

Sinte Gleska University

Program Review: SGU Lakota Studies Department
Key Discussion Questions

Updated September 1, 2016



History:

1. What do we believe was the “place” of Lakota Studies as one of the first depts. established at Sinte Gleska College?
2. What were the initial goals and vision of Lakota Studies?
3. What has been the historic enrollment and completion of students enrolled in Lakota Studies?
4. Where have graduates of Lakota Studies worked? List places where LS graduates are employed.

Language & Cultural Preservation:

5. What has been the past successes of the Lakota Studies dept.? Challenges?
6. What are the challenges with interpretations between the “oral-language base” of the Lakota culture vs. the mainstream written language?
7. How does the University address the variations and differences of methodologies in teaching the Lakota language?
8. Who validates the accuracy and correctness of interpretations of the Lakota language?
9. How should the Lakota Studies dept. be involved with certifying teachers as Lakota language instructors?
10. What could the Lakota Studies do within the University to promote Lakota culture in institutional activities (e.g., classroom, student extra-curricular activities, commencement, ceremonies, Founder’s Day Week, bison/horse projects)?
11. During SGU Founders’ Day Week forums, what have community people said about the potential roles and services of the Lakota Studies dept? What has been the follow-up by the dept?
12. What resources does Lakota Studies provide for Tribal communities?
13. What types of cultural services does the dept. provide for Tribal communities and other organizations?
14. What research has been done? By whom? Any evidence?
15. How does the SGU Cultural Resource Management component interface with the RST Tribal Historic Preservation Office (THPO)?

16. What role(s) does the dept have regarding the identification and preservation of sacred sites?
17. How does the University protect the sensitive areas when dealing with the Lakota culture and spirituality?
18. What are the potential challenges with bringing technology into the Lakota Studies roles and services?

Academic:

19. How does the dept inform and recruit students about the value of Lakota Studies as an academic program?
20. Should Lakota Studies be held accountability to the same standards of regular academic programs? Why or why not?
21. Describe an assessment model for Lakota cultural learning.
22. What credentials should departmental faculty and staff have for their work?
23. Are there any collaborations between SGU Lakota Studies and local schools to bridge language education efforts?
24. What is the connection between SGU Lakota Studies and the state curricula standards articulated in the *Wolakota Essentials Understandings* for Native American Studies in public schools?
25. What kind of assistance does the Lakota Studies dept. need when developing curricula and learning assessments?
26. If not a “stand alone” academic program, how could Lakota studies be integrated into other degree plans?

Tribal Accreditation:

27. Are there any provisions/applications of the Tribal education code that affect Lakota Studies Dept. activities?
28. How is the department involved with professional development (staff and faculty) at SGU? At local schools? Outside the reservation?
29. Are there any models for K-12th grade accreditation that incorporates, integrates or takes into consideration the uniqueness of Native culture education?
30. Are there any models for post-secondary accreditation that incorporates, integrates or takes into consideration the uniqueness of Native culture education?

Future:

31. Is the concept of a “Lakota Language & Cultural Resources Institute” a better fit for the needs of the Sicangu Lakota Oyate?
32. What might be the goals and functions of the institute?
33. What is the future employability of Lakota Studies graduates?
34. What strategies/efforts need to be initiated to bring Lakota cultural education into the Rosebud Reservation communities?
35. How should the dept. become involved (directly or indirectly) with cultural diversity, ethnic prejudices, racism, preservation of sacred sites, land and natural resources protection, etc.?
36. What should be the attributes and credentials of the dept. leadership and staff today?