship
1 Semester Credit Hour Prerequisite: BI 151 & course assisting

Applied, monitored, and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience by assisting with lab courses. A higher level of supervision is provided by the instructor in these courses than is the case of field experience courses. Offered Fall and/or Spring only.

BI 498 Undergrad Research Experience I
4 Semester Credit Hours Prerequisite: Junior or Senior science majors
Includes senior project and capstone experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Six or more weeks of field or lab work of 20+ hours per week are required, plus a written report on the goals of their work, prior studies, experimental design, data collection, and conclusions. Research will culminate in a Poster Presentation to SGU students/faculty/staff. Instructor Approval.

BI 499 Undergrad Research Experience II
4 Semester Credit Hours Prerequisite: Junior or Senior science majors
Includes senior project and capstone experience. Independent research problems/projects or scholarship activities. The plan of study is negotiated by the faculty member and the student. Contact between the two may be extensive and intensive. Six or more weeks of field or lab work of 20+ hours per week are required, plus a written report on the goals of their work prior studies, experimental design, data collection, and conclusions. Research will culminate in a Poster Presentation to SGU students/faculty/staff. Instructor Approval.

BT 102 OSHA 10
3 Semester Credit Hours
This course will provide student with OSHA 10hr General Industry classroom instruction to identify OSHA standards. Students will have the option to take the OSHA 10hr General Industry certification test after successfully completing the course.

BT 105 Basic Maintenance
3 Semester Credit Hours
This Course will introduce and develop knowledge of basic maintenance techniques. Topics include: trouble shooting small appliances, simple dry wall repair, flooring repair, and simple plumbing repairs, industry safety and health standards and simple weatherizing will also be covered in this course.

BT 108 On-Site Training/Basic Maintenance
3 Semester Credit Hours Prerequisites: BT 105, 161
This course will provide students with entry level onsite job training in the building maintenance field. Students will have the opportunity to utilize the knowledge and skills obtained in previous building maintenance course and apply them to on-site training projects.

BT 115 Building Trades Essentials/On Site
3 Semester Credit Hours
This course will offer entry-level on-site training in the building trade's field. Students will learn the basic knowledge and use of tools, safety, building materials, measurement. An on-site supervisor will evaluate student.

BT 161 Introduction to Construction Trades
3 Semester Credit Hours
This course is an introduction to residential construction. The course will cover the following phases of construction; Wood and Lumber-Engineered Panels-Engineered Lumber Products-Fasteners-Hand Tools-Portable

Power Tools-Stationary Power Tools-Job Safety and Scaffolds-Architectural Plans and Building Codes-Building Layout. Students will be instructed on safety and proper use of all tools.

BT 162 Residential Carpentry I
3 Semester Credit Hours Prerequisites: BT 161
This course is a continued study on residential construction. The course will cover the following phases of construction: Foundation, Concrete, and Formwork, Floor Framing, Exterior Wall Framing, Interior Rough Work, roof Framing, Advanced Roof Framing, Stair Framing, Roofing, Windows & doors. . Student will again be instructed on safety and the proper use of all tools.

BT 164 Carpentry Lab I
6 Semester Credit Hours Prerequisite: BT 161, 162
Students will learn carpentry techniques and skills through a series of hands on projects. Emphasis will be placed on theory learned in Introduction to Construction Trades & Residential Carpentry I courses.

BT 165 Carpentry Lab II
6 Semester Credit Hours Prerequisites: BT 161, 164
Students will learn carpentry techniques and skills through a series of hands on projects. Emphasis will be placed on theory learned in Introduction to Construction Trades and Residential Carpentry I.

BT 175 Building Trades/Field Experience
3 semester Credit Hours Prerequisites: BT 161, 162, 164
This course will provide students with on-the-job training in the building trades field. Students will have the opportunity to utilize the skills obtained in class and apply them to on-site projects. Students will learn knowledge of building small structures, create materials lists. Students will advance their knowledge of building materials, measurement, tool usage and safety.

BT 181 Residential Plumbing I
4 Semester Credit Hours
The object of this course is to introduce the student to basic plumbing principles, vocabulary, tool operation and safety, basic piping systems, and learning the parts and tasks of repairing.

BT 182 Fundamentals of Electricity
4 Semester Credit Hours
This course covers the basic concepts of electricity, AC and DC circuits. Included are basic study of current and voltage, power conductors and insulators, resistance, ohm's law, emf sources, series and parallel circuit construction and analysis, instrument usage, circuit theorems, and terminology.

BT 183 Residential Electrical Construction I
4 Semester Credit Hours Prerequisite: BT 182
The study and hands-on practice of installing and rough-in wiring, distribution wiring, finishing wiring procedures, maintenance, and estimating.

BT 185 Residential Plumbing II
4 Semester Credit Hours Prerequisite: BT 181
This course will provide students with a more in-depth and practical approach to the plumbing trade: students will study the plumbing codes and learn the basic practices of plumbing through a combination of lecture and hands-on demonstrations.

BT 191 Residential Plumbing III
4 Semester Credit Hours Prerequisite: BT 181
Students will learn the process of estimating and blueprint reading. Students will practice their skills by designing the plumbing layout of a 2 & 3 bedroom house. This course will also focus on preparing students for the plumbing certification examination.

BT 192 Residential Electrical Construction II
4 Semester Credit Hours
Participants will be involved in the fundamentals of plumbing, electrical, and heating and cooling. These facets of the trade will be taught when necessary with progression of the house project.

BT 195 Field Experience/Electrical
3 Semester Credit Hours Prerequisites: BT 182, 183, 192
This course will provide students with a work-based learning in the electrical field. Students will have the opportunity to utilize the skills obtained in prior electrical classes and apply them to a real world environment.

BT 196 Field Experience/Plumbing
3 Semester Credit Hours Prerequisites: BT 181, 185, 191
This course will provide students with a work-based learning in the plumbing field. Students will have the opportunity to utilize the skills obtained in prior plumbing classes and apply them to a real world environment.

BT 262 Residential Carpentry II
3 Semester Credit Hours Prerequisites: BT 161, 162
This course is a continued study on residential construction. The course will cover the following phases of construction: Exterior and interior door installation, molding and framing types and application, doors, windows and flooring finish framing, cabinet design and installation, countertop and cabinet construction and installation, roofing which include asphalt shingles and wooden shakes along with flashing types and installation, drywall application and installation.

BT 264 Carpentry Lab III
6 Semester Credit Hours Prerequisite: BT 161, 162, 262
Students will continue to learn carpentry techniques and skills through a series of hands on projects. Emphasis will be placed on theory learned in Residential Carpentry I and II.

BT 272 Residential Carpentry III
3 Semester Credit Hours Prerequisite: BT 161, 162
Students will learn how to read blueprints and estimate materials off the blueprints. Students will learn how to read the Architect's rule and draw basement and foundation prints, floor plans elevations, and plot plans.

BT 275 Field Placement/Construction Trades
6 Semester Credit Hours Prerequisites: Instructor approval required.
This course will provide students with advanced on-the-job-training in the Construction trades field. Students will have the opportunity to utilize their advanced skills obtained in class and apply them to on-site projects. Students will learn knowledge and skills of building larger structures, roofing, siding, carpentry finish work, blue print reading, stairs, deck building, and create material lists. Students will continue to advance their knowledge of building materials, measurement, tool usage and safety. Student will be required to complete 240 field placement hours.

CD 211 Alcohol Use, Abuse, & Dependency

3 Semester Credit Hours Co-Requisites: EN 101, PY 100

This course is designed to acquaint the student to the use of and abuse of alcohol. This course will be specifically focused upon symptomology, current treatment perspectives, and the societal context within which alcohol abuse is initiated. The course will also provide materials on current thinking with regard to both prevention and treatment of alcohol use disorders. Students will be required to understand alcohol use, its effect upon the body, the family, society, and how to best develop successful interventions. Will incorporate Lakota culture and reservation/rural perspectives.

CD 221 Drugs: Licit & Illicit

3 Semester Credit Hours Co-requisites: EN 101, PY 100

This course will acquaint the student to chemical use in our society and encourage understanding of use, abuse, and the social context in which drug use takes place. Students will study the classification of drugs, types of dependency, effects, impact upon the lives of the abuser, and medical treatment. Terms and concepts related to the field of chemical dependency will be presented using contemporary materials. Lastly, the prevention and treatment of chemical dependency will be examined. Will incorporate Lakota culture and reservation/rural perspectives.

CD 411 Alcohol Use, Abuse, & Dependency

3 Semester Credit Hours

This course is designed to introduce and acquaint the student to the use and abuse of alcohol. This course will be specifically focused upon symptomology, current treatment perspectives, and societal context within which alcohol abuse is initiated. This course will also provide materials on current thinking with regard to both prevention and treatment of alcohol use disorders. Students will be required to understand alcohol use, its effects upon the body, the family, society and how to best develop successful interventions.

CD 421 Drugs: Licit and Illicit (Elective)

3 Semester Credit Hours Prerequisites: Junior standing, EN 301 co-requisite.

This course will acquaint the student to chemical use in our society and encourage understanding of use, abuse, and the social context in which drug use takes place. Students will study the classification of drugs, types of dependency, effects, impact upon the lives of the abusers, and medical treatment. Terms and concepts related to the field of chemical dependency will be presented using contemporary materials. Lastly, the prevention and treatment of chemical dependency will be examined. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

CD 431 Chemical Dependency's Impact on Diverse Cultures

3 Semester Credit Hours

This course will address alcohol and other drug effects on Native American population in the social context of the nuclear and tiospaye (extended families.) The course expands to address other groups of diverse populations. Strategies for assessing needs, effective treatment and on-going prevention and abstinence will be examined and applied.

CD 441 Foundations of Alcohol and Drug Prevention (Elective)

3 Semester Credit Hours Prerequisites: Junior standing, EN 360 Co-requisite, CD 211/411 or CD 221/421

Students will explore the need for alcohol and drug abuse prevention and various approaches to prevention. The history, strengths, weaknesses, and efficacy of these approaches will be part of this study. The historical and traditional Lakota perspective will be contrasted with contemporary mainstream views of prevention measures.

Primary, secondary, and tertiary levels of prevention will be explored within schools and community models. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

CD 451 Alcohol and Drug Treatment Continuum (Elective)
3 Semester Credit Hours Prerequisites: Junior standing, EN 301 Co-requisite, CD 211/411 or CD 221/421
Students will be acquainted with the dimensions of chemical dependency from prevention to intervention to treatment to recovery and aftercare. Specifically, students will learn about 1) outlining a prevention program for teens and adults; 2) identifying effects of chemical dependency on the individual, family, workplace, and/or school, and society at large; 3) explaining the intervention strategy; 4) discussing treatment programs and models; and 5) explaining the important elements of recovery, relapse prevention, and aftercare. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

CD 461 Counseling Families with Alcohol or Other Drug Issues
3 Semester Credit Hours
Theories and practices involving family assistance and counseling as they pertain to alcohol and drug abusing families will be studied. The role of the family/partner in the prevention, genesis, progression, and treatment of an alcohol/drug abusing member will be closely examined. There will be a practical clinical focus to all content and class activities. This class will include textbook study, cases, demonstration of family assistance techniques, role playing, family genogram, and other relevant assignments. It will incorporate Lakota culture and reservation/rural perspectives.

CE 107 Computer Essentials
3 Semester Credit Hours
This course introduces students to the fundamental principles of computer science and digital productivity. Students will engage with topics ranging from hardware architecture and IoT to advanced Microsoft Application usage. The course bridges the gap between basic computer use and professional digital fluency, focusing on secure data management, scholarly research, and the ethics of AI. By the end of the term, learners will be able to navigate complex digital environments with a focus on safety, professionalism, and academic honesty.

CH 151 Chemistry I
4 Semester Credit Hours Prerequisite: MA 150
This course will address the fundamental principles of chemistry, including measurement, atomic and molecular structure, periodicity, chemical reactions, chemical stoichiometry; the properties of gases, liquids, and solids; solutions; chemical equilibrium; thermochemistry; reaction kinetics; and discussion of the chemical properties of selected elements. The laboratory work emphasized physical-chemical measurements, quantitative analysis, and synthesis. A qualitative analysis scheme is also carried out in the laboratory program. Laboratory experiments and computer-based exercises augment reinforce the principles discussed in the lecture as well as provide practical examples. Upon completion, students should be able to demonstrate an understanding of the fundamental chemical laws and concepts as needed in CH 152. Three hours lecture & three hours laboratory.

CH 152 Chemistry II
4 Semester Credit Hours Prerequisite: CH 151, MA 150
A continuation of Chemistry I (CH 151). This course will build upon the concepts introduced in CH 151 by exploring in greater detail equilibrium reactions, reaction kinetics and dynamics, and thermochemistry. This course will also introduce the new concepts of acid-base reactions, oxidation-reduction reactions, precipitation reactions, the chemistry of complex ions, transition metal chemistry, introductory nuclear chemistry and introductory organic

chemistry. Finally, this course will explore the concept of green chemistry and the impact of chemical manufacturing on the environment through the 12 principles of green chemistry.

The laboratory program extends the use of spreadsheets and graphical analysis, acid-base titrations, electrochemistry, and green chemistry laboratory practices.

CH 285 Selected Topics in Chemistry
1-4 Semester Credit Hours Prerequisite: CH 151, 152
Special topics in chemistry are treated in more depth than in other courses. Course may be repeated with different topics of additional credit up to 12 hours total.

CH 311 Environmental Chemistry
4 Semester Credit Hours Prerequisite: CH 151
This course will focus on the fundamental principles of chemistry to gain an understanding of the source, fate, and reactivity of compounds in natural and polluted environments. Emphasis will be placed on the environmental implications of energy utilization and on the chemistry of the atmosphere, hydrosphere, and lithosphere. Environmental issues that will be discussed include acid rain, sewage treatment, ozone destruction, anthropogenic climate change, air pollution, eutrophication, stratospheric ozone depletion, pollution and treatment of water sources, and the utilization of insecticides and herbicides. The chemistry and quantitative aspects of environmentally important cycles (C, N, O, P, S) in the context of the atmosphere, hydrosphere, and lithosphere. Laboratories will involve sampling, quantitative detection, and data analysis. The course will include three hour lecture and three hour lab.

CH 351 Organic Chemistry I
4 Semester Credit Hours Prerequisite: CH 151, CH 152
Part one of Organic chemistry coursework. The course is an in-depth study of the structure and reactivity of organic compounds with an emphasis on mechanisms to explain reactivity. The topics covered include acid-base chemistry, alkanes/cycloalkanes, stereochemistry, alkenes, alkyl halides, radical reactions, nucleophilic substitution reactions and elimination reactions. The laboratory work focuses on techniques of synthesis, isolation, purification and analysis. 3 hours lecture/3 hours lab

CH 352 Organic Chemistry II
4 Semester Credit Hours Prerequisite: CH 351
This course applies the fundamentals learned in CH 351 to study the chemistry of functional groups. Spectroscopic techniques are introduced and used to elucidate organic structure. 3 hours lecture/3 hour lab

CH 410 Biochemistry
4 Semester Credit Hours Prerequisite: CH 151, CH 152
Introductory coursework on the chemistry of biomolecules. Topics covered include proteins, enzymes, carbohydrates, liquids, metabolism of biomolecules, and molecular biology.

CH 485 Selected Topics in Chemistry
1-4 Semester Credit Hours Prerequisite: ESC 101, 209; Junior or Senior Standing
Special topics in environmental science are treated in more depth than in other courses. Course may be repeated with different topics of additional credit up to 12 hours total.

CJ 200 Fundamentals of Criminal Justice *Required*
3 Semester Credit Hours Prerequisite: Sophomore Standing

Fundamentals of Criminal Justice will address an overview of the criminal justice system. The students will study the parts of the system: Crime, development of Laws, Law Enforcement, Prosecution, Courts, and Corrections. Guest speakers and a field trip may be used in order to better familiarize the student and these functions will also be examined in terms of our local system. How the traditional Lakota approached criminal justice will also be examined. (CJ 200 is a**Prerequisite to all CJ courses.) Will incorporate Lakota culture and reservation/rural perspectives.

CJ 417 Juvenile Delinquency & Justice
3 Semester Credit Hours Prerequisites: Junior standing, CJ 200
This course acquaints students with areas of juvenile delinquency theory, juvenile laws, the juvenile court adjudication process, and services provided to treat and rehabilitate juvenile delinquents. The role of the victim in the treatment process will be explored, including restorative justice. Students will analyze and study the unique ways juveniles are handled by the justice system, in contrast to the adult system.

CJ 427 Correctional Theory & Practice (Elective)
3 Semester Credit Hours Prerequisites: Junior standing, CJ 200, EN 301 Co-requisite.
Will focus on the history and theoretical basis of criminal corrections, kinds of correctional institutions and programs for convicted criminals, problems and challenges that face corrections, and careers in corrections. The role of the victim in the correctional process will also be explored, including restorative justice. The study will also focus on regional corrections. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

CJ 437 Law Enforcement Organization, Operations, & Issues (Elective)
3 Semester Credit Hours Prerequisites: Junior standing, CJ 200, EN 301 Co-requisite.
Provides an overview of the functional role of law enforcement within the criminal justice system, including law enforcement organizations, functions, how victims are served. The role of the police in a democratic society will also be examined with attention given to police services, crime deterrence, discretion and enforcement policies. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

CJ 447 Criminal Law (Elective)
3 Semester Credit Hours Prerequisites: Junior standing, CJ 200, EN 301 Co-requisite.
This course examines the substantive criminal law and explore the larger issues concerning the relationship of the individual to the state. Study will include the following topics: the nature of criminal liability and the functions and justifications for criminal punishment, legal limitations upon criminalization, the general principles of criminal liability such as the "act" and "state of mind" requirements, specific offenses against persons and property, the law of attempt, the law of complicity, and conspiracy. Students will research, analyze and brief major court decisions and relevant statutes. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

CJ 457 Criminal Prosecution & Defense (Elective)
3 Semester Credit Hours Prerequisites: Junior standing, CJ 200, EN 301 Co-requisite.
A behavioral and legal analysis of the stages and procedures of a criminal case including initial appearance, bail, preliminary hearings, jury arraignment, suppression hearings, trial, and sentencing. Emphasis is placed upon the issues of bail reform, plea bargaining, screening, diversion, speedy trial, insanity defense, discovery, the role of the defense attorney, prosecutor, and judge, and victim-related issues. Students will do research, analyze, and brief major court cases and relevant statutes. Such studies will be applied to individual scenarios and mock trials

may be held. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

CR 210 Computer Aid Transcription
3 Semester Credit Hours Prerequisite: CR 111
This course provides the theory and applications used in producing computer-aided transcription of stenographic notes using CaseCatalyst software. Includes litigation support and advanced editing functions.

CS 083 College Success
3 Semester Credit Hours
This Course is designed to help students create greater success in college and life by practicing emotional intelligence, wise choices, and purposeful decisions. Students will learn proven strategies for producing greater academic, professional, and personal success.

CT 101 Basic Troubleshooting
3 Semester Credit Hours
This course will cover the basic knowledge of troubleshooting for computers and printers. Student will learn how to solve common computer and printer issues using troubleshooting techniques.

CT 102 Emerging Careers in Technology
3 Semester Credit Hours
This introductory course offers a broad exploration of the diverse and rapidly evolving landscape of careers in technology. Designed for students considering a technology major or those simply curious about the field, this course moves beyond coding and hardware to uncover the wide array of professional paths available, including those that blend technology with business, arts, health, and other disciplines.

CT 110 On Site Training/Help Desk Support
3 Semester Credit Hours
Entry-level on site training in the computer technology field, specifically training related to help desk support. Student will learn the basic knowledge of troubleshooting computers and printers, and apply those basic troubleshooting techniques for customers.

CT 120 Operating Systems with Microsoft Windows
3 Semester Credit Hours Prerequisite: CE 107
This course teaches the in-and-outs of using the latest versions of the Microsoft Windows operating system – the software used to manage interaction between software and hardware on a PC. Students will learn, in detail, skills, such as: managing files and folders, monitoring and evaluating system performance, troubleshooting common issues, installing 32-bit and 64-bit versions of Windows, system images, system repair discs, operating system security, creating virtual machines, backing up data and scheduling automated system maintenance tasks.

CT 125 Computer Hardware Maintenance and Repair
3 Semester Credit Hours
This course will provide the student with the necessary competencies for an entry-level technician including upgrading, repairing, troubleshooting, optimizing and maintaining desktop computers – as well as topics related to laptops and mobile devices. Students will perform hands-on lab exercise involving building and repairing computers.

CT 150 Field Experience/Desktop Support

3 Semester Credit Hours Prerequisite: Instructor Approval

Students placed in the field experience/desktop support will work directly in an information technology environment using the concepts and skills developed during the course of their degree program. Computer technology may include, but not limited to, configuring an operating system or network, establishing network communications, applying entry-level programming, using problem-solving skills, customer service skills and confidentiality and regular attendance. Student will be required to complete 120 field experience contact hours.

CW 241 Literary Production I (Wanbli Ho Journal)

4 Semester Credit Hours

This workshop course will directly involve students in the production of the Wanbli Ho Journal by solicitation and evaluation of literary and scholarly manuscripts, editing, and basic composition. Layout and design of the university journal.

CW 242 Literary Production II (Wanbli Ho Journal)

4 Semester Credit Hours Prerequisite: CW 241

The on-going workshop course involves the continual production of the Wanbli Ho Journal. Evaluation and editing of submitted manuscripts, composition-layout-design will be enhanced by the attainment of distribution, sales, and promotion skills.

CW 261 Creative Writing I (Poetry)

3 Semester Credit Hours

The course will introduce students to the writing of poetry and the development of basic expressive talents. The use of imagination, creative thought process, and forms of poetry will be stressed in lecture and discussion sessions.

CW 271 Creative Writing I (Fiction)

3 Semester Credit Hours

Students will be introduced to short fiction writing and its basic structures, forms, styles, and techniques. They will utilize their own themes in writing their stories. Translation from the oral tradition to written literature will be emphasized.

CW 461 Advanced Poetry Writing

3 Semester Credit Hours

Students will write poetry, which is more thematic in structure, style, and purpose, especially with an outlook toward composing a complete manuscript. Sustained creative techniques and processes will be stressed. Additionally, students will practice responding to the work of others.

CW 471 Advanced Fiction Writing

3 Semester Credit Hours Prerequisite: CW 271 or EN 250 or permission of instructor.

The course offers students further development of fiction writing talents and skills. Intensive and demanding attention will be given to writing longer works of fiction. Sustained creative techniques and processes will be stressed. Additionally, students will practice responding to the work of others.

CW 487 Special Topics in Creative Writing

1-3 Semester Credit Hours

This course is designed to allow students to work on specific creative writing projects. The content of the course will vary.

DE 100 Basic Spreadsheet Applications
3 Semester Credit Hours
This course will cover the basic spreadsheet features for basic data entry; basic formulas and function, formatting worksheets, working with charts and creating basic spreadsheet documents.

DE 105 Introduction to Data Management
3 Semester Credit Hours
This course will introduce the basics of data management topics; standard practice of data entry, types of data required for federal and state reporting, how to interpret data and methods of verifying and checking data for errors.

DE 106 Data Collection
2 Semester Credit Hours
This course will cover data collection methods; observation, questionnaire, interview and focus groups. Student will enter and evaluate the types of data collected.

DE 115 On Site Training/Data Entry
3 Semester Credit Hours Prerequisites: OE 111, DE 100
Entry-level on site training in the data entry field. Student will learn the basic knowledge of data entry.

DE 130 Internship/Data Entry Technician
3 Semester Credit Hours Prerequisites: DE 100, 105, OE 111, 120
This course will provide hands-on internship experience in the Data Entry field. The student will have the opportunity to observe, collect and enter data.

DE 211 Database Applications II
3 Semester Credit Hours Prerequisite: OE 210
This course will offer an in-depth continuation from Database Applications course. Student will create advanced queries, forms and reports. Student will also create macros, navigate forms and control layouts. Importing and exporting data will also be covered in this course.

DE 224 Spreadsheet Applications II
3 Semester Credit Hours Prerequisite: OE 223
This course will offer a comprehensive continuation from OE 223 Spreadsheet Applications. Students will create advanced tables, templates. Student will import/export data. Student will work with trendlines, pivot table reports, pivot chart reports and slicers. This course will also cover data analysis, data validation, and problem solving.

DE 240 Internship/Capstone
6 Semester Credit Hours
This course will offer the student an advanced, hands-on internship experience in the data entry field. Student will complete required internship hours and a Capstone project.

EC 203 Economics (For Managers)
3 Semester Credit Hours
This is an introductory class in economics, which covers the essential concepts of both macroeconomics and microeconomics. The fundamental objective of this course is to enable students to see the relevance of economics to their lives, their careers, and their futures; understand the logic of economic reasoning; and learn how to use

the principles of economics in their business and personal lives. The course uses basic concepts of economics to give students the framework of economic reasoning and to explain a wide variety of timely and interesting economic applications. Every opportunity will be taken to reduce the technical detail of presentations in favor of more intuitive explanations. An understanding of the fundamentals of economics will empower a student to make more rational decisions in life, business and government.

EC 405 Community Development
3 Semester Credit Hours
This course examines tribal economic systems by focusing on tribal traditions, basic economic concepts, problem solving and visioning for today's tribal societies.

ECSE 450 Survey of ECSE: Typical & Atypical Development
3 Semester Credit Hours Prerequisite: ED 210
This seminar course is a broad overview of the field of early childhood special education. Research suggests that early childhood is perhaps the most crucial formative time in a child's life. Drawing upon theory, research, and best practices, this course focuses on the whole child as well as on families and professionals working as a team. Emphasizing cultural diversity, service coordination and empowerment of families, multiple strategies for successful intervention will be examined and practiced. A major goal of the course is to integrate theory with practice, using learning centers and portfolio assessments to actively involve the participant in the process of early childhood special education.

ECSE 452 Curriculum in Early Childhood Special Education
3 Semester Credit Hours Prerequisite: ED 210; ECSE 450
This course explores the role of developmentally appropriate practices and other intervention techniques in the delivery of early intervention services in natural settings (preschools, homes, and children's settings). Guidelines and examples of specific activities for working effectively with children and their families will provide information and experience with which to make sound decisions about curriculum for individuals and groups of children.

ECSE 454 Assessment in Early Childhood Special Education
3 Semester Credit Hours Prerequisite: ECSE 450
This course is designed to present an overview of assessment for young children with special needs. The DEC and NAEYC guidelines for appropriate assessment practices will be addressed. The course will stress gaining competence in the screening, assessment, and evaluation of young children. It will also address the management of early childhood programs.

ECSE 456 Teams in Early Childhood Special Education
3 Semester Credit Hours Prerequisite: ECSE 450
This course will discuss the methods and techniques for teaming in early intervention, including strategies and techniques for team building and effective communication.

ECSE 458 Family Systems in Early Childhood Special Education
3 Semester Credit Hours Prerequisite: ECSE 450
This course is designed to provide students an understanding of family systems and their functions. It will provide skills in forming effective partnerships with parents and helping them to identify their strengths and needs.

ECSE 460 Practicum in Early Childhood Special Education
3 Semester Credit Hours Prerequisite: ECSE 450,452,454, 456, 458

This course is designed to provide early childhood special education professionals with practical experience in working with young children with special needs and their families. Experiences and activities will focus on the areas of: assessment and evaluation, intervention strategies and program planning.

ED 201 Computers in Education
3 Semester Credit Hours
This course is an introduction to using computers and technology in education. The various uses of computers and technology in education are examined in-depth as participants are introduced to a wide variety of K-12 educational software and the Internet, and explore pedagogical issues raised by the use of computers for learning, problem-solving, organizing data, creativity, and an integrated curriculum. Finally, the course looks at ways in which technology may be used as a tool to facilitate changes in the ways teachers teach and students learn, and ultimately to stimulate reform in education.

ED 206 Introduction and Foundations of Education
2 Semester Credit Hours
This course is designed to introduce students who are planning to major in Education to the field. A career in teaching with an emphasis on Lakota thought, philosophy and culture is explored. The historical, social, and philosophical foundations of the American educational system as it now exists in the U.S. as a whole, in South Dakota, and on the Rosebud Reservation will also be studied. The course will include an orientation to the teacher education program, observations in a variety of K-12 classrooms, and experiences with the education employment process.

ED 210 Educational Psychology
3 Semester Credit Hours Prerequisite: PY 100, EE 200
Introduces students to the fundamental psychological principles underlying education and examines how these principles can be applied in the class setting to facilitate learning. Includes discussion of relevant theories and topics including student needs, learning styles, cognitive processing, reflective teaching, characteristics of learning environments and student assessment. Introduces humanistic, cognitive, behavioral and psychological models of classroom management. This course is a**Prerequisite to all education methodology courses.

ED 220 Geography for Teachers
3 Semester Credit Hours
Geography for Teachers is designed to provide an issue-based, student-centered, standards-based, inquiry-oriented approach to teaching geography. Students will be introduced to basic Geography vocabulary, explore physical, political and social aspects of the content while building a teaching toolkit that will help them in their first year of teaching children.

ED 225 Integrating Art & Music Across the Curriculum
2 Semester Credit Hours
This course is designed to prepare future teachers to use the visual arts and music as a means for enhancing learning opportunities across the curriculum and to facilitate and encourage children's creative expression through a variety of media. The course prepares future teachers to see art and music as expressions of human emotion within, and across, cultures with a special focus on Lakota music and dance. The course models best practices on integration of the arts to create a meaningful and engaging curriculum with a focus on using culturally and linguistically diverse art forms that reflect a variety of world views and perspectives.

ED 230 Reading Theory and Process
3 Semester Credit Hours

This course is an overview of reading theory and process. The course will examine current research related to theoretical models and processes of reading, which conceptualize how experts believe children learn to read. In addition, the course will explore how beliefs and assumptions about the reading process will influence how reading is taught and how teachers work with children.

ED 235 Beading Techniques
3 Semester Credit Hours
This course is the first in a series of courses for the K-8 Traditional Arts endorsement within the K-8 Elementary Education degree program. Designed for current and future educators, students in this class will engage with multiple beading techniques in a setting designed to cultivate, affirm and practice Lakota teaching and learning styles.

ED 237 Traditional Dollmaking
3 Semester Credit Hours
This course is part of a series of courses for the K-8 Native Arts endorsement within the K-8 Elementary Education degree program. Designed for current and future educators, students in this course will learn traditional Dollmaking as an approach to understanding Lakota history, storytelling, and traditional Lakota teaching styles.

ED 305 Methods of Teaching in Elementary Schools
3 Semester Credit Hours Prerequisites: ED 210
Designed to provide a survey of current teaching methods and models for elementary, middle, and secondary teachers. Develops competencies in using a variety of instructional strategies and materials through videotaped micro teaching experiences. Students will learn how to write appropriate lesson plans and develop culturally appropriate integrated units that address learning styles and promote active learning. Provides opportunities to utilize and integrate technology in lessons and units and to evaluate and select appropriate textbooks and materials. Develops skills in observing, recording, and assessing behavior in elementary, middle, or secondary schools in order to plan appropriate academic programs and learning environments.

ED 310 Methods of Teaching Science
3 Semester Credit Hours Prerequisite: ED 305
Students will have the opportunity to preview science materials and learn how to use them in a classroom through planning and simulation. Provides opportunities for students to develop an understanding of what science is. Students will learn to integrate Science lessons with other content areas, including Lakota Studies, with an emphasis on the integration with math, and to critique science materials, activities, and children's materials for appropriateness. Students will develop an understanding of the process of science and how children learn. Students will identify the fields of study and explore cultural variations in science learning and teaching.

ED 315 Methods of Teaching Mathematics
3 Semester Credit Hours Prerequisite: ED 305, MA 310
This course is designed to provide a survey of current teaching methods in mathematics and to develop competencies in using various instructional strategies and materials including those involving calculators and computers. It focuses on a problem-solving approach to teaching mathematics and provides teaching experiences using manipulatives. Current math standards will be emphasized as well as the integration of mathematics within the curriculum, in particular the connections between math, science and technology.

ED 320 Methods of Teaching Social Studies
3 Semester Credit Hours Prerequisites: ED 305, ED 220

This course is intended to provide students an opportunity to explore multiple social studies teaching methods. Students will have an opportunity to read and discuss literature concerning the teaching of the social sciences and will create teaching units which exemplify these methods. Students will be expected to utilize all resources available to them including print, electronic and social.

ED 325 Math Strategies for the Elementary Classroom
3 Semester Credit Hours Prerequisites: MA 120, & 150
This course will examine math strategies for addition, subtraction, multiplication, and division in the elementary classroom. It will focus on building numeracy and understanding the use and importance of teaching math strategies before traditional algorithms. Students will gain a deeper understanding of current math curriculums and how new approaches to teaching math affect student performance.

ED 330 Methods of Teaching Elementary Reading
3 Semester Credit Hours Prerequisite: ED 305, ED 230
This course is designed to provide a survey of current teaching methods in expository and narrative reading materials; develop competence in using various instructional strategies; promote an enthusiasm for reading in elementary and middle school classrooms; and teach skills that will ensure future teachers can establish a balanced literacy approach in their classrooms. Different approaches toward analysis and reading comprehension will be discussed and modeled. Research related to reading styles will be discussed and integrated throughout the course. Current theories that build upon the unique strengths that each student possesses will be discussed. Since teachers must be keen observers and reflective thinkers, this course will promote the idea that teachers can and must make instructional and diagnostic judgements in order to select appropriate strategies and techniques.

ED 339 Indian Education
3 Semester Credit Hours
This course is designed to establish an awareness of cultural dynamics while understanding the worldview of the Lakota people. It examines the history of Indian/non-Indian contact while looking at relevant policy, legislative and political issues that impact the sovereignty of reservations. It will discuss indigenous pedagogy, critical pedagogy, brain research and its implications to the classroom. This course inquires into the scope of education from the history of traditional education (both mainstream and indigenous) to the many issues affecting Indian education today. Finally, the course analyzes some of the more contemporary concerns, such as school/community involvement, curriculum development, learning styles and alternative assessment.

ED 345 Health, PE & Safety
3 Semester Credit Hours
This course is designed to prepare future teachers to develop, implement and evaluate elementary and middle school health education curriculums. This course will better prepare future teachers to understand the concept of planning, organizing, and managing the health and physical curriculum in K-8 educational settings. Students will examine personal views and opinions of why physical education is important and learn how to integrate the concepts into the K-8 curriculum. Students will demonstrate their ability to use a variety of strategies and methods for teaching health concepts that are aligned with state and national standards.

ED 365 Creative Drama for the Classroom
3 Semester Credit Hours
Study of practices and methods for integrating creative drama into the classroom. The course will focus specifically on the relationship of creative drama to language arts and literacy. Students will be expected to participate in creative drama activities including theatre games, solo and group pantomime, improvisation, story dramatization, adapting literature, and writing original literature.

ED 445 Methods of Technology for the Classroom

3 Semester Credit Hours Prerequisite: ED 201, ED 305

This course is designed to provide opportunities for the development of skills and strategies needed to integrate computer technology and other technologies (Smart Boards, websites development, etc.) into the curriculum throughout disciplines and all grade levels. This course provides a thorough understanding of how to use the word processor, databases, and spreadsheets for classroom use. This course will help students develop methods to teach students to use technology for problem-solving, accessing and analyzing information, and for creative and expository writing. This course's objectives will be aligned with the National Education Technology Standards.

ED 449 Psychology & Teaching of the Exceptional Child

3 Semester Credit Hours Prerequisites: PY 100, EE 200 & ED 210

Designed to introduce students to the processes involved in teaching exceptional children and the methodologies utilized by teachers of exceptional children. This course requires study and in-school experiences in elementary and secondary schools designed to develop skills in assessing, recording and observing specific needs of exceptional students within the regular classroom, and to plan an appropriate instructional mainstreamed learning environment which includes behavior modification as needed. The course shall also require study and experiences in the developmental levels, learning styles, and patterns of students in middle/junior high as well as elementary and secondary. It shall require study and experiences in the core curriculum, which provides content knowledge needed to teach students with needs for special prolonged assistance.

ED 488 Current Topics in Education

1-3 Semester Credit Hours Prerequisite: Permission of the instructor

This course is designed to provide a format for any phase of teacher education. Current trends and issues will be addressed.

ED 499 Internship in the Elementary Education

9-12 Semester Credit Hours Prerequisite: Passed Praxis

Preparing elementary education majors planning to teach in elementary and middle schools with an opportunity to observe, record and assess children's behavior in order to plan appropriate instructional programs and learning environments. Students will write lesson plans and develop culturally appropriate integrated units that reflect learning styles, promote self-esteem, and encourage self-directed learning. Provides opportunities for developing parent-teacher conferencing.

EE 200 Child Growth & Development

3 Semester Credit Hours Prerequisite: PY 100

This course provides an in-depth study of the nature and science of child development. The course provides opportunities for students to develop an understanding of both typical and atypical of infants, children and youth. Students will also be provided opportunities to understand how developmentally appropriate practice applies to instructional planning and teaching pedagogy. This course will examine learning styles and teaching strategies as related to the humanistic, cultural, cognitive, behavioral, and psychological development of children. The Lakota perspective of child development will also be addressed.

EE 236 Understanding Young Children

3 Semester Credit Hours Prerequisite: PY 100 & EE 200

This course provides basic knowledge and understanding of the creative, physical, cognitive and emotional and social domains of child development. Examines curricula for young children that are comprehensive and developmentally appropriate. Develops ability to identify developmentally typical and atypical behavior. Students

will use developmentally appropriate practice and activity to address individual learning styles and needs. This course fosters competence in the education of young children dealing with life.

EE 238 Child, Family & Community Relations
3 Semester Credit Hours Prerequisite: PY 100 & EE 200
This course is designed to integrate the diverse environments and relationships in which children develop the interactions that take place within and between those environments. This course will stress the need for strategies of effective communication, the identification of family systems and dynamics, and the relationship in which parents and professionals work together as an instructional team. This course will include a comprehensive look at parent-school participation.

EE 248 Creative Activities for Early Childhood
3 Semester Credit Hours Prerequisites: PY 100 & EE 200
This course is designed to assist students to realize their creative potential through engaging in numerous activities such as art, creative movement, drama, music, critical thinking, puppetry, storytelling, cooking and writing. The students will learn to apply this creativity to the educational setting and design developmentally appropriate practice utilizing play, art, music, movement, drama and other creative concepts.

EE 260 Early Learning Classroom Practices
3 Semester Credit Hours Prerequisites: PY 100, EE 200, EE 236
This course is designed to provide students with the knowledge and skills necessary to promote positive self-concepts and individual strengths in infants, toddlers, and preschoolers. The students will learn concepts and strategies to support early social-emotional growth and development while providing positive guidance. Students will be given opportunities to explore classroom structures and develop activities and lessons that reflect responsive classroom practices and support the role of family and Lakota culture.

EE 266 Early Childhood Curriculum Development
3 Semester Credit Hours Prerequisites: PY 100 & EE 200
This course will examine current trends and research in early childhood curriculum development. Students will learn techniques and procedures for selecting, organizing, presenting, and evaluating developmentally appropriate resources, experiences, activities, and materials. This course will also explore teaching strategies and methods for teaching language arts, mathematics, sciences, and social studies to young children to meet the individual learning styles and prepare them for kindergarten.

EE 288 Responsive Classroom Practices
3 Semester Credit Hours
This course, based on research-based approach to teaching and learning, emphasized social, emotional, and academic growth in a strong and safe school community. Students will be given opportunities to explore classroom structures and develop activities and lessons that reflect responsive classroom practices.

EE 299 Early Childhood Practicum
3-6 Semester Credit Hours
This course is designed to provide early childhood education students with practical experience in working with young children. This is an on-site assignment with direct experience in the classroom.

EE 346 Language Development of Children
3 Semester Credit Hours Prerequisites: PY 100 & EE 200

This course is designed to present students with a knowledge of the development of language competency in children and to provide a basis for a language curriculum.

EE 356 Teaching in the Kindergarten
3 Semester Credit Hours
This course is designed to provide a comprehensive knowledge of kindergarten curriculum appropriate for children in the kindergarten classroom and provide teacher competence in developing children's enthusiasm for learning. This course is also designed to address the curriculum, methodology, learning styles, assessment, and social, emotional, physical and academic needs of kindergarten students based on current theory and research about developmentally appropriate practices.

EE 468 Guidance for Children
3 Semester Credit Hours
A goal of guidance in teaching young children is to help children develop a positive belief about themselves as they learn to follow appropriate social rules. This course will examine skills needed to provide a supportive, nurturing classroom environment where children begin to learn and practice appropriate and acceptable behaviors as individuals and as a member of a group. An emphasis will be placed on how to set consistent limits and realistic expectations, which support children's development, self-control and behavior.

EE 499 Early Childhood Education Internship
6-12 Semester Credit Hours Prerequisite: Permission of the Department Chairperson
Prepares elementary education majors planning to teach in elementary and pre-school with the opportunity to observe, record and assess children's behavior in order to plan appropriate instructional programs and learning environments. Students will write lesson plans and develop culturally appropriate integrated units that reflect learning styles, promote self-esteem, and encourage self-directed learning. Provides opportunities for developing parent-teacher conferencing skills as well as working with parents and professionals in writing IEPs and IFSPs. Gives students an opportunity to assume complete responsibility of a classroom while under the supervision of a classroom teacher in an approved elementary preschool.

EL 101 Introduction to Electronics I
4 Semester Credit Hours
Introduction to Electronics I is for beginning students, or students with little background in electricity and electronics. The first section of the course gives the student an understanding of the mathematics and math tools needed to comprehend the principles that are introduced and to work the problems that help provide a better understanding of the principles.

EL 102 Introduction to Electronics II
4 Semester Credit Hours Prerequisite: EL 101; College Algebra; (recommended: Trigonometry & Calculus)
This course is a continuation of EL 101. EL 102 introduces the theory and application of alternating current and voltage, associated components and circuits, and the use of these elements in making filters, tuning circuits, rectifiers, transformers, etc. The second part of this course introduces digital circuits and provides an understanding of the theory of solid-state devices, and the application of these devices as switches, gates, amplifiers, clocks, counters, rectifiers, etc. The student will learn to use mathematical tools to understand, analyze, and design basic digital circuits. An accompanying laboratory permits the students to have a practical hands-on experience in building, testing and analyzing the circuits studied in class.

EL 211 Electronics I
4 Semester Credit Hours Prerequisite: MA 150

An introduction to the basic electronics principles used in elementary DC and AC circuit analysis. Topics include Faraday's Law, Ampere's Law, Ohm's Law, power relations, Norton and Thevenin equivalencies, and Kirhhoff's laws. Students are expected to implement in the laboratory the basic principles learned in the lectures.

EL 212 Electronics II
4 Semester Credit Hours Prerequisite: EL 211, MA 216
A continuation of the basic electronic principles begun in EL 211, especially as applied to digital circuit analysis and design. Topics include elementary number theory, Boolean algebra, logic gates and other component-level devices, Karnaugh maps, sequential and integrated circuits, and digital functions. Students are expected to implement in the laboratory the basic principles learned in the lectures.

EMT 260 Emergency Medical Technician (Basic)
9 Semester Credit Hours
The Emergency Medical Technician-Basic (EMT-B) is the entry level into the Emergency Medical services career field. The EMT-B program follows the most current United States Department of Transportation National Standard Curriculum for EMT-B. This program trains students to work in the prehospital emergency medical environment as an entry level EMT-B provider. Students completing this course must successfully pass the EMT Basics Certification test at the state level prior to becoming an EMT.

EN 090 Basic Writing
3 Semester Credit Hours Prerequisite: Assessment
Foundational English is a developmental composition course designed to further develop the critical thinking and writing skills of students in preparation for college-level composition coursework. Students will work on sharpening reading, writing, thinking, and time management skills to further develop their abilities to be successful in college-level courses. Students will go further in writing in multiple rhetorical situations, up to and including the research paper.

EN 091 Foundational English I
3 Semester Credit Hours
EN 091 is a developmental composition course which provides individual and group instruction. Mechanisms and usage (spelling, punctuation, grammar, etc.) will be reviewed throughout the course. This course will not satisfy the General Education English requirement.

EN 092 Foundational English II
3 Semester Credit Hours
EN 092 is a developmental composition course where students will write using basic structure, form and appropriate technique. It will build on skills developed in high school or EN 091 and include introduction to research and college composition.

EN 101 Freshman English I
3 Semester Credit Hours
This is the first of a two course sequence designed to provide students with the skills necessary for college-level writing. In EN 101 students concentrate on paragraph and essay writing. Selected readings are part of the course. Required of all Freshmen.

EN 102 Freshman English II
3 Semester Credit Hours Prerequisite: C or better in EN 101

Freshman English 102 is an advanced composition course designed to sharpen students' writing, reading and critical thinking skills through a variety of college writing tasks. The course emphasizes improving students' ability to integrate and credit secondary sources in their writing.

EN 201 Introduction to Literature
3 Semester Credit Hours Prerequisite: EN 101, EN 102
This course is intended for students who have had little or no experience in reading, discussing, interpreting, and writing about literature. Students will read selections of poetry, fiction, drama, and non-fiction.

EN 210 Children's and Adolescent's Literature
3 Semester Credit Hours Prerequisite: EN 102 or consent of instructor
A presentation of literature available for children, criteria for evaluating these books, and ways of using them in the elementary classroom. Integrating knowledge about children's books and the learning process is stressed.

EN 250 Creative Writing (GENERAL INTEREST)
3 Semester Credit Hours Prerequisite: EN 101 or consent of instructor
A course for any student interested in creative writing. It covers fiction, poetry and literary nonfiction.

EN 251 Contemporary Native American Literature
3 Semester Credit Hours
Examines Native American literature, particularly the short story, poetry, biography, and autobiography.

EN 252 Special Topics in Native American Literature
3 Semester Credit Hours
This course provides students the opportunity for focused, in-depth study of specific topics in Native American Literature such as the novels of Louise Erdrich, contemporary Native American playwrights, and Native American women writers.

EN 260 Great Plains Literature
3 Semester Credit Hours
In addition to introducing students to a variety of writers of the Great Plains, this course addresses the relationship between landscape and the human imagination. Among the questions that will be explored are: Why and how does a specific place affect the human consciousness in specific ways? What are the literary characteristics of this relationship (i.e., regionalism)? How does Plains Literature fit within the larger context of American literature.

EN 280 Seminar in English
3 Semester Credit Hours Prerequisite: Consent of the instructor
Designed to enable students to work on specific English projects. The content of the course will vary.

EN 281 Seminar in English II
3 Semester Credit Hours
EN 281 will be an additional Seminar in English course to allow for specialized study in literature and/or writing, thus allowing for 6 hours in English specialization courses.

EN 301 Research Writing
3 Semester Credit Hours Prerequisite: EN 102

This course is an upper-level course that provides students with the know-how to conduct both primary and secondary research. Students use their research in a variety of writing assignments that emphasize the practical as well as the academic use of research.

EN 310 Native American Children's Literature
3 Semester Credit Hours Prerequisite: EN 102 or consent of the instructor
A study of children's literature written about Native Americans as well as an examination of traditional stories of interest to Native American children.

EN 320 Survey of Western Literature
3 Semester Credit Hours Prerequisite: EN 102 or consent of the instructor
Examines the literature of Western culture from the Greeks to the present to see how this literature transcends cultural bounds, and to understand what this literature means to modern culture. Drama, fiction, and poetry are covered. Required for Education majors.

EN 321 Literature of the Americas I
3 Semester Credit Hours Prerequisite: EN 102 or consent of instructor
This survey course encompasses the literature of the Western Hemisphere (North America, Central America, and South America) beginning with oral literature of the native peoples (the various nations of American Indians, Meso-America, Inca Empire, etc.) to the literature of the middle 1800's.

EN 322 Literature of the Americas II
3 Semester Credit Hours
This survey course encompasses the literature of the western hemisphere (North America, South America) beginning with the literature of 1850s to contemporary literature.

EN 350 Poetry by Native American Authors
3 Semester Credit Hours
Study of current Native American authors of poetry including but not limited to Lucy Tapahanso, Joy Harjo, Louise Hogan and Wendy Rose. Students will be encouraged to read and research authors bent on accurately portraying Native American beliefs, spirituality, history and current living conditions. This course is an expansion of EN 251 which introduces current authors in all genres, but is in no way comprehensive.

EN 351 Fiction by Native American Authors
3 Semester Credit Hours
Study of current Native American authors of fiction including but not limited to Sherman Alexie, Leslie Marmon Silko, Louise Hogan and Ray Young Bear. Students will be encouraged to read and research authors bent on accurately portraying native American beliefs, histories and current living conditions. This course is an expansion of EN 251 which introduces current authors in all genres, but is in no way comprehensive.

EN 352 Non-Fiction by Native American Authors
3 Semester Credit Hours
Study of current Native American authors of Non-Fiction including but not limited to Vine DeLoria, Delphine Red Shirt, Carter Revard, Gerald Visenor, and Kimberly Blaeser. Students will be encouraged to read and research authors bent on accurately portraying Native American beliefs, spirituality and current living conditions. The course is an expansion of EN 251 which introduces current authors in all genres, but is in no way comprehensive.

EN 360 Professional Writing

3 Semester Credit Hours Prerequisite: EN 102 or consent of the instructor
Focuses on critical thinking and writing and encourages students to enhance their writing skills beyond academic writing. Students write several papers in their field of interest. The use of language is examined through selected readings. Required of Human Services majors.

EN 361 Survey of World Literature
3 Semester Credit Hours Prerequisite: EN 301 or consent of the instructor
Acquaints the student with international literary masterpieces and seeks to widen cultural understanding through studying the literature of other nations.

EN 380 Seminar in Composition
3 Semester Credit Hours Prerequisite: Consent of the instruction
Principles and techniques of advanced writing are studied through extensive reading and writing.

EN 421 Survey of English Literature
3 Semester Credit Hours
This survey course introduces the student to English literature, from Beowulf to the Twentieth Century.

EN 450 Literature by and about Native Americans Throughout History
3 Semester Credit Hours
Study of current and historical native American authors as well as literature about Native Americans. Students will be encouraged to read and research authors bent on accurately portraying Native American beliefs, spirituality, history and current living conditions and to compare these portrals with those of the past. The course is an expansion of EN 251 which introduces current authors in all genres, but is in no way comprehensive.

ESC 101 Environmental Monitoring
3 Semester Credit Hours
This course will cover introductory environmental science concepts and field techniques used for monitoring air, water, soil, and food. Students will explore introductory concepts in geology, hydrology, climatology, chemistry, and biology needed to understand how the physical, chemical, and biological properties of the environment are measured. Students will learn basic sampling and analytical techniques used in the environmental monitoring field. Emphasis will be made on study design, sample selection, and data quality control.
Laboratory program will include sampling, visual observation, and lab-based analysis of local water, air, soil and food on the Rosebud Reservation.

ESC 121 Earth Science
4 Semester Credit Hours
A survey of the origin, history, interrelationship and dynamics of the earth, its atmosphere and the solar system.

ESC 200 Introduction to Energy and Renewable Energy Sources
4 Semester Credit Hours
This course defines the Energy need, availability from different current and prospective resources and need for energy management as an integral part of society at all levels. The course provides an overview of renewable energies, including solar energy, wind power, hydropower, biomass, hydrogen, and fuel cells. Students will learn the basic principles of each technology for new and existing Construction. They will study government regulations, analyze renewable Energy systems, calculate savings, backup energy, and financing options. They will investigate the potentials of renewable energy technologies to help solve environmental and economic problems with

society. The course will present the various vocational opportunities available to energy management students through lectures, video and guest speakers.

ESC 205 Range Management
3 Semester Credit Hours
Range management is an introduction to the concepts and techniques of managing rangelands and wildlife populations. It is designed to supplement the student's understanding of ecology and resources management practices particularly as they relate to agriculture, wildlife and range resources. Special Emphasis on tribal range units and timber reserve management principles and practices.

ESC 209 Environmental Science
4 Semester Credit Hours
Identification of both environmental and cultural issues related to land use, demographics, economics. Special emphasis on impacts affecting tribal lands and natural resources. A solution based approach and recommendations to appropriate decision makers within the tribe and university.

ESC 241 GIS & Remote Sensing
3 Semester Credit Hours
This course is a comprehensive introductory survey and computer lab covering fundamental concepts in geographic information systems (GIS) and remote sensing. Students will be introduced to major concepts used in the geographic information sciences and will explore geospatial data using GIS software. Concepts covered will include the nature of geospatial data, basic geodesy, and data models. GIS laboratory skills gained will include data creation and integration, digitization, creating map layouts, spatial analysis, geocoding and geoprocessing. Finally, students will learn how aerial and satellite-based remote sensing observations are used to study Earth's systems.

ESC 250 Natural Resources Management
3 Semester Credit Hours
Course will cover managing natural resources with an emphasis on historical and current issues affecting the management of natural resources. Each student will be expected to select an area of natural resource management and complete a supervised independent study project.

ESC 271 Ranch Management Planning
3 Semester Credit Hours
Basics of ranch/farm management applied to selection and combination of enterprises, level of production, size of business, labor efficiency, and machinery efficiency. There will be an overview of the types of ranching/farming, tenure and leasing, risk, prices, credit and starting rancher programs. Labs include formulating stocking rates and conservation planning through range site condition scoring and trend analysis. Business and production records, their analysis and use in budgeting and planning future operations. Students develop an actual ranch plan during the course with a timeline and realistic goals and outcomes. Special emphasis will be placed on tribal land and range conservation/stewardship.

ESC 285 Selected Topics in Environmental Science
1-4 Semester Credit Hours Prerequisite: ESC 101, 209
Special topics in environmental science are treated in more depth than in other courses. Course may be repeated with different topics of additional credit up to 12 hours total.

ESC 297 Land Tenure Issues

3 Semester Credit Hours
The purpose for which Indian reservations were created differ from the purposes for which other federal land bases and reserves were created. Indian reservations were created to provide homelands where tribes could become economically self-sufficient by making the land and resources productive for Indian people. This course will review the legislation that established the concept of individual and communal uses of the land and the federal policies that have been created to manage the lands that were allotted to Indian People. The course will also focus on the present land status of the Rosebud Reservation and how the land entities and mechanisms were established by the tribe and the federal government.

ESC 299 Research & Writing in Science
1 Semester Credit Hours Prerequisite: ESC 101, ESC 209, Sophomore ESC students
This core course develops and hones the reporting, creative and explanatory skills demonstrated by the best science writers. The course features writing assignments and exercises in journalistic and literary writing, plus interviewing, ethics and the use of scientific journals and databases. In some cases, students may be able to choose from a range of writing topics, including nature, technology, health, space, biology, medicine, or other scientific issues. This course will be presented through faculty and guest speakers, reading, discussions, and field trips. Students will research a topic and present it in writing and via an oral presentation at the end of the semester. This is a capstone course for the AS Environmental Science degree.

ESC 331 Environmental & Range Economics
3 Semester Credit Hours
Economic principles related to the ranch business operation (land, business, & livestock management, economic knowledge, and understanding the range unit permit system) and environment (the use of non-renewable natural resources, pollution, population, and economic growth). Record keeping skills are emphasized.

ESC 380 Weather and Climate
3 Semester Credit Hours Prerequisite: MA 150
This is an introductory course to weather and climate, focusing on understanding the principles of meteorology and climatology and different weather phenomena, weather analysis and forecasting and characteristics of world climate and climatic change.

ESC 384 Watershed Management
3 Semester Credit Hours
Course will cover a range of topics relative to water resources such as: the monitoring of water wells and stream discharge; the collection of water samples and analyses procedures/surveying of aquifer/water bearing information; sources of contamination/and data manipulation by use of computers. Special emphasis in tribal watersheds and aquifers, as well as, Antelope Lake on SGU Campus.

ESC 385 Soils
4 Semester Credit Hours
Soils and plant growth, parent materials of soils, soil information and classifications, physical, chemical and colloidal properties of soils, life in the soil, organic matter, soil water, and soil and water conservation.

ESC 401 Solid & Hazardous Waste Management
3 Semester Credit Hours
This course is designed to study the generation, composition, collection, transport, storage and disposal of solid and hazardous waste. Focus will be on the environmental impacts and public health. Course will identify tribal,

federal, state, and local government regulations. Students will research and discuss planning for recycling and resource recovery efforts on a community level.

ESC 410 Range Improvements and Grazing Management
3 Semester Credit Hours
Topics covered include an overview of range vegetation management and grazing management; goal-based management; economic aspects of range improvements; ecological aspects of range improvements; plant morphology and physiology as related to disturbance; grazing animal behavior; and production and stocking rates. Included in this course are biological, chemical, and mechanical methods of vegetation management. The effects of prescribed burning are also discussed. Students are responsible for developing a ranch management outline as related to the topics covered.

ESC 415 Environmental Law
3 Semester Credit Hours Prerequisites: IS 230 or ESC 209
This course will explore the history, structure, and inter-jurisdictional nature of environmental law. Students will explore the various sources of environmental law including statutes, regulations, regulatory guidance, executive orders, and common law. The role of tribal governments and tribal codes in environmental law will be explored. The application and enforcement of environmental laws will be analyzed in the context of overlapping federal, tribal, state, and local law. Finally, students will evaluate the role of non-governmental organizations and international agreements in environmental law and environmental protection.

Students will be required to read, research, and write about: 1) The extent to which such environmental laws and regulations apply within "Indian Country;" 2) The impact and/or potential impact of federal environmental laws and regulations; 3) How enforcement or the lack of enforcement of environmental laws and regulations affects the environment; and, 4) The extent to which American politics and business influence the development, application, and enforcement of environmental laws.

ESC 485 Selected Topics in Environmental Science
1-4 Semester Credit Hours Prerequisite: BI 151, 152; Junior or Senior Standing
Special topics in biology are treated in more depth than in other courses. Course may be repeated with different topics of additional credit up to 12 hours total.

ESC 490 Practicum
3 Semester Credit Hours Prerequisites: Senior standing or instructor approval
This is an advanced class for seniors, typically taken during the final semester. Students will either:

- Be placed with an SGU faculty or staff member working on a project in environmental monitoring, restoration, range management, energy efficiency, waste management, or another field related to the environment
- Be placed with an external organization whose scope of work includes environmental monitoring, restoration, range management, energy efficiency, waste management, or another field related to the environment

If placed with a staff member at SGU, the student will be supervised by both the staff member and a faculty member. If placed with an external organization, the student will be supervised by both an employee from that organization and a faculty member.

Student will collaborate with their supervisors to design a project focused on an environmental issue. Students will synthesize everything they have learned throughout their academic career and apply scientific knowledge and skills to a practical issue. This course acts as a bridge between academic coursework and real-world professional experience.

This is a capstone course for the BS in Environmental Science.

ESC 494 Science Teaching Assistantship
1 Semester Credit Hour Prerequisite: ESC 101 & course assisting
Applied, monitored, and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience by assisting with lab courses. A higher level of supervision is provided by the instructor in these courses than is the case of field experience courses. Offered Fall and/or Spring only.

ESC 495 Senior Research Seminar I
1 Semester Credit Hour Prerequisite: Senior ESC majors only
A focused investigation of a current topic in environmental science (within emphasis area). Extensive literature research with preparation for research paper and oral presentation in ESC 496. The student will select three faculty members, two of which are science faculty, in student's area of interest, to be on advisory committee. Student must have a grade of B or better prior to taking ESC 496. Required for ESC majors (senior year). Fall

ESC 496 Senior Research Seminar II
2 Semester Credit Hours Prerequisite: ESC 495 with a grade of B or better.
A continuation of ESC 495. Literature review from ESC 495, will culminate in a research paper and oral presentation in this course. The student will retain their selected advisory committee from ESC 495. Students are expected to attend the senior seminars of their peers. Student must have a grade of B or better in ESC 495 prior to taking this course. Required for ESC majors (senior year). Spring

ESC 498 Undergraduate Research Experience I
4 Semester Credit Hours Prerequisite: Junior or Senior ESC majors only.
Students will do field, laboratory or remote sensing work independently, as part of employment, or in facility directed groups in the areas of ecology, land use management, range, natural resources or environmental studies. Six or more weeks of field or lab work of 20+ hours per week are required, plus a written report on the goals of their work, prior studies, experimental design, data collection, and/or conclusions.

ESC 499 Undergraduate Research Experience II
4 Semester Credit Hours Prerequisite: Junior or Senior ESC majors only.
Students will do field, laboratory or remote sensing work independently, as part of employment, or in faculty directed groups in the areas of ecology, land use management, range, natural resources or environmental studies. Six or more weeks of field or lab work of 20+ hours per week are required, plus a written report on the goals of their work, prior studies, experimental design, data collection, and/or conclusions.

FT/MA 146 Technical Math
3 Semester Credit Hours
This course will assist students in acquiring the mathematical skills needed in the occupation they are seeking. It will provide a comprehensive coverage of the basic computational skills and their application.

GE 100 Physical Geography Fundamentals
3 Semester Credit Hours Prerequisite for GE 200
It will serve as an introduction to basic physical geography, including familiarizing individuals to the Earth's surface and the basic elements of geography. It will allow individuals to examine natural environment and the factors that influence human activity on the globe. Focus will be on basic concepts in geography, skills in identification and measurement using maps and globes, and natural forces that affect topography and landforms.

GE 200 World Regional Geography
3 Semester Credit Hours Prerequisite: GE 100
Will familiarize individuals with aspects of historical, cultural, and human geography. It will emphasize human occupation of the earth and how that varies from region to region. It will include emphasis on political and economic patterns, settlement patterns, cultural patterns, and environmental patterns and how these are expressed around the globe, and an examination of the relationship of human societies and the environments around the world.

GN 289 Special Topics
Variable Credit Hours
This course will provide for special topics in the broad areas including but not limited to writing, communications skills, and the humanities. Credit hours are determined in each case by number of contact hours. Student may use "Special Topics" course as an elective upon departmental approval.

GS 100 Private Pilot Ground School
3 Semester Credit Hours
Serves as a preparation for the FAA private pilot written examination which will be taken upon successful completion of this course. Course content includes aerodynamics, radio and visual navigation, weather theory, flight safety, emergency procedures, the study of various aircraft, aviation history, radio communications, and FAA regulations. The student who successfully passes the final written exam will have one-half completion of the requirement for a private pilot's license.

HI 151 World Civilization I
3 Semester Credit Hours
World Civilization I is a study of the evolution of cultures throughout the world from their beginnings to the age of exploration and the 1500's. Topics include the agricultural and urban revolutions, the development of empires, formation of world religions during the Classical Age, cross-cultural trade and exchange, changes and advancements in technology, and the development of colonialism and imperialism.

HI 152 World Civilization II
3 Semester Credit Hours
World Civilization II is a continuation of the studies in HI 151. Global changes and events are examined from the 1500's through the formation of contemporary history. Beginning with the process of colonialism and imperialism, through the movement for independence and revolutions, it includes an examination of global warfare, the changes in world dominance and the rise of nationalism, setting the stage for contemporary social, political, and economic realities of the present. Students are advised to have taken HI 151 before enrolling in this course.

HI 251 American History I
3 Semester Credit Hours
American History I examines the development of the United States from pre-colonial contact up through the expansion of Manifest Destiny and the Civil War. The course includes study of the diversity and impact of the indigenous nations of the continent, expansion of national boundaries and Manifest Destiny, and the developments leading to the Civil War.

HI 252 American History II
3 Semester Credit Hours

American History II looks at the impact of the Civil War and the era of Reconstruction and industrialization and the eventual processes of national history that brings it up to contemporary times. Included in this semester are topics of industrialization and national expansion, the formation of foreign policy and imperialism, depression and the world wars, the 50's and Korea, the 60's and the Civil Rights Movement, Vietnam, Watergate, the Reagan decade, and formation of contemporary national situations.

HI 350 20th Century War in American History I
3 Semester Credit Hours Prerequisite: Instructor Approval
This course is designed to be an in-depth study of war in American History during the first half of the 20th century, specifically World Wars I and II.

HI 351 20th Century War in American History II
3 Semester Credit Hours Prerequisite: HI 251, 252
This course is designed to be an in-depth study of war in American History during the second half of the 20th century, specifically Korea, Vietnam, and Persian Gulf.

HI 400 Analytical Research in History
3 Semester Credit Hours Prerequisite: HI 151, 152, or HI 251, 252
This course is designed to assist students in the pursuit of the distinction between consensual truth and fact in regards to the study of history.

HI 450 Special Topics in History
3 Semester Credit Hours Prerequisite: Instructor Approval.
This course is designed to allow students to focus their study of history on specific areas of the world, people, events, etc.

HL 110 First Aid/First Responders
3 Semester Credit Hours
To prepare individuals in the workplace to provide care for breathing emergencies; perform cardiopulmonary resuscitation (CPR); react to other emergencies that may occur while in the work-place, such as cuts, sprained and broken bones, shock, etc.

HS 103 Personal Health & Wellness (Required)
3 Semester Credit Hours
This class will address a number of physical and mental health/wellness issues which impact our students and the reservation community. The learning format will involve short modules, each having two parts. The first part will be identification of a health issue, its nature and scope on the Rosebud. The second part will cover wellness strategies to either prevent or alleviate this issue at a personal level. Issues such as addiction, diabetes, smoking, depression and suicide, plus more, will typically be covered. Will incorporate Lakota culture and reservation/rural perspectives.

HS 200 Fundamental of the Helping Professions (Elective)
3 Semester Credit Hours Prerequisite: Sophomore Standing
This course will provide the students with an introduction to the field of human services including the overall philosophies, roles, and day-to-day activities of major programs, agencies, and institutions providing direct client services in such areas as mental health, criminal justice, social welfare, alcohol and drug counseling, and education. Students will examine their own qualifications and potential in terms of working in the area of Human Services. Will incorporate Lakota culture and reservation/rural perspectives.

HS 216 Topic Exploration in Human Services (Elective)
Variable Credit Hours 1-3
A freshman/sophomore level class that focuses on exploration of selected issues in the field of Human Services. Such issues are ones normally not covered in standard Human Services classes. or covered differently, will be explored. The class structure is designed primarily for students desiring program training or personal interest study. I may be offered in alternative formats, such as seminars, workshops, using modern technology. May be taken again for additional credit, but doing so restricted. HS 216 may fill the general elective requirement at the A.A. degree level; it will not suffice for 300-400 level credit. Will incorporate Lakota culture and reservation/rural perspectives.

HS 290 Field Placement I
3 Semester Credit Hours Prerequisite: Department and Instructor Approval.
This is the capstone course for the AA degree. The student will be placed in a human services organization and supervised by an employee of that site, along with supervision by the University instructor. The time commitment will total 120 hours. Emphasis will be on student observation, and, when appropriate, direct care services. Will incorporate Lakota culture and reservation/rural perspectives.

HS 316 Topics in Human Services (Elective)
Variable Credit Hours 1-3 Prerequisite: Junior standing and permission of instructor and advisor, EN 301 co-requisite.
An examination of selected issues within the area of human services. May be taken again for additional credit, but doing so restricted. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

HS 370 Computer Applications in Human Services
3 Semester Credit Hours
This course is designed to acquaint and teach students various computer programs available for human services professionals. Content focus areas include employee supervision, work performance assessment, and selection, client assessment, case notation, social summary preparation, and client service needs.

HS 390 Human Services Professional Development
3 Semester Credit Hours
This course will provide students with the knowledge needed to be successful within a working, professional environment. Students will learn about interview etiquette, taxes, how to take notes during work meetings, how to be efficient with time management, money management, and many other helpful skills needed when working in a professional setting. Students will leave this course with a better understand of the professional world and how they will fit into it.

HS 395 Independent Study (Elective)
1-3 Semester Credit Hours Prerequisite: Junior standing and permission of instructor, EN 301 Co-requisite.
This course provides for independent study in a specialized area of chemical dependency, psychology, criminal justice, or vocational rehabilitation, not provided in regular classes. Admission to the course is subject to the approval of the instructor. May be taken again for additional credit, but doing so restricted. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

HS 399 Ethics, Legal Issues, & Professionalism
3 Semester Credit Hours

Will examine ethics, values, professional competence, clients' rights, confidentiality, training, etc., both generally and specifically to various kinds of counseling (marital, multi cultural, family, group, chemical dependency). The student will be better prepared for the practice of counseling and the client/counselor relationship.

HS 405 Case Management
3 Semester Credit Hours Prerequisite: Advanced junior or senior.
Essential skills needed for the management and guidance of Human Service cases will be taught. Students will study the historical perspective, case management models, assessment process, effective interviewing skills, advocacy, and related ethical issues. The student will learn how to build a case file which meets managed care and third party requirements. Students will become aware of services available to families and ways to function as an effective case manager. Will incorporate Lakota culture and reservation/rural perspectives.

HS 416 Topics in Human Services (Elective)
Variable Credit 1-3 Hours Prerequisites: Senior standing, permission of instructor and advisor, EN 301 Co-requisite.
An advanced, in-depth examination of selected issues within the area of human services. May be taken again for additional credit, but doing so restricted. May be cross-listed with graduate offering. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

HS 470 Capstone Course
3 Semester Credit Hours Prerequisite: Senior status.
The class will focus on four projects. The first is completion of the Senior Comprehensive Exam. Second is completion and presentation of the student's Professional Portfolio. A study of professionalism in the reservation/rural context and completion of the Professionalism Module is the third. Lastly, the class will jointly create and complete an appropriate service project. This class will be taken during the student's senior year, usually the final semester. Will incorporate Lakota culture and reservation/rural perspectives.

HS 490 Field Placement III – Advanced
3 Semester Credit Hours Prerequisite: Senior standing, grade standards, application and approval, insurance, permission of instructor, see Department for details.
This is one of two major capstone courses for advanced seniors, typically taken the final semester. Students will be placed in a human services organization and supervised by both an employee of that site and the University instructor. Responsible and complex direct client services will be expected and measured. The time commitment will total 120 hours. Will incorporate Lakota culture and reservation/rural perspectives.

IOT 289 Special Topics Career & Technical Ed
Variable Credit 1-3 Semester Credit Hours
This class will cover a variety of topics within the scope of career and technical education. Credit hours will be determined by the contact hours of instruction.

IS 100 Introduction to Lakota History and Culture
3 Semester Credit Hours
The course is an introduction to the general history of Lakota peoples from prehistoric times to the present, highlighting cultural and historic changes experienced by the peoples through contacts and influences of other Plains tribes and non-Indians.

IS 105 Introduction to Lakota Social Systems
3 Semester Credit Hours

The course is an introduction to the way of life of Lakota peoples including their patterns of behaviors and social organizations. The course also introduces the functions of the nation both historically and from the contemporary cultural patterns.

IS 150 Introduction to Lakota Teachings and Health
3 Semester Credit Hours
The course is an introduction to the purposes and practices of Lakota medicine men and the ceremonies practiced in the contemporary context. The course will introduce the Lakota traditions, culture, language and meaning of the Lakota belief system as it exists contemporarily. The course is designed to address the educational needs of both Indian and non-Indian students.

IS 170 Introduction to Lakota Thought and Philosophy
3 Semester Credit Hours
The course is an introduction to the customs, beliefs and philosophical outlook of Lakota people in relation to the universe, spirituality, and their fellow man.

IS 205 Native American Women
3 Semester Credit Hours
Through placing the Native American Women's experiences at the center of our interpretations, this course will examine the past and present roles, history, socialization, spirituality, concerns and issues of women and native American women.

IS 221 Culture of the American Indian
3 Semester Credit Hours
A general study of the past and present culture patterns of the American Indian.

IS 230 Tribal Law, Treaties, and Government
3 Semester Credit Hours
The concept of tribal sovereignty involving the relationships of tribal people to federal and state governments through historical development of treaties, congressional acts and court decisions. Students will be provided with a working knowledge and an in-depth introduction into the nature, infrastructure and operation of tribal government, particularly the Rosebud Sioux Tribal government. An introduction to treaties and Indian law is provided to give students a basic foundation toward a better understanding of those areas.

IS 260 American Indian Political Systems
3 Semester Credit Hours
A study of American Indian tribal political systems and tribal institutions involved in decision making and policy setting.

IS 300 American Indians on Film
3 Semester Credit Hours
This course is a study of the portrayal of American Indians on film with emphasis on authenticity, cultural sensitivity and other factors that influence the stereotype of the American Indian.

IS 380 Reservation Systems Analysis
3 Semester Credit Hours Prerequisite: SO 100 and permission of instructor
This course is designed to provide the student with an in-depth introduction to the reservation setting through a diversity of perspectives, including the historical, sociological, psychological, cultural, and economic. The goal is

to allow the student to become fully aware, in a holistic way, of the diverse forces that have conditioned and shaped the reservation community.

IS 400 Traditional Law & Administration of Justice
3 Semester Credit Hours Prerequisite: CJ 200, Junior/Senior Standing
The formulation, communication (such as oral tradition), and internalization of traditional law is examined. Also, the structure and processes of traditional justice administration is studied. The student is exposed to these elements, particularly Lakota tribal tradition. Other tribal groups is studied, where relevant. Another major focus of the course is how features of traditional law and justice have been incorporated, or could be incorporated, into contemporary justice delivery systems.

IS 451 American Indian History & Culture I
3 Semester Credit Hours
A survey is limited to the Native people of the United States and Alaska and will cover from the earliest times to the reservation era.

IS 452 American Indian History & Culture II
3 Semester Credit Hours Prerequisite: IS 451
A survey of the social, cultural, political, and economic history of the Indian people of North America from the mid-nineteenth century to the present.

IS 480 The Federal-Indian Relationship
3 Semester Credit Hours Prerequisite: Instructor's Permission
The course will introduce the federal-Indian relationship on the personal level to the student. It will attempt to solicit personal reactions, definitions and decisions about his/her role in the relationship.

LD 101 Country Swing Line Dancing I
3 Semester Credit Hours
This is an introductory course designed to familiarize the student with the basics of country swing/line dancing.

LD 102 Country Swing Line Dancing II
3 Semester Credit Hours
This is an extension course of Country Swing/Line Dancing. This course is designed to familiarize the student with the basics and introduces new dances.

LL 100 Introduction to Lakota Language
4 Semester Credit Hours Prerequisite: the student has not background or experience with Lakota language and does not meet the entry-level standards in phonics, grammar, vocabulary and reading.
The course is an introductory conversational course in Lakota language, both in written and oral forms.

LL 101 Lakota Language I
4 Semester Credit Hours
Introduction to conversational Lakota language. (Students who possess native language ability may challenge this course for credit.)

LL 102 Lakota Language II
4 Semester Credit Hours Prerequisite: LL 101
A continuation of beginning Lakota Language, both written and conversational.

LL 120 Lakota Oral Literature
3 Semester Credit Hours
An analysis of Lakota oral narrative, oral poetry, and oratory (in English translation). The course will examine the oral dimension of Indian literature.

LL 201 Lakota Language III
4 Semester Credit Hours Prerequisites: LL 101, 102
Lakota oral history and tradition is examined for content and rhetoric, and speeches is reproduced. A study of contemporary Lakota oratory will also be included.

LL 202 Lakota Language IV
4 Semester Credit Hours Prerequisite: LL 101, 102, 201
Use of advanced techniques and principles of the Lakota language in speaking and writing. The ability to compose in Lakota is developed.

LL 203 Linguistics I
3 Semester Credit Hours Prerequisite: LL 101, 102, 201, & 202
An extension of Lakota Language IV with emphasis on the fundamentals of translating Lakota-English and English-Lakota sources (oral and written) for academic and community functions.

LL 204 Lakota Linguistics II
3 Semester Credit Hours Prerequisite: LL 203
The course is an advanced conversational course in Lakota language focusing on the written form.

LL 300 Lakota Composition I
3 Semester Credit Hours Prerequisite: LL 204
The course will focus on development of reading and writing skills in Lakota language with an emphasis on composition.

LL 301 Lakota Composition II
3 Semester Credit Hours Prerequisite: LL 300
The course will focus on development of reading and writing skills in Lakota language with an emphasis on advanced composition.

LL 320 Lakota Communications I
4 Semester Credit Hours Prerequisite: LL 202
The course is a study of the methods and techniques of story telling in the home and contemporary application in the classroom. The course will also demonstrate the importance of this intimate style of oratory in contemporary Lakota society.

LL 321 Lakota Communications II
4 Semester Credit Hours Prerequisite: LL 320
The course is a study of the methods and techniques of addressing the public with emphasis on style and manner of presentation. The course is useful to the individual who must give an infrequent speech to the public, or for the individual who must address the public in a professional role.

LL 350 Philosophy of the Lakota Language I

3 Semester Credit Hours Prerequisite: LL 204, LS 270
The course is a study of Lakota Thought and Philosophy in the language: the originating ideas for words and phrases. The study will include the evolution of meanings in the past and its relativity to Lakota lifestyles.

LL 351 Philosophy of the Lakota Language II
3 Semester Credit Hours Prerequisite: LL 350
The course is a study of Lakota Thought and Philosophy in the language: the contemporary ideas for words and phrases. The study will include the evolution of meanings from the past and its relativity to contemporary Lakota lifestyles.

LL 398 Lakota Language Internship I
3 Semester Credit Hours
This is course credit earned by a variety of possible experiences including, special projects and/or research to experience other forms of the language used outside of the formal classroom prerequisites.

LL 399 Lakota Language Internship II
3 Semester Credit Hours
The Lakota Language Internship I is an experience based course which will require the student to participate in a variety of experiences, special projects and research in order to observe and practice other forms of Lakota language used outside the formal classroom environment.

LL 400 Lakota Ceremonials
3 Semester Credit Hours Prerequisite: MU 130, LS 253, LS 270, IS 320
The course is a study of old Lakota songs with an emphasis on restoring the commentaries that go with the songs, defining specific ceremonies to the songs, and attempting to revive and restore songs that may not be currently used.

LL 410 The Structure of the Lakota Language
3 Semester Credit Hours Prerequisite: LL 351
The course is a study to analyze the Lakota Language using the modern linguistic approach to define the features and functions of the language.

LL 420 Methodologies in Teaching the Lakota Language I
3 Semester Credit Hours Prerequisite: Senior level status
The course is a study of strategies, methods and techniques of the different systems for delivering the Lakota language in the classroom setting. This course meets state requirements for certification.

LL 421 Methodologies in Teaching the Lakota Language II
3 Semester Credit Hours Prerequisite: LL 420
The course is an advanced study of strategies, methods and techniques of the different systems for delivering the Lakota language in the classroom setting.

LL 422 Lakota Communications III
4 Semester Credit Hours Prerequisite: LL 321
The course is a study of the methods and techniques of a contemporary master of ceremonies (MC) for public social events. The course is useful to the individual who intends to become a professional public speaker.

LL 423 Lakota Communications IV

4 Semester Credit Hours Prerequisite: LL 422
The course is a study of proper methods for conducting ceremonies for the public in a respectful and appropriate manner. The course is useful to the individual who intends to become a professional public speaker.

LL 425 Use of Multimedia Resources in the Lakota Language
3 Semester Credit Hours Prerequisite: LL 420
The course is a study of the use of all media resources including written materials, film, tapes (audio and video), computers, transparencies, a language lab and other resources for use in teaching Lakota language. Emphasis is placed on development of curricular materials with multimedia resources.

LL 430 Lakota Oral Tradition
3 Semester Credit Hours Prerequisite: LS 253, 270, IS 230
The course is a study of Lakota origin stories, winter counts, Waktoglaka, legends, rock carvings and other oral traditions related to Lakota life ways.

LL 440 Lakota Oratory
3 Semester Credit Hours Prerequisite: LL 410, 430
The course is a study of traditional methods and styles of Lakota oratory. The study material will include historical speeches which is analyzed, translated and preserved.

LL 450 Lakota Text Translations
3 Semester Credit Hours Prerequisite: LL 350, 351
The course is instruction in how to translate texts both from Lakota to English and English to Lakota. The course will also demonstrate techniques for translation of everyday words and phrases frequently encountered.

LL 451 Lakota Speech Translations
3 Semester Credit Hours Prerequisite: LL 450
The course is instruction in how to translate speeches both from Lakota to English and English to Lakota. The course will also demonstrate emphasis on content, style and method of delivery.

LL 452 Advanced Lakota Translations
3 Semester Credit Hours Prerequisite: LL 450, 451
The course is instruction in advanced translation for professional translators who desire to work in an official capacity translating for meetings, public events and other forums that require quick and lengthy translations for communications purposes.

LL 490 Lakota Language Research I
3 Semester Credit Hours Prerequisite: Senior level status.
The course is a study of research methods and techniques used in acquisition of Lakota language found in documents in archives and research centers for preparation and use in educational materials.

LL 491 Lakota Language Research II
3 Semester Credit Hours Prerequisite: LL 490
The course is a study of research methods and techniques used in acquisition of Lakota language found in documents with an emphasis on deciphering the meanings and completion of translations that are now incomplete. Specific research is done on the Buechel documents, Walker Papers and other prominent documents and papers.

LL 497 Lakota Botany
3 Semester Credit Hours Prerequisite: Senior level status.
A study of the Lakota perspective and use of native plants through scientific and ethnographic methods. Plant identification and the relationship between the Lakota nation and the plant nation is emphasized. Special attention is given to the plant population of the Great Plains area, the aboriginal homeland of the Lakota.

LL 498 Lakota Language Internship III
3 Semester Credit Hours
This is course credit earned by a variety of possible experiences including special projects and/or research to experience other forms of the language used outside of the formal classroom environment.

LL 499 Lakota Language Internship IV
3 Semester Credit Hours
The Lakota Language Internship II is an experience based course which will require the student to participate in a variety of experiences, special projects and research in order to observe and practice other forms of Lakota language used outside the formal classroom environment.

LS 118 Lakota Land, Plant, & Animal Concepts
3 Semester Credit Hours
This course presents the Lakota view of their environment: the land, plants, and animals. Emphasis is given to the connection of the environment to the Lakota Oyate and their responsibilities as stewards.

LS 253 Lakota History & Culture
3 Semester Credit Hours
General history of the Sioux from prehistoric times to the present, including a look at the cultural and historical change experienced through contacts and influences of other tribes of the plains and non-Indians.

LS 270 Lakota Thought and Philosophy I
3 Semester Credit Hours
A course that examines the customs, beliefs, and philosophical outlook of Lakota people in relation to the universe, to the supernatural, and to their fellow humans.

LS 288 Archival Theory and Methods
3 Semester Credit Hours Prerequisite: LS 253 and permission of instructor
This course will introduce students to the theories and methods which archivists use in collecting and processing historical and institutional records. Lectures on archival theory will be augmented by special student projects in the University archives.

LS 299 Lakota Studies Summer Institute
Variable Credit Hours
Special courses in various college degree programs offered as part of Sinte Gleska University's annual Lakota Summer Institute.

LS 300 Lakota Ethno-Geography
3 Semester Credit Hours
This is a study of the basic aspects of physical and cultural geography, including maps, patterns of Lakota settlements, and influences of the environment on the Lakota.

LS 305 The Traditional Lakota Woman
3 Semester Credit Hours
This course will examine how the Lakota women lived during the pre-reservation period with a focus on the roles of women in the economic, social, religious and political systems of traditional society.

LS 320 Lakota Teachings and Health
3 Semester Credit Hours
Involves a study of the purpose and practices of traditional Lakota medicine in both historical and contemporary contexts. Students will become familiar with Lakota traditions, culture, language, origin, and meaning of the Lakota belief system. Students will have the opportunity to observe and participate in ceremonies as they are practiced today by Sicangu medicine men and women, who have been actively involved in setting up the curriculum. This course is designed to address the educational needs of both Indian and non-Indian students.

LS 321 Lakota Social Systems
3 Semester Credit Hours
A study of the way of life of the Lakota People, their patterns of behavior, the functions of the nation both from the historical standpoint and from a look at contemporary cultural patterns.

LS 322 Picture Writings of the Lakota
3 Semester Credit Hours Prerequisite: LS 253 and/or Instructor approval
This course is a study of interpretations of history as depicted by winter counts, rock carvings, hide paintings and other symbolic writings of the Lakota.

LS 325 The Lakota Enrollment System
3 Semester Credit Hours
This course is a study of how the early head count or census evolved into membership and blood quantum issues that face the Lakota today.

LS 329 History of Lakota Gaming
3 Semester Credit Hours
This course is an examination of the evolution of Lakota traditional gaming practices that have undergone changes from a social context to one of fulfilling the economic needs of the Lakota people.

LS 350 Lakota Ethno-Astronomy
3 Semester Credit Hours
This course offers an examination of the Lakota philosophy of the cosmos and ceremonial practices corresponding to the movements of the constellations.

LS 360 History of the BIA, Land & The Lakota
3 Semester Credit Hours Prerequisites: IS 230 & LS 253
This course is a study of the trust responsibility and other BIA policies and procedures with respect to the land and the Lakota.

LS 371 Traditional Lakota Ceremonies
3 Semester Credit Hours Prerequisite: IS 320
A study of the historical development of Lakota ceremonies drawing from oral tradition and documentary evidence to examine changes in the ceremonial practices of the Lakota up to contemporary times.

LS 372 Traditional Strategies for Family Therapy
3 Semester Credit Hours
This course examines traditional strategies for dealing with family problems and stresses treatment for the whole social unit instead of merely the individual. Within the Lakota oral tradition are methods of dealing with all human problems, and this course offers Lakota alternatives.

LS 373 Traditional Parenting Strategies
3 Semester Credit Hours
Examines traditional strategies for parenting. The Lakota oral tradition and elders' views will be represented on this topic.

LS 395 Traditional Lakota Government
3 Semester Credit Hours Prerequisite: LS 253
This course will examine the original form of government possessed by the Lakota and how it functioned before significant changes were brought on by European contact.

LS 399 History of Lakota Itancans
3 Semester Credit Hours Prerequisite: LS 395
A study of the prominent Sicangu chiefs and their contributions to the Sicangu people.

LS 400 Special Topics in Lakota Studies
Variable Credit Hours
This course is especially designed for students interested in upgrading their skills or fulfilling requirements needed to carry out their teaching objectives in Lakota Studies courses. The topics and credit hours will vary according to appropriate contact hours and subject areas focusing on Lakota History & Culture, Culture, Art, Lakota Language and others relating to the four areas of emphasis in Lakota Studies. Students may use this special topics course as an elective or requirement for fulfilling certification as required by appropriate institutions relying on Lakota Studies courses.

LS 405 The Treaty of 1868 and The Black Hills Act of 1877
3 Semester Credit Hours
This course will provide an in-depth study of the legislative history of the Fort Laramie Treaty of 1868 and the Black Hills Act of 1877. The course will include a detailed study of the contents of each and the impact of both on the Lakota people.

LS 410 PL 280 and HCR 108
3 Semester Credit Hours
A study of the legislative history of state jurisdiction and the termination policies of the federal government and the associated impacts on Lakota people.

LS 411 OEO on the Rosebud Reservation
3 Semester Credit Hours Prerequisite: IS 380
A study of the history and impacts of the Kennedy and Johnson administrations' poverty programs, specifically on the Sicangu of the Rosebud Reservation.

LS 424 Lakota Writing
3 Semester Credit Hours

This course will focus on developing research and writing skills with emphasis on Lakota cultural lifestyle.

LS 448 The BIA and Boarding School Systems
3 Semester Credit Hours
A study of the two major non-Indian educational systems on Lakota reservations that have impacted the Lakota people. The focus of the course will be placed on curricula, discipline, facilities and the people involved in this process of education.

LS 449 Traditional Lakota Education
3 Semester Credit Hours
A study of the educational foundations of the traditional Lakota people before the emergence of the BIA and mission forms of education.

LS 450 The IRA and the Interim Lakota Government
3 Semester Credit Hours Prerequisites: IS 380
This course is the History of the IRA and its relationship to the form of government set up by the BIA. The emphasis will focus on the Sicangu Lakota.

LS 451 The History of the Rosebud Sioux Tribal Constitution
3 Semester Credit Hour Prerequisites: IS 230 & IS 380
This course will examine the development of the Rosebud Sioux Tribal constitution beginning with the first effort in 1895 and proceeding to the current document. The course will study in detail the document and consider its current appropriateness, effectiveness and potential changes.

LS 454 Sicangu History & Culture
3 Semester Credit Hours Prerequisite: LS 253
A contemporary history of the Sicangu or Rosebud Sioux with emphasis on the period for 1934 to the present.

LS 455 Sicangu Community Histories
3 Semester Credit Hours Prerequisite: LS 253
This course is designed for students interested in Rosebud Sioux Community oral histories beginning with the evolution of Sicangu bands/tiospayes up to the establishment of the first twenty-one communities and, finally, to present district systems.

LS 458 Traditional Lakota Law
3 Semester Credit Hours Prerequisite: LS 395
This course will provide an in-depth study of the pristine traditional Lakota law and its methods of dispensing order and justice within the traditional Lakota society.

LS 470 Lakota Thought & Philosophy II
3 Semester Credit Hours Prerequisite: LS 270
This course is a study of Lakota thought and philosophy in a contemporary setting with emphasis on the matter in which the thought process and philosophy of the Lakota has transformed to face the challenges of today.

LS 480 Lakota Studies Research Techniques
3 Semester Credit Hours
Offers techniques of research in archival, oral and other methodology related to Lakota history and culture with a special emphasis on development and curricula.

LS 485 Docket 74A
3 Semester Credit Hours
A case study of the Lakota land claims established under the Fort Laramie Treaty of 1868 and subsequently extinguished by the federal government. The course will trace the struggle to regain the land and monetary settlement waged by the Lakota people.

LS 486 Docket 74B
3 Semester Credit Hours
A case study of the taking of the sacred Black Hills by the federal government. The course will trace the struggle to regain the Black Hills and monetary settlement waged by the Lakota people.

LS 488 Archives/Laboratory Internship
3 Semester Credit Hours Prerequisite: LS 288
Credit for experience working in a laboratory or archives. The student must work 120 contact hours for the course credit.

LS 490 Conflicting Interpretations in Lakota History and Culture
3 Semester Credit Hours Prerequisite: LS 480 and/or Instructor approval.
A senior level seminar course designed to provide the students with the opportunity to observe and participate in the dialogues created by the issues and conflicts of various interpretations of significant historic events, important historic figures, and concepts expressed in the oral traditional.

LS 491 Conflicts and Issues of IRA Government Versus Traditional Government
3 Semester Credit Hours Prerequisite: IS 480 and/or Instructor approval.
A senior level seminar course designed to provide the students with the opportunity to observe and participate in the dialogues created by the issues and conflicts of the traditional Lakota form of government. Opposing viewpoints in selected topics will be examined in a panel format.

LS 492 Conflicts and Issues of Federal versus Traditional Government
3 Semester Credit Hours Prerequisite: IS 480 and/or Instructor approval.
A senior level seminar course designed to provide the students with the opportunity to observe and participate in the dialogues created by the issues and conflicts of the traditional Lakota form of education versus the federal form of education. Opposing viewpoints in selected topics will be examined in a panel format.

LS 499 Senior Project in Lakota Studies
6 Semester Credit Hours
A senior level project designed to provide the students with the opportunity to demonstrate skills learned during their educational experience in Lakota Studies. It is also the intent of this exercise to give the students an opportunity to develop an area of expertise that may be applied professionally upon graduation.

MA 091 Foundational Math I
3 Semester Credit Hours
A developmental math course which provides individual and group instruction in basic arithmetic operations in number sense, integers, fractions, decimals and percentages which will help students in the other upper level math courses. This course will not satisfy the General Education mathematics requirements.

MA 092 Foundational Math II

3 Semester Credit Hours
Students will analyze and use critical thinking to solve mathematical problems. It builds on high school skills or MA 091 and includes course work in algebra.

MA 093 Math is Universal
3 Semester Credit Hours
This is a developmental mathematics course designed to help students develop skills in arithmetic formulas, problem-solving, and interpersonal interactions, essential for success in college mathematics and science courses. This course provides practice in basic math concepts and problem-solving to prepare students for college-level math courses by reinforcing skills. Successful completion of this course qualifies a student for enrollment in MA 120. This course will not satisfy the General Education Math requirement.

MA 100 Mathematics for General Education
3 Semester Credit Hours
Mathematical topics which students will find useful in other courses and in everyday life. Areas covered include signed numbers, rational numbers, decimals, and basic algebra.

MA 120 Quantitative Reasoning
3 Semester Credit Hours
This course will build quantitative skills to prepare students for an increasingly quantitative and data driven world. Students will have the opportunity to learn practical real-world mathematics and basic statistics that are relevant to their future college courses, future careers, and lives. Topics covered include numeracy skills, proportional reasoning, mathematical modeling, geometry, basic algebra, statistical thinking, and communication of quantitative ideas.

MA 146 Technical Math
3 Semester Credit Hours
This course will assist students in acquiring the mathematical skills needed in the occupation they are seeking. It will provide a comprehensive coverage of the basic computational skills and their application.

MA 150 College Algebra
4 Semester Credit Hours Prerequisite: Appropriate placement score or MA 120 with a minimum grade of C.
This course is intended for students needing a terminal course in algebra as well as for those who plan to pursue careers in the sciences. The goal is to provide fundamental algebraic skills and applications necessary for students' individual needs. Topics covered include sets, polynomials, linear and quadratic equations, factoring rational expressions, and complex numbers exponential expressions, and logarithms.

MA 160 Honors College Algebra
4 Semester Credit Hours Prerequisite: A student must take a qualifying examination to enroll in MA 160.
College algebra for science majors. Emphasis will be on enriched topics and problem solving sessions.

MA 180 College Trigonometry
3 Semester Credit Hours Prerequisite: Appropriate placement score or MA 150 with minimum grade of C.
This course is the study of circular and trigonometric functions, trigonometric identities, trigonometric equations, solutions of triangles, inverse trigonometric functions, and graphs.

MA 190 Analytic Geometry

3 Semester Credit Hours Prerequisites: MA 150 & MA 180
This course is designed for students who have had courses in algebra and trigonometry. It provides the necessary background for advanced work in math.

MA 201 Trigonometry and Calculus I
4 Semester Credit Hours Prerequisites: MA 150
This course will build on top of an understanding of algebraic functions and introduce students to trigonometric functions and fundamental concepts in calculus. Calculus concepts covered will include derivatives, rules of differentiation, applications of derivatives, integrals, and the fundamental theorem of calculus.

MA 202 Calculus and Analytic Geometry II
4 Semester Credit Hours Prerequisite: MA 201
The course will cover solid analytic geometry, definite integrals, derivatives, and multiple integration.

MA 204 Differential Equations and Linear Systems
3 Semester Credit Hours Prerequisite: MA 202
This course considers differential equations and linear systems from both a theoretical and an applied perspective. Topics to be covered include the history of differential equations and linear systems, applications of differential equations in the sciences, observations concerning the solution of differential equations, closed-form and numerical solutions, first-order and simple higher-order ordinary differential equations, applications of first-order and simple higher-order ordinary differential equations, linear differential equations, applications of linear differential equations, linear algebra and matrices, simultaneous differential equations and their applications, solution of differential equations by the LaPlace Transform, solutions of differential equations by the use of series, and introduction to partial differential equations and boundary-value problems, Fourier series and integrals, and computer software for applied mathematics. Participants will be expected to solve problems analytically and via computer.

MA 216 Discrete Mathematics
4 Semester Credit Hours Prerequisite: MA 150 with a minimum grade of C.
An introductory course covering elements of logic, sets, relations and functions, recursion, mathematical induction, graph theory, combinatorics.

MA 270 Statistics
3 Semester Credit Hours
Acquaints students with the basics of making statistical decisions. Limited knowledge of algebra is required, and complex mathematical proofs are avoided. The emphasis in the course is on descriptive and inferential statistics. Topics covered include averages and dispersion probability, hypothesis test, Chi-square, and correlation-regression analysis.

MA 305 Probability and Statistics
3 Semester Credit Hours Prerequisite: MA 202
This course will consider both theoretical and applied aspects of probability and statistics. Topics to be covered include definitions of probability and statistics, examples, random variables, elementary probability theory, derivations from the calculus, frequency and distribution functions, density functions, a discrete random variable: the binomial, central tendency and variability, sampling distributions and point estimation, normal populations and sampling distributions, hypothesis testing, interferences about population means, chi-square and F distributions, the linear model and analysis of variance, random effects and mixed models, comparisons among

means, correlation and regression, analyzing quantitative data, and computer software for applied probability and statistics. Participants will be expected to solve problems both analytically and via computer.

MA 310 Mathematics for Teachers I
4 Semester Credit Hours Prerequisite: MA 150
This course utilizes a problem-solving approach with topics significant to K-8 standards-based education. This course includes: sets, functions, elementary number theory, whole numbers, ratio and proportion, integers, rational numbers, and real numbers. This course is designed to enhance teacher competency in mathematics, so that, in turn elementary students' mathematical competencies will be enhanced. Teacher competency in mathematics includes understanding basic concepts and operations related to the development levels of students.

MA 430 Partial Differential Equations
3 Semester Credit Hours Prerequisites: MA 201, 202
An introductory course in partial differential equations Fourier transform, Laplace equation, heat equation, wave equation, and strum – Liouville problems.

MC 100 Broadcasting Operations
3 Semester Credit Hours
Broadcasting theory and FCC regulations as well as hands-on experience in operating an on- reservation radio station. There is emphasis on announcing, news reading, and studio production.

MC 120 Grassroots Video Workshop I
4 Semester Credit Hours
This course will teach basic video production techniques through a series of hands-on exercises including camera, sound, lighting, scripting, and editing.

MC 201 Writing for the Public I
3 Semester Credit Hours
Prepares beginning journalists for basic news and feature writing. Includes lecture and internship for newspaper.

MC 202 Writing for the Public II
3 Semester Credit Hours Prerequisites: EN 102 & MC 201
Continuation of MC 201 with additional work in the areas of magazine and photojournalism. Includes lecture and internship for newspaper.

ME 200 Adolescent Psychology
3 Semester Credit Hours Prerequisite: PY 100
This course examines the major physical, social, emotional, moral and educational stages of growth and development in the adolescent. It focuses on the development of the adolescent's self-concept and identity. This course also provides a comprehensive, up-to-date survey of the research findings and theories of adolescent development, and it shows how this information can be applied to help adolescents meet the challenges they face as they grow into adulthood. The students will examine early and late adolescence: likenesses and differences. Gender differences and cultural differences will be integrated throughout the exploration of adolescence.

MU 100 Music Appreciation
3 Semester Credit Hours
This course will help students develop a better understanding and appreciation of various types of music through listening and discussion of a wide variety of music. The course will familiarize students with growth and change of

music throughout the ages. Students will review and learn basic elements of music critical to an appreciation of music through reading, lecture and hands on experience.

MU 130 Lakota Music and Dance
3 Semester Credit Hours
A study of the role of music and dance in the life of the Lakota people. The student will learn to perform basic songs and dances.

MU 200 Music Literature
3 Semester Credit Hours
An introductory survey of music literature from the Baroque period to the Twentieth century.

OE 102 Customer Service
3 Semester Credit Hours
This course will provide professional customer service techniques. Skills learned in the course will help students achieve critical goals in the workplace, how to deal with problems and complaints, exceed customer expectations, and create loyal Customers.

OE 105 On Site Training/Costumer Service
3 Semester Credit Hours Prerequisite: Instructor Approval Required.
Entry-level onsite training in the customer service field. Student will learn the basic knowledge of customer service skills.

OE 111 Word Processing
3 Semester Credit Hours
A course is intended for students to learn basic word processing skills, such as creating, editing, and formatting documents; inserting tables and creating lists; and employing a variety of techniques for improving the appearance and accuracy of document content.

OE 120 Microsoft Applications
3 Semester Credit Hours Prerequisite: OE 111
This course will present an in-depth study of Microsoft Word. Students will prepare professional documents utilizing more of the applications available in Microsoft Word.

OE 121 Professional Development
3 Semester Credit Hours
This course is designed to provide information for improving professional behavior and the self-image of employees currently in the workforce and to prepare students who will be joining the workforce in the future. This course will also include a financial Literacy section with information for improving students understanding of personal financial management. Topics discussed include: work ethics, professionalism, dress codes, greeting the public, health issues. Other topics discussed: budget and savings, credit, and banking products.

OE 140 Records Management
3 Semester Credit Hours
This course is designed to provide instruction and practice in indexing, coding, and cross-referencing records using alphabetic indexing rules. Emphasis will be placed on alphabetic systems, subject, geographic, and numeric filing. Students will review retention and transfer, control of requisitions and charge-outs, and selection of supplies and equipment. Students are introduced to using a computer database to apply records management principles.

Electronic records, image records, and establishing a records and information management program are also discussed.

OE 170 Introduction to Advertising
3 Semester Credit Hours
This course will provide an introduction to advertising techniques. Skills learned in the course will include advertising management, advertising research, brand promotion, media, and advertising design.

OE 175 Introduction to Marketing
3 Semester Credit Hours
This course will introduce basic concepts and practices of modern marketing and consumer behavior. Skills learned in the course include defining the marketing process, marketing management, strategy and planning, product and pricing decisions, consumer behavior, and promotion decisions.

OE 185 Marketing and Communications
3 Semester Credit Hours
This course will provide strategies for communicating marketing. Skills include developing an integrated communication plan, brand management, techniques for communicating with consumers and public relations.

OE 190 Internship
3 Semester Credit Hours Prerequisite: Instructor's approval required.
This course will provide hands-on experience for the entry-level student. The student will have the opportunity to observe and participate with the daily routine of an office setting.

OE 195 Marketing Internship
3 Semester Credit Hours
This course will provide an entry-level marketing internship for a work-based learning experience for the student. It will allow the student to learn basic marketing skills that include completing marketing and advertising materials in real world situations.

OE 196 Marketing Research
3 Semester Credit Hours
This course will provide methodologies of marketing research. Skills learned in the course will include collecting, analyzing, interpreting, and presenting information for marketing and management decisions.

OE 210 Database Applications
3 Semester Credit Hours Prerequisite: CE 107
This course offers advanced concepts of relational database management skills. The primary purpose of this course is to help the students build on the basic concepts, which were previously learned, and then apply these concepts using the advanced features of building queries, forms, and reports.

OE 215 Advanced Word Processing
3 Semester Credit Hours Prerequisite: OE 120
This course is a continuation of OE 111 Word Processing. The course will cover additional instruction and practice with styles, tables, charts, graphics, forms, and reports plus advanced features of word processing software.

OE 223 Spreadsheet Applications
3 Semester Credit Hours Prerequisite: CE 107

This course provides students with advanced hands-on techniques of spreadsheet software. The advanced techniques include, but not limited to, data analysis using formulas, tables, pivot tables and pivot charts, automating worksheet tasks, enhancing charts, using what-if analysis, and advanced worksheet management.

OE 245 Administrative Office Management
3 Semester Credit Hours Prerequisite: Instructor's approval required
This course is designed to acquaint the student with a wide range of office activities. The course provides coverage of modern office methods, procedures, and concepts. Focus will be on the professional growth of the individual, the duties an administrative office specialist will encounter, and the administrative office specialist's understanding of an organization.

OE 256 Accounting Applications
3 Semester Credit Hours Prerequisite: CE 107 & AC 100 or AC 211
This course provides the fundamentals of an accounting software application. The course offers students a practical, hands-on approach in reinforcing accounting concepts, executing key financial transactions, creating a company file, running A/R and A/P, tracking inventory, maintaining ledgers and journals, and creating reports.

OE 290 Administrative Internship
3 Semester Credit Hours Prerequisite: Instructor's approval required
This course will provide hands-on office experience for the advanced Administrative Assistant. It will allow the student to experience and problem solve real world situations which occur in the office setting.

OE 295 Advanced Marketing Internship
3 Semester Credit Hours
This course will provide an advanced-level marketing internship for a work-based learning experience for the student. It will allow the student to apply their knowledge of marketing, advertising, collecting data, market analysis, and research towards solving real world marketing issues.

PH 202 Physics I
4 Semester Credit Hours Prerequisite: MA 201
This is a lab course that will emphasize problem solving in physics using the full range of mathematical tools available. The topics for the course will consist of a variety of facets of Newtonian mechanics.

PH 203 Physics II
4 Semester Credit Hours Prerequisite: PH 202, MA 201
This course is a continuation of PH 202, Physics I. Topics to be covered include temperature and heat, thermal properties of matter, thermodynamics, wave mechanics, sound, electricity and magnetism, electromagnetic waves, the nature and propagation of light, optics and optical instruments, interference, diffraction, relativistic mechanics, photons, the wave nature of particles, quantum mechanics, atomic structure, and nuclear physics. A laboratory will be included as an integral part of the course.

PH 310 Renewable Energy
3 Semester Credit Hours Prerequisite: College level General Mathematics
The course introduces the student to the principles involved in providing energy resources for the home and community, contrasting the current heavy dependence on the use of polluting fossil fuels with a number of viable alternative energy sources and technologies. These alternative, including photovoltaics, solar heating devices, wind and hydroelectric turbines, thermal insulation and storage, are covered in detail in the course with an emphasis on the application to homes in our community today.

PHIL 200 American Indian in Western Thought
3 Semester Credit Hours Prerequisite: EN 102 or consent of the instructor.
Examines the image of the Native American in art, literature, mass media, philosophy, and the Western intellectual tradition.

PHIL 300 The World of Human Ideas: An Introduction to Philosophy
3 Semester Credit Hours
This course is an introduction to philosophy from a cross-cultural perspective, exploring differences and parallels between Western and non-Western philosophical texts and authors. Readings will survey the major philosophies of human history. Topics will include theories of knowledge and reality, concepts of ethics and aesthetics, and the nature of philosophical discourse.

PL 100 Critical & Creative Thinking
3 Semester Credit Hours
Critical Thinking is an introduction to formal problem solving. Coverage includes definition, analysis, solution and evaluation; secondary material on perception, language, and forming and applying concepts.

PN 102 Pharmacology
2 Semester Credit Hours Prerequisites include completion of MA 120 or MA 150, BI 151, BI 223, EN 101, PY 100, LS 253, PN 155, PN 105.
This is the first of 2 pharmacology courses designed for the Practical Nursing Student. Topics included in the course are pharmacology principles, classes of drugs, mechanisms of a drug's action, contraindications, adverse effects, and nursing responsibilities. This includes an overview that integrates drugs in relation to body systems, the lifespan, cultural influences, ethics and legality. Medication administration safety and accurate drug dosage calculations are foundational and practices throughout the course.

PN 105 Certified Nurse Assistant
4 Semester Credit Hours Prerequisites: It is strongly recommended that students have previously passed MA 120 and EN 101 in order to be successful in the CNA course. Students are required to submit documentation of up-to-date immunizations and TB testing.
This course is designed to help nursing assistant students develop the essential knowledge, skills, and attitudes needed to provide safe quality care of adults in long-term care facilities.

PN 106 Medication Aid
3 Semester Credit Hours Prerequisites: PN 105
This course is designed to instruct the experienced Nurses Aide to assume the role of Medication Aide, who has a beginning knowledge of medication administration and pharmacology. Upon completion of the course, the student will be eligible to sit for an exam administered by the Department of Health. Successful completion of this exam will approve the student as a Medication Aide.

PN 155 Medical Terminology
1 Semester Credit Hours
Students will learn the meanings of root words, prefixes and suffixes. Students will gain proficiency in analyzing medical words and have an understanding how the elements relate and apply to medicine.

PN 202 Pharmacology II
2 Semester Credit Hours Prerequisite: PN 102

This pharmacology course designed for the Practical Nursing Student builds on content, concepts and objectives introduced in PN 102 Pharmacology. Further in-depth and detailed studies of pharmacology principles, drug classifications, and mechanisms of drug actions, contraindications, adverse effects, and nursing responsibilities to be reinforced and structured by body systems. Integration of drugs in relation to the lifespan, cultural influences, ethics and legality will be analyzed. Medication administration safety and accurate drug dosage calculation practice skills will be enhanced and reinforced.

PN 210 Nursing Basics I: Fundamentals of Nursing
6 Semester Credit Hours Prerequisites: PN 101, 105, 150, 155
This course is an overview of fundamental nursing concepts. Concepts will include microbiology, nutrition, interpersonal relations, communication, patient-centered culturally competent care, and interprofessional communication and collaboration. Nursing theory and clinical instruction of basic nursing concepts to enable the student to develop competence at the entry level as a practical nurse will be provided in the following areas: adult health nursing, geriatric nursing, basic concepts of clinical judgement (the nursing process) and professional responsibilities, scope of practice for LPNs, legal and ethical basis of nursing practice, nursing history, and trends in nursing and healthcare delivery. Studies will include development of knowledge of technology used in nursing practice and special health care problems.

PN 215 Nursing Basics II
6 Semester Credit Hours Prerequisites: PN 210(concurrent enrollment), PN 102(concurrent enrollment)
This medical-surgical course builds upon basic nursing concepts introduced in PN 210, expanding an understanding of health and health alterations in specific body systems, and applying the nursing process. Specific body systems include immune, cardiovascular, hematologic and lymphatic, and respiratory systems. Various nursing skills will be integrated to include performing focused respiratory and cardiovascular assessments. Throughout the course, the student will continue to refine critical thinking skills, the ability to effectively communicate, articulate principles in ethics and the law, and demonstrate the ability to make safe clinical judgments. The student will describe and demonstrate caring interventions, as aligned with the National Association of Practical Nurse Education and Services (NAPNES) and the American Nurses Association (ANA) code of ethics.

PN 220 Nursing Basics III
6 Semester Credit Hours Prerequisite: PN 215
This medical surgical course is designed to promote further essential understanding of the nurse's role in the care of the adult. The physical, emotional mental, and spiritual needs of the adult patient are featured. The pathophysiology, medical-treatment, and nursing care of common acute and chronic illnesses in adults within the medical-surgical and community-based settings are presented. Specific body systems of focus will include the gastrointestinal, hepatic, and pancreatic systems; the urinary system, the endocrine system, the genitourinary and reproductive system, the musculoskeletal system, the neurologic system, the sensory system, and the integumentary system. Mental health and the nurse's role in care of the mentally ill will be studied. Throughout the course, the student will continue to study pharmacological principles and medications, and refine critical thinking skills, the ability to effectively communicate, articulate principles in ethics and the law, and demonstrate the ability to make safe clinical judgments.

PN 225 Nursing Basics IV
4 Semester Credit Hours Prerequisite: PN 220
This course offers a variety of learning experiences that combine the art of nursing care and practice with the foundations of science. It includes essential nursing content from preconception to conception, pregnancy, delivery and neonatal care through adolescent care. The course is organized to present principles and concepts of maternity nursing through the principles and concepts of pediatric nursing—health promotion and health

restoration. The concepts span preconception health through the end of the adolescent developmental stage and across concepts and systems of illness, injury, recovery, and healing (Linnard-Palmer & Coasts, 2021).

PN 240 NCLEX-PN Review
3 Semester Credit Hour Prerequisite: Nursing Basics I, II, III, IV.
This course is designed to provide both a comprehensive review of nursing concepts and an opportunity for the student to familiarize themselves with the NCLEX-PN test taking process. NCLEX-PN simulated computer testing will be utilized to prepare the student for the testing process and content. This course is intended to help the student identify any areas that need additional preparation prior to taking their boards. The purpose of this course is to help students pull together all they have learned to prepare for and pass their NCLEX-PN.

PN 290 Clinical Preceptorship
4 Semester Credit Hours Prerequisite: PN 225
The preceptorship is intended to help the student of practical nursing gain valuable experience in the clinical environment. The student is to be supervised on-on-one by a nurse working in that area. The student is to shadow the nurse as she/he performs his/her job. Students may perform hands-on skills only with the direct supervision of the clinical preceptor. The student is encouraged to participate much as if being trained for that job. The student should perform as many duties as possible and strive to become as proficient as possible so the preceptor can just supervise. 180 Clinical Hours REQUIRED.

PS 100 American Government
3 Semester Credit Hours
A survey of the organization of the United States government with special emphasis on the Constitution and legislation.

PS 200 World Politics
3 Semester Credit Hours
A study of the relations among nations with emphasis upon the components of world governments and their current problems.

PS 250 Legal and Regulatory Process
3 Semester Credit Hours Prerequisites: PS 100 or Instructor approval.
This course is designed to build upon a fundamental understanding of American government and provides an intermediate level understanding of the legal and regulatory processes involved in the U.S. legal system. Students will learn the processes involved in legislation, civil lawsuits, judicial review and interpretation, administrative rulemaking, and advocacy. Furthermore, students will be introduced to the concept of public policy and will learn a practical approach to policy analysis.

PY 100 General Psychology (Required)
3 Semester Credit Hours
This course is concerned with human behavior: what people think, feel, and do, with the overall aim of exploring who we are. Major areas of interest will be our values and world view, self-concept, coping with life pressures, learning, theory and personality development, maladjustment, counseling and therapies, intelligence, behavior modification, dreams, and more. Will incorporate Lakota culture and reservation/rural perspectives.

PY 301 Counseling Methods I: Fundamental Skills
3 Semester Credit Hours Prerequisites: Junior standing.

This course introduces students to essential skills: communication, rapport building, intake, case notes, appropriate interactions based on counseling theories and techniques, assist with goals, referral, and closure. This is the familiarization course for all Human Services students. Will incorporate Lakota culture and reservation perspectives.

PY 356 Group Theories and Practice
3 Semester Credit Hours Prerequisites: Preq. or Co-requisite PY 301
This course will introduce the student to group theory, dynamics and effective group skills. Specifically, the student will learn about and experience group dynamics, processes, planning,
Facilitating sessions. Basic skills such as cutting off, drawing out, focusing, use of exercises, dealing with problem situations and specific populations. This class will require students to study and know the textual material, plus actively participate in the group activities and experiences.

PY 400 Fundamentals of Counseling Adolescents
3 Semester Credit Hours
In this course, students will receive an introduction to each method via the textbook, but will learn to utilize each method through completing quizzes, papers, case studies, roleplaying, participating in group discussions, and completing a final assignment. Students will display their understanding of the methods and how they are utilized and how they would look in action. Students will discuss counseling children with ADAD, trauma (including historical trauma), grief, etc. Students will discuss at-risk youth and ways that they are able to utilize the methods they are learning to benefit them. Students will identify how the different methos/techniques are utilized or could be utilized on the reservation.

PY 408 Human Development
3 Semester Credit Hours
Major developmental accomplishments, tasks and factors during infancy, childhood, adolescence, adulthood and old age will be examined. This course is for all students seeking a theoretical and applicable knowledge of human development. Will incorporate Lakota culture and reservation/rural perspectives.

PY 418 Counseling Methods II: Intermediate Skills (Elective)
3 Semester Credit Hours Prerequisites: PY 301, EN 301 Co-requisite.
Students will further develop communication, intake, assessment, planning, and relationship-building skills. Modules on brief and solution-focused treatment, crisis intervention, group, and multi-cultural counseling will be included. Appropriate closure or referral strategies will also be addressed. For students who intend to become counselors, taking further coursework at the graduate level is appropriate. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives.

PY 420 Alternative Psychological Methods
3 Semester Credit Hours
Alternative Psychological Methods will show students other ways of working with clients. The class will provide students with the opportunity to realize, assess, and integrate using these methods for healing and therapy. Students will learn to move clients through the sequence of communication, cooperation, trust, problem solving, and challenges. Students will learn about methods such as Art therapy, Music Therapy, Touch Therapy, Mindfulness, and many more. Lakota cultural values and beliefs will be incorporated.

PY 428 Crisis Intervention
3 Semester Credit Hours

In this course the student will gain an understanding of theory and strategies for providing short term therapeutic help to persons and families experiencing difficulties. Emphasized will be such skills as clinical interviewing, providing therapeutic help with crisis resolution and problem solving; mobilizing and working with family networks; and working with traditional leaders and local agencies. Will incorporate Lakota culture and reservation/rural perspectives.

PY 448 Psychology of Abnormal Behavior
3 Semester Credit Hours
This course will be examine styles or patterns of living which are different from those usually called normal or healthy, styles which interfere with or disrupt the lives of those individuals experiencing them. Students will be asked to understand how and why these styles are developed by particular individuals, and will examine various strategies for treating them. Of major concern will be frequently encountered dysfunctional approaches people living in the reservation community have developed for coping with the complex demands facing them. Will incorporate Lakota culture and reservation/rural perspectives.

PY 468 Native American Perspective on Psychology
3 Semester Credit Hours
This class will examine traditional Native and modern approaches that emphasize strength and culture-based responses to mental health issues. Students will be provided with a foundation of traditional, cultural perspectives and practices versus contemporary psychology, beliefs and current treatment modalities. Both schools of thought will be explored thereby assuring students with an opportunity to examine the similarities and differences of modern psychology and the Native perspective.

RG 091 Foundational Reading
3 Semester Credit Hours
Foundations of reading is a course that utilizes individual and group instruction. This course will focus primarily on metacognitive reading comprehension skills. Reading comprehension skills will be introduced across literary genres and will include fiction, nonfiction, and poetry. RG 091 will help students develop a deeper level of reading understanding.

RG 092 Foundational Reading II
3 Semester Credit Hours
Foundations of Reading II is a reading comprehension course that extends the skills developed in RG 091. This course will focus on "going deeper" into the study of metacognitive comprehension skills.

RH 200 Fundamentals of Rehabilitation Counseling (Required)
3 Semester Credit Hours Prerequisite: Sophomore standing.
This course provides an overview of the rehabilitation process and the profession of rehabilitation; an introduction to serving persons with disabilities, philosophy, history, legislation, concepts and processes, and careers in rehabilitation services. Will incorporate Lakota culture and reservation/rural perspectives.

RN 210 Health Promotion and Nursing Clinical Concepts
6 Semester Credit Hours
This course builds upon essential nursing skills through the practice of advanced assessments and health promotion for adult clients. The student nurse will assess, recognize, record, and report indicators of common acute and chronic health conditions. Pathophysiologic processes of disease states will be studied. An all-inclusive (holistic) view of individuals will include their culture and values, family and social roles, health maintenance behaviors, and stressors, as well as strengths.

RN 215 Pharmacology for Registered Nurses
3 semester Credit Hours
This course expands the knowledge of pharmacology concepts and medication administration. Covers major drug classifications and includes: Indications for use, modes of actions, effects, common side effects, contraindications, and drug interactions. Concepts include cultural and ethical considerations. Emphasis on medication safety and calculations of drugs and IV drips.

RN 220 Child and Family Nursing
4 Semester Credit Hours
The course is a study of children and the importance of family in health conditions. The student will be provided an overview of pediatric health care and the role of the nurse in the care of children and families.

RN 225 Mental health Nursing for RN's
3 Semester Credit Hours
The course is a study of the foundations of mental health nursing, about the building of nurse-client relationships; of social, emotional, and behavioral concerns, and nursing care of people with mental health disorders.

RN 230 Community Health Nursing
2 Semester Credit Hours
This course is a study of community health nurses whose work is to improve the health and well-being of the communities they serve by educating them about illness, disease prevention, safe health practices, and how to obtain health care services. Students also facilitate communication between people, their families, and the medical community in order to improve health outcomes.

RN 240 Applied Nursing Concepts-Capstone
4 Semester Credit Hours
Capstone experience is intended to help the RN student gain experience in the clinical environment. The student is to be supervised by an experienced nurse. The student is encouraged to participate as if being trained for that job. The student should perform as many duties as possible and strive to become proficient.

RN 250 NCLEX Review for RN's
4 Semester Credit Hours
This course focuses on preparation for the NCLEX RN testing with a nursing coach. Next Generation NCLEX (NGN) style interaction and testing allows students the opportunity to measure clinical judgement in a low-stakes environment.

RW 093 Reading and Writing
3 Semester Credit Hours
This course is designed to strengthen students' reading comprehension, critical thinking, and writing skills. Students will engage with a variety of texts to develop strategies for understanding, analyzing, and responding to written material. With practice, students will learn to construct clear, coherent paragraphs and essays, focusing on sentence structure and organization. Successful completion of this course qualifies a student for enrollment in EN 101.

SC 091 Foundational Science Course
3 Semester Credit Hours

This developmental science course provides students with a general knowledge of some of the basic concepts in physics, chemistry, and biology and earth science, as well as providing the student with the basis to be successful in future science coursework.

SC 201 Integrated Science I
4 Semester Credit Hours Prerequisite: Minimum of MA 120
This course studies interrelationships among the physical sciences, focusing on physics, chemistry, and earth/space sciences using the scientific method and applying data analysis.

SC 202 Integrated Science II
4 Semester Credit Hours
This course studies the interactions among the biological sciences focusing on the life sciences using the scientific method and data analysis.

SC 301 Selected Topics in Science
1-3 Semester Credit Hours Prerequisites: Any 100 or 200 level science course.
Science topics taught using a workshop approach or individual problem based learning model. Topics will be of a timely nature.

SE 331 Teaching Reading & Writing in the Content Area
3 Semester Credit Hours Prerequisites: SE 305
This course is designed to provide students in the secondary education program with the ability to implement reading and writing activities in content area, especially in the social sciences. Pre-service teachers (and in-service teachers seeking certification) will become familiar with strategies that increase comprehension and vocabulary development. In addition, they will learn strategies for teaching a variety of text structures and organizational models, employ writing across the curriculum, and promote critical and creative thinking skills.

SE 498 Seminar in Lakota Studies Curriculum Development
4 Semester Credit Hours
This seminar applies the principles of curriculum development to secondary courses in Lakota studies and related social science courses. A cooperatively developed curriculum will be individually applied to specific settings.

SO 100 Introduction to Sociology
3 Semester Credit Hours
This introductory course will familiarize the student with the science of sociology and the variety of subject areas within the discipline. Students will be introduced to the fundamentals of social science research and analyze many aspects of social existence: social structure, education, religion, the family, race and ethnic minority groups, etc. Attempts will be made to apply the course materials to the daily experiences of the students and to their environment.

SO 370 Gerontology
3 Semester Credit Hours
A survey study of elders and their special needs. An emphasis of the course is the demographic data on elders that is compared to current care strategies. The course also focuses on the elders of the Rosebud Reservation and how care is delivered to them.

SO 371 Elder Care and Protection
3 Semester Credit Hours Prerequisite: SO 370

A study of elders and their special needs. The course traces the development of the Elderly Protection project and other issues associated with care for elders.

SO 413 Methods of Social & Behavioral Research
3 Semester Credit Hours Prerequisite: Junior Standing
The goal of this course is to introduce the student to the fundamentals of social and behavioral research. The language and assumptions of natural scientific method will be examined as well as how the social and behavioral sciences have attempted to utilize the language and assumptions in research. Students will develop research designs and familiarize themselves with a variety of research methodologies. Will incorporate Lakota culture and reservation/rural perspectives.

SO 490 Conflicting Interpretations Between Social Sciences & Traditional Strategies
3 Semester Credit Hours Prerequisite: IS 480 and/or Instructor Approval.
A senior level seminar course designed to provide the students with the opportunity to observe and participate in the dialogues created by the issues and conflicts of various interpretations and strategies within Social Science and traditional alternatives expressed in the Lakota oral traditional. Opposing viewpoints in selected topics will be examined in a panel format.

SP 100 Speech Communications
3 Semester Credit Hours
An introduction to public speaking. While there is work in speech communication theory, the emphasis is on students giving a variety of speeches. Required of all students.

SP 300 Oratory by Native Americans
3 Semester Credit Hours
Native American Oratory will research speeches made in public events by Native Americans for native American causes.

SP 400 Advanced Public Speaking
3 Semester Credit Hours
Advanced Public Speaking will provide tips and techniques specific to business, scientific and political arenas. Students are encouraged to focus on one area or the course can be tailored for several students with a specific interest. Research on public speeches and speakers in the student's area of interest or specialty is required.

SPED 200 Introduction to Special Education
3 Semester Credit Hours
This course is an overview of special education, focusing on issues, concepts and legal requirements related to the identification, assessment and provision of services to children with disabilities. This course will examine the etiology and characteristics of each exceptionality and discuss the impact of the disability on the learning process and related areas of cognitive, affective and psychomotor development. In addition, this course will examine the importance of the child's culture, family, and community when developing and implementing an individual education program.

SPED 228 Communication with Parents and Professionals
3 Semester Credit Hours
This course examines communications and negotiation skills necessary for conferring and planning with parents, staff members, administrators, community professionals, and others concerning the academic, vocational, social,

cognitive, language, and physical needs of children and youth with disabilities. Special emphasis is placed on the communication and language styles of the Lakota people.

SPED 230 Paraprofessional Internship in Special Education
3-6 Semester Credit Hours
Prospective paraprofessionals gain practical experiences teaching children with disabilities at the elementary level. They experience the multiple roles and responsibilities of being a paraprofessional including: teaching academics, experimenting with different teaching strategies, participating in educational program planning, and supervising children.

SPED 300 Techniques for Managing Behavior
3 Semester Credit Hours
This course focuses on the broad task of helping students with disabilities develop and engage in adaptive, socially desirable behaviors. It will examine ways of promoting self-control, building self-esteem, as well as on environmental influences which promote acceptable behavior. This course will review theories and methods that may be effective in changing undesirable patterns of behavior, respectful of a person's dignity and successful in promoting a person's opportunities to participate in their school and family.

SPED 320 Curriculum and Resources in Special Education
3 Semester Credit Hours
This course addresses resources, issues and problems related to the field of special education. It will focus on developing individual education programs with an emphasis on strategies and methods for including all children with disabilities in classroom environments appropriate to meet their needs. Transition planning will be discussed as an integral part of designing individual educational programs.

SPED 322 Teaching Children & Youth with Mild to Moderate Disabilities
3 Semester Credit Hours
This course will examine methods and strategies for teaching students with mild to moderate disabilities. All curricular and content areas is discussed as they relate to meeting the individual learning needs of students with disabilities. This course will explore the relationship of assessment, curricular adaptations, and instructional and environmental modifications when designing appropriate educational programs for individual students. Strategies for collaboration with parents and professionals in order to design and implement effective programming will also be examined. Legal requirements is reviewed for their impact on teaching and curriculum.

SPED 324 Teaching Children & Youth with Severe Disabilities
3 Semester Credit Hours
This course will examine the current issues related to the field of teaching individuals with severe and multiple disabilities. A goal of the course is to provide current information about individuals with severe and multiple disabilities, and to examine strategies for effective service delivery and appropriate teaching methods and curriculum development for meeting the individualized needs of children and young adults with severe disabilities. Strategies for collaboration with parents and other professionals in order to facilitate effective and meaningful programming will be discussed.

SPED 420 Special Education Assessment & Transitional Programming
3 Semester Credit Hours
This course will provide an overview of assessment practices in special education programs. This course will examine the purposes and uses of norm-referenced, criterion-referenced, and curriculum-based, observation-based, and portfolio methods of assessment in order to identify the needs of children who may have a disability.

The limitations of selected assessment practices and problems of interpretation will be addressed. This course will also address how assessment is tied to program planning for children with disabilities. The importance of active and meaningful participation by families in the assessment process will also be emphasized.

SPED 490 Special Topics
1-3 Semester Credit Hours
This course is designed to provide a format for any phase of special education. Current trends and issues in special education will be addressed.

SPED 499 Internship in Elementary & Secondary Special Education
9-12 Semester Credit Hours Prerequisite: Passed Praxis
Prospective teachers gain practical experience teaching children and youth with disabilities at the elementary and secondary level. They experience the multiple roles and responsibilities of being a special education teacher including preparing daily lessons, experimenting with different teaching strategies, consulting with regular classroom teachers, and participating in educational program planning.

SS 100 College Preparation and Orientation
3 Semester Credit Hours
This course will introduce all incoming freshman and first time SGU students to a comprehensive and in-depth overview of SGU's academics and the Student Support Services/Study Skills Department.

SS 102 How to Survive in College II
1 Semester Credit Hour
Improves student study skills including note-taking, test-taking and study techniques. It also provides students with in-depth information on program offerings at Sinte Gleska University and on career opportunities.

SW 315 Child/Family/Social Policy (Required)
3 Semester Credit Hours Prerequisites: Junior standing, EN 301 Co-requisite.
The needs of children and families will be examined. Concerns such as poverty, assistance, child welfare, violence, etc., will be considered. A major focus will be government policy and legislation (such as the Indian Child Welfare Act) plus related programs and services designed to serve Indian children and families. This is a "WC" class; advanced writing component required. Will incorporate Lakota culture and reservation/rural perspectives

TA 101 Theatre Orientation
3 Semester Credit Hours
An orientation to the arts and crafts of the theatre. Designed to give the student a basic understanding of the role of the performers, directors, designers, playwrights, and managers in the theatre.

TA 111 Theatre Practicum I
1-3 Semester Credit Hours Prerequisite: 6 Semester hours theatre coursework. (Repeatable to 3)
Credit is given for participation in theatrical presentations, workshops, and specialized individual projects. It will be the student's responsibility to complete a contract with the instructor outlining his/her responsibilities for the course, prior to the end of drop/add period. A minimum of 20 hours of work must be documented per 1 hour of credit.

TA 151 World Theatre Literature
3 Semester Credit Hours Prerequisite: TA 101 or Instructor permission

Representative plays from ancient to modern cultures, and all geographic regions of the globe will be studied. Plays will be analyzed in terms of plot, theme, character, dialogue, etc., so that students will have an understanding of theatre literature as performance blueprint.

TA 155 American Indian Theatre Literature
3 Semester Credit Hours Prerequisite: TA 101 or Instructor permission.
Study of American Indian theatre literature through the reading of play texts, interviews with playwrights, supporting articles and viewing of videotaped performances when available. Attention will be paid to the contexts for performance of drama in native communities, including cultural history, tribal heritage, and the background of ritual and spirituality in native performance.

TA 161 Acting I
3 Semester Credit Hours Prerequisite: TA 101 or instructor permission.
Fundamental concepts, terms and techniques in acting will be studied. Participation in class exercises gives the student an opportunity to begin developing skills in performance.

TA 211 Theatre Practicum II
1-3 Semester Credit Hours Prerequisite: 6 Semester hours theatre coursework.
Credit is given for participation in theatrical presentations, workshops, and specialized individual projects. It will be the student's responsibility to complete a contract with the instructor outlining his/her responsibilities for the course, prior to the end of drop/add period. A minimum of 20 hours of work must be documented per 1 hour of credit.

TA 261 Acting II
3 Semester Credit Hours Prerequisite: TA 161 Continuation of TA 161: Acting I.
Emphasis in this course will be on script analysis and in-class scene study.

TA 291 Survey of World Theatre History
3 Semester Credit Hours Prerequisite: TA 151 or instructor permission.
Study of world theatre history from the theatre of ancient Greece to the present. Theatre will be examined in the context of the social, political, economic and religious environments in which it developed.

TA 295 American Indian Theatre History
3 Semester Credit Hours Prerequisite: TA 155 or instructor permission.
Study of American Indian theatre history from early performance accounts to the present. This course will examine such traditions as storytelling, song & dance, sports & games, false face (mask) societies, etc. as they relate to contemporary American Indian theatre.

TA 365 Creative Drama for the Classroom
3 Semester Credit Hours
Study of practices and methods for integrating creative drama into the classroom. The course will focus specifically on the relationship of creative drama to language arts and literacy. Students will be expected to participate in creative drama activities including theatre games, solo and group pantomime, improvisation, story dramatization, adapting literature, and writing original literature.

TA 381 Playwriting I
3 Semester Credit Hours Prerequisite: EN 101 and one of the following TA 151, 155, 161, or instructor permission.

Instruction in the basic principles of the craft of playwriting: dialogue, objective, development of obstacles in incidents, characterization, and climax.

WT 100 Basic Welding & Safety
3 Semester Credit Hours
In this course the student will learn safety in Welding and Cutting. Proper use of personal protection equipment (PPE). What a welding machine is and how to operate the settings. Observe and demonstrate for Instructor machine break down and re-assembly. Gain proper skills in utilizing welding equipment to produce quality welds in different positions.

WT 101 Fabrication Tools
3 Semester Credit Hours
In this course the student will learn how to use various tools that help shape metal by way of cutting, bending, drilling, shearing, and heating processes. This will include an explanation what the tool is, safe tool operation, tool break down and re-assembly, general maintenance of tools.

WT 105 Metallurgy
1 Semester Credit Hour
In this course the student will identify what metal is and how it is produced. Discuss basic knowledge of different metals and their weldability.

WT 115 Welding Lab I
4 Semester Credit Hours Prerequisite: WT 100, 105
This course will provide the student skills in metal preparation utilizing various metal working tools. Implementation of welding equipment and weld proves to produce quality welds on different thickness of metal. The knowledge how to repair welds. The student will have the ability to pass specific weld position tests.

WT 118 Welding Lab II
4 Semester Credit Hours Prerequisite: WT 100, 105, 115
This course will provide the student with skills in aluminum preparation utilizing various shop tools. Implementation of weld equipment and weld process to produce quality welds on aluminum. Knowledge how to repair defective welds. The student will have the ability to pass specific weld position tests.

WT 119 Welding Lab III
4 Semester Credit Hours Prerequisite: WT 100, 105
This course will provide the student with basic Shielded Metal Arc Welding (SMAW) skills. Implementation of SMAW welding process and equipment to produce quality welds in different positions and on different thickness of mild steel. Knowledge how to repair welds.

WT 120 Welding Symbols
1 Semester Credit Hour
In this course the student will acquire knowledge how to interpret welding symbols. Discuss how symbols facilitate communication among anyone producing welded parts.

WT 130 Blueprint Reading
1 Semester Credit Hour
Upon completion of this course the student will gain knowledge how to read blueprints to interpret designer or fabricator requirements. Convert measurements as required drawings. Determine proper filler metals and weld processes.

WT 135 Welding Field Experience
4 Semester Credit Hours Instructor Approval Required
This course will provide students with on-the-job-training in the welding field. Students will have the opportunity to utilize the skills in previous welding courses and apply them to on-side projects. Students will learn knowledge of metal fabrication, welding construction and repair. Students will advance their knowledge of weld measurements, tool usage and safety.

Graduate Program Course Descriptions

ED 547 Human Relations: A Multicultural Perspective
3 Semester Credit Hours
Practice and theory of ethnic identification, movement between cultural boundaries, and movement from the affirmation of one's own culture to the acceptance of other cultures. Term paper, Midterm and Final examination.

ED 610 Advanced Educational Psychology
3 Semester Credit Hours
Students need to have EDR 600 prior to enrolling in the course.
This course will provide an in-depth study of cognitive psychology as the theoretical basis for constructivist education. It will also examine school-based applications of a cognitive approach and describe new approaches to problem solving, critical thinking, and reflective thought. Students will need to have EDR 600 prior to enrolling in the course.

ED 620 Models of Instruction
3 Semester Credit Hours Prerequisites: EDR 600 and ED 610
This course will provide the opportunity to learn about a variety of teaching models and their application in the classroom. Students will develop and utilize self-analysis techniques for improving their use of models in the classroom. Students will also engage in effective observation to provide meaningful feedback on the implementation of various teaching models.

ED 625 Math Strategies for the Elementary Classroom Teacher
3 Semester Credit Hours
This course will examine math strategies for addition, subtraction, multiplication, and division in the elementary classroom. This course seeks to assist the classroom teacher in a better understanding of strategies for teaching math in alignment with new math teaching trends. With a focus away from the teaching of the traditional algorithm, it may vary greatly from the approaches to teaching math they may have experienced in their undergraduate training, and certainly in their own math classes as a K-12 student. It will focus on building numeracy and understanding the use and importance of math strategies. Students will gain a deeper understanding of current math curriculums and how new approaches to teaching math affect student performance.

ED 630 Constructivist Curriculum Design
3 Semester Credit Hours Prerequisites: EDR600, ED 601, ED620, and ED 630 prior to taking this course.
This course will provide an opportunity for students to get a "big-picture" look at school curriculum design from a constructivist point of view. Students will conduct a needs assessment, prepare a mission statement, develop a pre-K-12 curriculum plan, and also an assessment plan.

ED 631 Dialogues in Education

3 Semester Credit Hours Prerequisites: ED630 or instructor approval.

This course is designed to examine the cultural dynamics of the differences between Indian and non-Indian world views and the resultant effects as a basis for instituting dialogue as a positive social forum for educators. It will establish an historical perspective of oppression, including colonialism and government policies as a format for exploring the long-term effects of cultural trauma. It will emphasize the use of dialogue/thematic investigatory methodology to initiate critical conscientization in the development of positive socialization programs for application in education and/or the community.

ED 633 Indigenous World Views

3 Semester Credit Hours

This course is designed to compare indigenous Lakota world view with those of educational philosophies that dominate the current school scene. Students will read extensively from positivist, feminist, and logical positivist world views to compare them with the Lakota and indigenous world views. Application of ideas to current school problems will be an expected outcome.

ED 635 Standards-based Teaching

3 Semester Credit Hours Prerequisite: ED 630 or instructor approval

This course will focus on developing contructivist instructional materials that meet national, state, and local standards. Emphasis will be placed on incorporating assessment tools to drive instruction as well as measuring student outcomes.

ED 637 Culturally-Responsive Teaching

3 Semester Credit Hours

This course is designed to provide a historical perspective on current teaching practices as a departure point for developing teaching tools and strategies that will be more responsive to issues of culture.

ED 639 Assessing and Developing Community

3 Semester Credit Hours

A culminating action research project synthesizing ideas and methodologies from the courses in the curriculum and instruction strand of the Masters in Education degree.

ED 640 Trends and Programs in Reading Instruction

3 Semester Credit Hours

This course will address recent trends and issues in the field of reading and literacy. Analysis and evaluation of reading programs to determine their effectiveness and suitability for individual students will be a major focus of the course.

ED 641 Language Processes of Reading

3 Semester Credit Hours Prerequisite: ED 640 or instructor permission.

This course will investigate the theories and research behind a balanced approach to the teaching of reading to include reading, writing, speaking, listening, and viewing components. Emphasis will be placed on learning how these components are integrated into emergent literacy instruction.

ED 642 Approaches and Techniques for Teaching Reading-Elementary

3 Semester Credit Hours Prerequisites: ED 640 & ED 641 or instructor permission.

This course focuses on the application of theories to reading instruction. An emphasis will be placed on the selection of curricular materials and strategies for use with elementary-aged students. Assessment strategies appropriate for a constructivist-based reading program will be explored.

ED 643 Approaches and Techniques for Teaching Reading: Middle/Secondary
3 Semester Credit hours Prerequisite: ED 640 and ED 641 or instructor permission.
This course addresses the nature of reading, the current research in the field, and reading as applicable to the middle and secondary reading curriculum. It will also address the management of middle and secondary reading programs, application of reading strategies to content areas, the selection of age-appropriate materials, and teaching strategies. Assessment based on a constructivist model of teaching reading will be utilized.

ED 644 Diagnosis of Reading Difficulties
3 Semester Credit Hours Prerequisite: ED 640 and ED 641 or instructor permission.
This course develops an understanding of the causes of reading difficulties. It will explore the use and interpretation of diagnostic instruments. Practical application of the diagnostic results will be required.

ED 645 Remediation of Reading Difficulties
3 Semester Credit Hours Prerequisite: ED 640, ED 641, and ED 644 or instructor permission.
This course addresses effective models of reading programs, strategies, and techniques for serving students who may be at risk for reading difficulties.

ED 646 Practicum in Reading
3 Semester Credit Hours Prerequisites: ED 640, ED 641, ED 642, ED 643, ED 644, ED 645.
This culminating course requires a supervised practicum in reading instruction to include the diagnosis and remediation of reading difficulties. Experience in the elementary, middle, and secondary classrooms is required.

ED 650 Survey of ECSE: Typical/Atypical Development
3 Semester Credit Hours
This seminar course is a broad overview of the field of early childhood special education. Research suggests that early childhood is perhaps the most crucial formative time in a child's life. Drawing upon theory, research, and best practices, this course focuses on the whole child as well as on families and professionals working as a team. Emphasizing cultural diversity, service coordination and empowerment of families, multiple strategies for successful intervention will be examined and practiced. A major goal of the course is to integrate theory with practice, using learning centers and portfolio assessments to actively involve the participant in the process of early childhood special education.

ED 652 Curriculum in Early Childhood Special Education
3 Semester Credit Hours Prerequisite: ED 610
This course explores the role of developmentally appropriate practices and other intervention techniques to the delivery of early intervention services in natural settings (preschools, homes, and children's settings). Guidelines and examples of specific activities for working effectively with children and their families will provide information and experience with which to make sound decisions about curriculum for individuals and groups of children.

ED 654 Assessment in Early Childhood Special Education
3 Semester Credit Hours
This course is designed to present an overview of assessment for young children with special needs. The DEC and NAEYC guidelines for appropriate assessment practices will be addressed. The course will stress gaining

competence in the screening, assessment, and evaluation of young children. It will also address the management of early childhood programs.

ED 656 Teams in Early Childhood Special Education
3 Semester Credit Hours
This course will discuss the methods and techniques for teaming in early intervention, including strategies and techniques for team building and effective communication.

ED 658 Family Systems in Early Childhood Special Education
3 Semester Credit Hours
This course is designed to provide students an understanding of family systems and their functions. It will provide skills in forming effective partnerships with parents and helping them to identify their strengths and needs.

ED 660 Practicum in Early Childhood Special Education
3 Semester Credit Hours
This course is designed to provide early childhood special education professionals with practical experience in working with young children with special needs and their families. Experiences and activities will focus on the areas of: assessment and evaluation, intervention strategies, and program planning.

EDAD 660 Introduction to Educational Leadership
3 Semester Credit Hours
An Introduction to Educational leadership class serves as the inaugural course for those graduate students interested in pursuing a principal degree and/or endorsement. The course will cover standards as set out by the Interstate School Leaders Licensure Consortium (ISLLC), the standards set out by the National Council for Accreditation of Teacher Education (NCATE), and the Administrative Rules of South Dakota (ARSD). These are the conventional guiding policy organizations that set the principles for the professional development of school administrators.

Specifically the course will cover the theory, organization, administration and control of public education both on and off the Rosebud Reservation, and the profession of educational leadership, including, where and when appropriate, the Lakota values of SGU, Lakota philosophy and theology, Lakota leadership and management. This course will include assigned tasks, processes and analysis dialogue/discussion and on writing.

EDAD 662 School Finance
3 Semester Credit Hours
The School Finance course provides an introduction to the budgeting and financial management responsibilities of school leaders. Topics covered include yearly budgeting practices, tax levies, BIA/BIE funding, school lunches, teacher contracts, and grants.

EDAD 663 The Educational Leader and School Community Relations
3 Semester Credit Hours
This course will present skills in the area of effective two way communication between communities and their schools. The standards set out by National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC), as well as the Lakota values, will be the guiding objectives for this course. Major emphasis of this course will be on standard four which states “a school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.”

EDAD 664 The Educational Leader and Instructional Supervision
3 Semester Credit Hours
This course will present a method of school supervision centered around collegiality rather than hierarchical. This course will cover effective schools research and the transition to school improvement. This course addresses the areas of developmental supervision, the supervisory behavior continuum, four interpersonal approaches to supervision, technical skills for school supervision, incorporates the tasks of supervision, discusses recent changes in supervision research, and offers various assessment tools including those for teachers, students, and broadly covering programs and building-wide issues.

EDAD 665 The Educational Leader and Curriculum Design
3 Semester Credit Hours
This course will present various skills in the development and design of curriculum to graduate students interested in being a school principal. The standards set out by National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC), as well as the Lakota values, will be the guiding objectives for this course. This is especially true of standard 2 which states "a school administrator is an education leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth." This course will also cover the examination of principles and practices essential to developing and administering curricular programs.

EDAD 667 The Educational Leader and School Law
3 Semester Credits
This course will present principles of school law that are applicable to the practical problems of school administration and organization to graduate students interested in being an elementary/middle school or secondary school principal. The standards set out by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC), as well as the Lakota values, will be the guiding rationale for this course. The various types of schools on reservations – public, BIA funded, private, dictate a larger scope of study in this course. While similarities exist in regards to meeting accreditation guidelines other areas, such as due process, special education, funding, etc. are not similar.

EDAD 668 The Educational Leader and Special Education Law
3 Semester Credit Hours
This course will be a study of the organizational structure and administrative procedures at the local, state, federal and reservation government levels used in schools as delivery systems of special education services. The standards set out by National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC), as well as the Lakota values, will be the guiding rationale for this course. The course will prepare prospective administrators with the skills and knowledge necessary to effectively assure administrative roles as passionate supporters of special education students.

EDAD 669 Internship Experience for the Educational Leader Part I
3 Semester Credit Hours Prerequisite: Successful completion of all program courses and Department Chair approval.
This course provides graduate students with the first half of a field-based internship required for South Dakota Principal Licensure. Students complete the first 90 hours of the 180-hour requirement in a school setting at a different level than their previous internship (elementary, middle, or high school). Guided by the South Dakota Framework for Effective Principals (aligned with NELP Standards) and Lakota values, the focus is on Vision and Goals, Instructional Leadership, School Operations and Resources, School, Student and Staff Safety, School and

Community Relationships, Ethical and Cultural Leadership. The course culminates with the practitioner research and confirmation of internship administrative activities.

EDAD 670 Internship Experience for the Educational Leader Part 2
3 Semester Credit Hours Prerequisite: Successful completion of all program courses, EDAD 669, and Department Chair approval.
This course provides graduate students with the second half of a field-based internship required for South Dakota Principal Licensure. Students complete the final 90 hours of the 180-hour requirement in a school setting at a different level than their previous internship (elementary, middle, or high school). Guided by the South Dakota Framework for Effective Principals (aligned with NELP Standards) and Lakota values, the focus is on Vision and Goals, Instructional Leadership, School Operations and Resources, School, Student and Staff Safety, School and Community Relationships, Ethical and Cultural leadership. The course culminates with the development of a personal Educational Leadership Platform and a comprehensive electronic portfolio.

EDR 600 Reading and Writing Educational Research
3 Semester Credit Hours
This course will provide an introduction for students on how to read, evaluate, and produce educational research. It will provide an introduction to both quantitative and qualitative methods used in conducting educational research. Students enrolling in this course must have a valid teaching certificate or instructor approval.

EDR 601 Educational Statistics
3 Semester Credit Hours Prerequisite: EDR 600
This course will provide a broad overview of statistical methods commonly used in educational research. Students will and how to use statistical software to conduct statistical analyses.

EP 696 Capstone
1 Semester Credit Hour Prerequisite: Advanced Standing, Professor Permission
This capstone course provides a review of the studies the students undertook throughout their graduate studies. It will consist of portfolio review, comprehensive exam, and inspirational gathering.

HS 500 Professional Studies in Helping Relationships
3 Semester Credit Hours Prerequisite: M. A. Program Admission.
The purpose of this course is to provide an understanding of all aspects of the human services helping relationship and counseling professions. Topics will include: history, legislation and policy, functions, roles, organizations, ethics, advocacy and social change, standards, credentialing, licensing, and research. The student will develop professional goals, enhance self-awareness, develop graduate support networks, establish professional skills as a reader of research literature and presentation of such knowledge (orally, written, and using technology). The student will also conduct a literature review intended to formulate a thesis/project; APA style will be required. Professionalism and research needs in the Native American community will be emphasized. This is a key starter course for new MA-HS students and will be completed the first year of enrollment.

HS 505 Case Management
3 Semester Credit Hours Prerequisite: Graduate Standing or Permission
Basic skills needed for the management and guidance of cases in the Human Services Field will be taught, with an emphasis on challenges of case management on the reservation. Students will be made aware of the historical perspective, case management models, assessment process, effective interviewing skills, and ethical issues of case management. In addition, the student will learn the group facilitation skills including working with support groups: conducting team and staff meetings, family conferences; and presenting psychoeducation programs. The student

will also be taught how to build a case le to meet managed care and third party requirements, in addition to surviving as a manager of cases and being knowledgeable of the services available to families on the reservation.

HS 520 Research and Program/Organizational Evaluation
3 Semester Credit Hours Prerequisite: Graduate Standing or Permission
The student will study research methods, statistical analysis, needs assessment, and program/organizational evaluation. The course will include the use of appropriate computer technology and statistical methods. Principles, models, and applications of needs assessment, program/organizational evaluation, and the use of findings to effect organizational modifications will be examined in the context of legal and ethical considerations. Research that is particularly beneficial with in the reservation/rural context will be considered.

HS 530 Social and Cultural Diversity
3 Semester Credit Hours Prerequisites: Graduate Standing or Permission
This course will provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Racism, prejudice, acculturation, theories of cultural identity development, multicultural competencies, and multicultural counseling will be addressed in reservation mental health and school settings. Characteristics and concerns between and within diverse groups will be explored. This will include an investigation of attitudes, beliefs, understandings, and experiences related to culture, ethnicity, nationality, age, gender, sexual orientation, mental factors, physical factors, educational factors, environmental concerns, family values, religious and spiritual values, socio-economic status, and unique characteristics of the individual, couple, family, and community.

HS 560 Leadership Management Theory & Practice
3 Semester Credit Hours Prerequisite: M. A. Program Admission
Required class. Theories and principles of management and organizations will be addressed. Specific topics will include key management functions: planning, developing, organizing, directing, controlling, and advocating. Also covered will be client focus, diversity, ethics, information technology, work teams, and operating smaller organizations. Integration of Lakota perceptions of organizational health and well-being will also be incorporated.

HS 570 Foundations of Mental Health
3 Semester Credit Hours Prerequisites: Graduate Standing or Permission
This course will include the specific concepts and ideas related to leadership, mental health education, outreach, prevention, intervention and mental health promotion, with special focus on the Native American Communities in both school and clinical mental health settings. The stages of the intervention process, conflict resolution, negotiation, mediation, and advocacy will be studied. Emphasis will be on using prevention and intervention strategies in the development of a mental health model in school and mental health settings on the reservation.

HS 574 Professional Orientation, Ethics, & Cultural Values
3 Semester Credit Hours Prerequisites: Graduate Standing or Permission
This course will provide an understanding of all aspects of professional identity including orientation, history, philosophy, roles, societies, organizational structures, ethics, standards, and credentialing, licensing, and leadership. Self-awareness and self-care as a professional will be introduced. Public policy processes including advocacy on behalf of one's profession, its clientele and operations, will be studied along with relevant legal issues for School Counseling, Lakota Leadership/Administration, and Clinical mental Health. Case studies will be a significant part of class study. Issues that relate to working in the reservation/rural environment will be a priority.

HS 580 Supervision
3 Semester Credit Hours Prerequisite: Graduate Standing or Permission

Supervision in the Human Services field will address the abilities needed to be an appropriate and helpful supervisor. An overview of supervisory responsibilities will be studied, with content including the supervisory relationship, methods and models of supervision, being a multiculturally competent supervisor, ethical issues, multiple relationships in supervision, and evaluating a supervisee. Focus will be on applying this knowledge to the Lakota people.

HS 677 Independent Study
1-3 Semester Credit Hours Prerequisites: Graduate Standing or Permission
The student may seek permission from a faculty member to do concentrated study on a specific topic related to the emphasis area.

HS 686 Seminar for Professionals
1-3 Semester Credit Hours Prerequisites: Advisor and chair approval.
This class will serve to present other important and relevant subjects to the student for study. Topic will vary as needed. For emphasis block credit, this topic must pertain specifically to the student's plan of study and be approved.

HS 690 Field Experience
3 Semester Credit Hours Prerequisites: Advanced student, program and instructor approval, insurance.
This is one of two final capstone classes (other bring HS 696) taken at the close of the program designed to weave together all parts of the Enhanced Professional curricula. The student will be placed in a human services delivery organization. In that environment the student will gain from experiential learning that synthesizes the content and skills from previous coursework. The optimal setting is where Lakota culture and reservation concerns are emphasized. Concurrently, professional attitudes and behaviors expected of the human services professional will be demonstrated in the field. A minimum of 350 clock hours are required to be completed in one semester. Under very specific criteria a student may have past relevant high quality work experience satisfy this class requirement. Application for HS 690 will be done the prior semester and proof of malpractice/liability insurance required before enrollment.

HS 696 Capstone
1 Semester Credit Hour Prerequisite: Advanced Standing, Professor Permission
This capstone course provides a review of the studies the students undertook throughout their graduate studies. It will consist of portfolio review, comprehensive exam, and inspirational gathering.

HS 698 Thesis I
3 Semester Credit Hours Prerequisites: Core Courses
This is the major "capstone" course. Student work will utilize all of the conceptual, research, statistics, and writing skills covered in previous M.A.-H.S. courses. The project topic will be relevant and beneficial to the reservation/rural setting. This second section of the thesis course will be the data collection, analysis, discussion section of the thesis. The student will do a final oral presentation of the literature review (last two chapters of the thesis) at the end of the class.

HS 699 Thesis II
3 Semester Credit Hours Prerequisites: HS 698
This course is the second phase in the completion of the Thesis. During this phase, the student will conduct, analyze, and discuss the research initiated in Thesis I. The Thesis will be completed with a final defense of the thesis to the student's committee.

MB 500 Academic Research & Writing

4 Semester Credit Hours Prerequisite: None

This course provides MBA students with the core skills needed to conduct and communicate research in business and management contexts. As the basis for the MBA program, this is the first class all MBA students must take. It emphasizes empirical research design, critical literature review, effective academic writing, and ethical data handling. The course also incorporates the responsible use of AI tools to support research and writing processes. By the end of the course, students will complete a small-scale empirical project, applying research principles in a real-world context.

MB 510 Marketing Management

4 Semester Credit Hours Corequisite: MB 500 Prerequisite: Graduate students without a background in Business are required to complete BA 355 Marketing prior to enrolling in this course.

Based on the basic principles of marketing, this course builds a strategic mindset and a managerial approach. Data-driven marketing principles will be demonstrated and used to inform cost analysis of markets. Deployment of marketing operations without proper analysis of the markets may be very costly. Marketing Management focuses on the essentials of marketing analysis, business strategy development and delivers corporate level understanding of marketing as the central business function.

MB 520 Entrepreneurship

4 Semester Credit Hours Corequisite: MB 500

Entrepreneurship is an essential survival skill and its biological base is built-in and ready to use for everyone. This course explores and guides students into a personal journey to use their creative and constructive capacities to create profit or non-profit business ideas that would turn into business models and start-ups. An overview of essential entrepreneurial skills and corporate entrepreneurship are also included in this course.

MB 530 Corporate Finance

4 Semester Credit Hours Corequisite: MB 500 Prerequisite: Graduate students without a background in Business are required to complete BA 367 Finance prior to enrolling in this course.

This course presents the essentials of finance with an emphasis on practices vital for corporate managers. Valuation is a key concept that will be emphasized throughout the course. It plays a critical role in most major financial decisions made by corporate managers, both within the organization and in their dealings with investors.

MB 535 Financial Accounting

4 Semester Credit Hours

This course is designed to help students understand and interpret financial statement information as informed users. Financial statement users face a wide variety of decisions and they are often interested in understanding the implications of financial statement information for the future cash flows and earnings potential of an organization. Financial Accounting focuses on understanding the mapping between underlying economic events and financial statements in relation to future profitability.

MB 540 Strategic Management

4 Semester Credit Hours

Strategic Management integrates knowledge from all functional areas of business to teach students how to formulate and implement an effective strategic plan for profit and non-profit organizations. An effective plan is often the key difference between being in profit or in loss. Internal and external data collection, analysis, goal setting, and planning are essentials of strategic management. Implementing and controlling the planned operations are also a part of the course.

MB 545 Project Management
4 Semester Credit Hours
This course covers key components of project management, including project integration, project scope, project time and cost management, quality management, human resource considerations, risk management, and procurement management, to provide the learner with a comprehensive view and understanding of managing complex projects.

MB 550 Enterprise Systems and Supply Chain Management
4 Semester Credit Hours
This course examines the building blocks of Enterprise Resource Planning systems and how they are used to increase the performance of manufacturing supply chains. The basic concepts of supply chain and ERP systems are discussed. The core ERP modules that support manufacturing facilities and supply chain organizations are examined with cases and examples.

MB 560 Data Analysis
4 Semester Credit Hours
This course explores key terminology and concepts of Business data analytics. Some basic technical and statistical tools used by practitioners are introduced with examples and hands-on experiences throughout the course. Spreadsheet modeling is introduced with practical applications and real-life cases.

MB 570 Strategic Human Resources
4 Semester Credit Hours
SHRM is considered a fast-developing area in the human resource management discipline, with new concepts and models emerging. This course aims to integrate various functions of human resource management with business strategy to provide the students with a business orientation in the practice of HRM. Theoretical and application issues relating to staffing, compensation, performance appraisal, and training and development will be examined.

MH 634 Practicum
3 Semester Credit Hours Prerequisite: All Core Courses. For Community Mental Health add PY 533, PY 614, PY 624. For School Counseling add PY 614, PY 624.
Practica are offered in individual and group counseling. Practicum is an advanced laboratory experience in counseling clients under close supervision. The student will complete a minimum of 100 clock hours of supervised experiences which will include at least 40 hours of direct service with clients, 2 hours per week of group supervision, and 1 hour per week of individual supervision. Students enrolled in school counseling will be enrolled in a school setting, while students enrolled in clinical mental health will be involved in a clinical setting.

MH 694 Internship I
3 Semester Credit Hours Prerequisite: All Core Classes. For Community Mental Health add PY 614, PY 624, MH 634. For School Counseling add SC 634.
This is the first course for the field-based experience required of HS students who are seeking to become licensed professional counselors (LPC and certified school counselors. The setting(s) will be appropriate to mental health and school counseling and will involve a total of 600 clock hours and a minimum of 6 credit hours accumulated over the course of two semesters (second semester will be Internship II). Of the 600 hours, a minimum of 240 hours will be spent in direct service to clients and the remainder in individual supervision, group supervision, professional activities, the development of audio and video tapes of sessions, and experience with a variety of professional resources.

MH 695 Internship II

3 Semester Credit Hours Prerequisite: MH 694

This is the second course for the field-based experience required of HS students who are seeking to become licensed professional counselors (LPC) or certified school counselors. The setting(s) will be appropriate to mental health and school counseling and will involve 300 hours total for three credits. Of the 300 hours, a minimum of 120 hours will be spent in direct service to clients and the remainder in individual supervision, group supervision, professional activities, the development of audio and video tapes of sessions, and experience a variety of professional resources.

MH 696 Capstone

3 Semester Credit Hour Prerequisite: Advanced Standing, Professor Permission

This capstone course provides a review of the studies the students undertook throughout their graduate studies. It will consist of portfolio review, comprehensive exam, and inspirational gathering.

PY 533 Counseling Theories

3 Semester Credit Hours Prerequisite: Graduate Standing or Permission

This course will cover basic theories and principles of psychotherapy and counseling. The philosophic basis of the helping relationship will be addressed in relationship to current research on the factors related to counseling effectiveness. Counseling theory and principles will be explored in relationship to working with Native Americans.

PY 538 Psychopharmacology

3 Semester Credit Hours Prerequisites: PY 644

This course will study the use of psychoactive drugs in the treatment of mental health, and actions and side effects of drugs of addiction. Students will learn about the various kinds of theraputic drugs, their effects, when drug treatment is appropriate, the role of drug therapy, coordination with medical professionals, and monitoring the treatment process. Treatment issues with Native Americans will be a special focus. Students will conduct a special research project on a selected neurotransmitter and the effects of alcohol/drugs on the functioning of this transmitter.

PY 556 Group Counseling

3 Semester Credit Hours Prerequisites: PY 533, PY 614, Co-occurring with PY 624

An understanding of group purposes, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches will be obtained through this course. Group leadership styles, specific types of groups (therapeutic, focus, task, support, prevention, education, etc.) and ethical and legal considerations will also be studied. How group counseling is utilized in the reservation/rural setting will be explored.

PY 557 Human Development and Psychosocial Intervention

3 Semester Credit Hours Prerequisites: PY 533

Normal development will be contrasted with abnormal development. There will be a focus on development crisis, addictive behavior, psychopathology, and environmental factors as they affect normal development across the life span. Theories of learning and personality development will be addressed, as well as strategies to prevent or improve pathological development. Perceptions of the developmental process as it applies in the School and Mental Health settings on the reservation will be explored.

PY 574 Family Counseling & Community Intervention

3 Semester Credit Hours Prerequisite: PY 533, PY 614, Co-occurring with PY 624

Theories and techniques of family counseling will be presented. Basic principles and concepts of systemic theories, that apply to both families and communities, assumptions inherent in each of the theories, and implications for

practice and treatment will be studied. Essential skills will be taught, which will be applicable to school, clinical mental health, and chemical dependency counseling.

PY 594 Issues Involving Native American Youth on the Reservation
3 Semester Credit Hours Prerequisite: Graduate Standing or Professor Permission
This course will provide an understanding of the primary issues that counselors in schools and mental health settings will need to better understand children and youth on the reservation. Emphasis will be on Substance Abuse, PTSD, ADHD, Disruptive Behavioral Disorders, Depression, Anxiety, and Dual Diagnosis. Other issues covered include Fetal Alcohol Spectrum Disorder, cutting, bullying and use of appropriate medication. Correlations with the newest diagnostic manual including the diagnostic criteria, behavioral factors, and treatment of each disorder will be discussed. How to develop resiliency in the face of these issues will conclude the course.

PY 614 Assessment in Counseling
3 Semester Credit Hours Pre or Co-Occurring: PY 533
This course will provide an understanding of the framework for assessing the individual and individuals. Methods of data gathering for a client or client systems and their environment in order to properly assess children, adolescents, and adults will be taught. The student will learn how to make decisions regarding treatment and/or referral. Awareness of diagnostic criteria and impressions, knowledge of psychopathology, and assessment of substance abuse and their addictions will be provided. Cultural diversity, gender issues, and specific populations will be discussed as they are related to assessment. Assessment issues with Native Americans in Schools and Mental Health settings will be the special focuses.

PY 617 Career and Life-Style Development
3 Semester Credit Hours Prerequisite: Graduate Standing or Permission
This course will provide an understanding of career development and related life factors. Career development theories and decision-making models will be studied. The inter-relationship among work, family and other life roles will be considered in the context of cultural diversity and gender issues. Sources of career information, instruments of career assessment and career counseling strategies will be explored to facilitate career placement and planning programs in School Counseling, Clinical Mental Health, and Lakota Leadership/Administrative Settings. Assisting reservation/rural resident to realize their full career/life potential will be explored.

PY 624 Counseling Techniques
3 Semester Credit Hours Prerequisite: PY 533, PY 614
Counseling practices, facilitative skills, and the application of these skills as helping professionals will be studied. Students will practice these skills in a laboratory setting. Experience and services with Native American clients in school and mental health settings will be the primary components of this class.

PY 654 Clinical Assessment and Testing
3 Semester Credit Hours Prerequisite: PY 533, PY 614
This course includes the study of methods for assessing mental status, identification of mental illness, abnormal, deviant, or psychopathology of behavior, by obtaining appropriate behavioral data using a variety of techniques. This will include the study of non-projective personality assessments, achievements, aptitude, and intelligence testing. The student will learn to interpret the finding into diagnostic and statistical manual categories. It will include basic concepts of testing, reliability and validity concerns, strategies for selection and administration of test instruments. Assessment issues as they relate to Native Americans will be a special focus. Ethical concerns, cultural diversity themes, gender issues, and specific population issues will be discussed as they are related to the interpretation of the assessments.

PY 664 Diagnosis & Study of Mental Health Health Disorders
3 Semester Credit Hours Prerequisite: PY 533, 614
The general principles and practices of etiology, diagnosis, treatment and prevention of mental and emotional disorders and dysfunctional behavior will be studied. In addition, the general principles and practices for the promotion of optimal mental health, especially in the Native American community, will be presented.

SC 634 Practicum
3 Semester Credit Hours Prerequisite: All Core Courses. For School Counseling add PY 614, PY 624.
Practica are offered in individual and group counseling. Practicum is an advanced laboratory experience in counseling clients under close supervision. The student will complete a minimum of 100 clock hours of supervised experiences which will include at least 40 hours of direct service with clients, 2 hours per week of group supervision, and 1 hour per week of individual supervision. Students enrolled in school counseling will be enrolled in a school setting, while students enrolled in clinical mental health will be involved in a clinical setting.

SC 694 Internship I
3 Semester Credit Hours Prerequisite: All Core Classes. For School Counseling add SC 634.
This is the first course for the field-based experience required of HS students who are seeking to become licensed professional counselors (LPC and certified school counselors. The setting(s) will be appropriate to mental health and school counseling and will involve a total of 600 clock hours and a minimum of 6 credit hours accumulated over the course of two semesters (second semester will be Internship II). Of the 600 hours, a minimum of 240 hours will be spent in direct service to clients and the remainder in individual supervision, group supervision, professional activities, the development of audio and video tapes of sessions, and experience with a variety of professional resources.

SC 695 Internship II
3 Semester Credit Hours Prerequisite: SC 694
This is the second course for the field-based experience required of HS students who are seeking to become licensed professional counselors (LPC) or certified school counselors. The setting(s) will be appropriate to mental health and school counseling and will involve 300 hours total for three credits. Of the 300 hours, a minimum of 120 hours will be spent in direct service to clients and the remainder in individual supervision, group supervision, professional activities, the development of audio and video tapes of sessions, and experience a variety of professional resources.

SC 696 Capstone
3 Semester Credit Hour Prerequisite: Advanced Standing, Professor Permission
This capstone course provides a review of the studies the students undertook throughout their graduate studies. It will consist of portfolio review, comprehensive exam, and inspirational gathering.