

SITTING BULL COLLEGE
Bachelor of Social Work (BSW)
Program Review Report
2019-2024

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I. Program Description

A. Role of Program(s)

The Bachelor of Social Work program prepares students to become Generalist Social Work Practitioners and life-long leaders and learners of the profession. The program cultivates social work leaders to implement and advocate for social, economic, and environmental justice, social programs, and social policy for vulnerable, marginalized, and at-risk individuals, children, families, groups, and communities across diverse populations.

The mission of the Bachelor of Social Work (BSW) Program at Sitting Bull College is consistent with Sitting Bull College's mission of promoting Lakhóta/Dakhóta culture, values, and language, commitment to building intellectual capital, and economic and social development.

The SBC Social Work Program aligns with the social work profession values in ways of contributing to human and community well-being. The National Association of Social Workers (NASW) Code of Ethics guides social workers to aspire to service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. The Sitting Bull College social work program contributes to this outcome of caring for and fostering the well-being of individuals, groups, families, communities, and organizations while preserving Lakhóta/Dakhóta values.

There is a need for the recruitment of Indigenous students into social work programs. More specifically, Tribal College Social Work programs prepare students to work with Indigenous children, families, and communities. This need is a result of the historical and critical health issues that affect the development and life span of Indigenous people across tribal communities. As a result, Indigenous Social Work graduates must be prepared with social work knowledge and skills to serve their tribal communities and help improve the disparities of current and future generations.

The BSW program has undergone significant changes and improvements to create a more culturally based Indigenous Social Work program that supports Tribal communities. Additionally, the program curriculum, syllabi, and course content are in continuous development to meet the Council on Social Work Education (CSWE) Policy and Accreditation Standards (EPAS) and SBC's mission and goals that are guided by Lakota/Dakota culture, values, and language.

Social Work Admissions Criteria

The application and program admission interview is required before any student enrolls in upper-division (300-400 level) social work courses. The program interview is scheduled by the Department of Social Work upon successful completion and submission of the application. In addition to the application and interview, two letters of reference, a personal statement (essay), background check, unofficial transcripts, 2.0 cumulative GPA, a "C" or above in SWK 255 & SWK 257, the Student Responsibility Statement of Commitment Form, and NASW Code of Ethics Statement of Commitment Forms are required for admissions.

Non-SWK majors who are interested in pursuing a BSW degree should seek out the Department of Social Work for advising before this process or during their final year of the Human Services Technician program.

SWK Program Outcomes

1. The student will demonstrate Ethical and Professional Behavior and Conduct with respect to the NASW Code of Ethics and Očhéthi Šakówiŋ values.
2. The student will engage Diversity and Difference in Practice with emphasis on Social Work with Indigenous People and Tribal communities.
3. The student will advance Human Rights and Social, Economic, and Environmental Justice with emphasis on Social Work with Indigenous People and Tribal communities.
4. The student will engage in Practice informed Research and Research informed Practice with concern for Social Work with Indigenous People and Tribal communities.
5. The student will engage in Policy Practice with emphasis on Social Work with Indigenous People and Tribal communities.
6. The student will engage with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and Tribal communities.
7. The student will assess with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and Tribal communities.
8. The student will intervene with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and Tribal communities.
9. The student will evaluate practice with Individuals, Families, Groups, Organizations, and Communities with emphasis on Social Work with Indigenous People and Tribal communities.

SWK Degree Requirements

General Education Requirements		
ENGL 110	Composition I	3
ENGL 120	Composition II	3
COMM 110	Fundamentals of Public Speaking	3
MATH 102	Intermediate Algebra	4
PSYC 100	First Year Learning Experience	3
SOC 120	Transitions-Graduation & Beyond	2
NAS 101 or NAS 103	Očhéthi Šakówiŋ Language for Beginners Introduction to Očhéthi Šakówiŋ Language, Culture & History	3
CSCI 101	Introduction to Computers	3
Humanities or Social & Behavioral Science		
Elective	Select three credits of Humanities or Social & Behavioral Science courses	3
Health/Physical Education		
Elective	Select two one-hour courses or any one two-hour course	2
Laboratory Science		
	Select one of the following <ul style="list-style-type: none"> • BIOL 111 Concepts of Biology 	4

<ul style="list-style-type: none"> • BIOL 150 General Biology I • BIOL 220 Anatomy & Physiology I 		
Core Requirements		
HS 203	Interviewing	4
PSYC 111	Introduction to Psychology	3
SWK 255	Social Work in the Modern Society	4
SWK 257	Human Behavior & The Social Environment I	3
Select 18-22 credits of Humanities or Social & Behavioral Science courses		18-22
SWK Professional Core Requirements		
ENGL 342	Research Writing in the Disciplines	3
MATH 210	Elementary Statistics	3
SWK 256	Development of Social Welfare	3
SWK 300	Technical & Professional Documentation in Social Work Practice	2
SWK 310	Child Welfare I	3
SWK 320	Child Welfare II: Native American Children & Families	3
SWK 335	Social Work Methods I: Work with Individuals & Families	3
SWK 356	Social Welfare Policy & Advocacy	3
SWK 357	Human Behavior & The Social Environment II	3
SWK 400	Social Work Field & Grad Prep	1
SWK 401	Self-Care in Social Work Practice	1
SWK 435	Social Work Methods II: Work with Groups	3
SWK 436	Social Work Methods III: Work with Organizations & Communities	3
SWK 442	Research Methods in Social Work	3
SWK 445	Decolonizing Social Work With Indigenous Communities	3
SWK 490	Field Education	12
SWK 491	Field Seminar	1
NAS Elective		
Select one three credit NAS 300-400 level course of the following:		3
<ul style="list-style-type: none"> • NAS 311 Native American Women • NAS 309 Comparative Spirituality • NAS 421 Očhéthi Šakówiŋ Social & Kinship Systems 		
Total Hours		121-125

B. Program Personnel

The Social Work Department faculty (program director and field education director) at Sitting Bull College meet the required 2 years of post-masters social work practice experience along with a master's degree in social work from a CSWE-accredited program. Faculty members in the past five years have been Alicia Gourd-Mackin and Leslie White Temple-Gipp, both of whom possess Bachelor's and Master's degrees from a CSWE-accredited program.

Alicia Gourd-Mackin received her education at Minot State University and the University of North Dakota. Alicia was the program director for the social work program and assumed the duties and responsibilities of this position from 2018-2022. Alicia maintained her license through the North Dakota Board of Social Work Examiners and had 12+ years of experience and practice in social work and human services.

Leslie White Temple-Gipp is a social work instructor and the field education director. Leslie earned a Bachelor of Science Degree in Social Work at the University of Mary in Bismarck, ND; a Master of Social Work at Arizona State University, Tempe AZ; and a Juris Doctorate from the University of New Mexico, Albuquerque, NM. Leslie has worked with Native American Tribal people living in urban and reservation communities. In addition, Leslie has worked in Social Work and Human Services for over 15 years.

Adjunct Faculty include Cora Pfitzer and Jessica Shaffer, who both graduated with their MSW's from accredited CSWE programs.

Cora Pfitzer received her Master of Social degree from the University of North Dakota in 2021 and a Bachelor of Science in Human Services and Sociology in 2012. Cora's vast professional experience includes working as a U.S. Probation and Pretrial Officer, an Independent Living Specialist, and Family Group Decision Making Coordinator. Cora diversity experience includes working with marginalized populations, individuals and families at risk, and worked as a Retention Coordinator for Sitting Bull College.

Jessica Shaffer received her Master of Social Work from Newman University, Colorado Springs, CO, in 2010. Jessica received her BS in Psychology in 2003. She is a Licensed Certified Social Worker in Private Independent Practice in South Dakota and a Qualified Mental Health Professional. She has been working in the mental health field since 2003, as well as working with diverse populations, including one of the Lakota communities in South Dakota.

The Social Work Program plans to hire adjunct faculty in January 2024 to help teach coursework. Leslie White Temple-Gipp took over responsibilities as Program Director after Alicia Gourd Makin's resignation in December 2022.

Course instruction was primarily provided by Leslie White Temple-Gipp for the 2023 spring semester. However, the social work program relied on two adjuncts to help with teaching responsibilities during the 2023 spring and fall semesters. In addition, the social work program hosted several guest speakers such as social work faculty from other universities in the U.S. and Canada as well as numerous practitioners who contributed to the knowledge base of the social work students. These supplemental sessions offer diverse voices and perspectives that helps prepare students to effectively practice competently in varied settings.

The two (2) FTE positions assigned to the Bachelor of Social Work program in the past five years are unique to the institution as they are the only faculty/director positions at Sitting Bull College with dedicated instructional release time for administrative duties written in to their position descriptions. All other faculty/director positions are duties in addition to their full 30-credit (10-course) instructional load per academic year requirement. This has been done in recognition of the unique demands and additional workloads required for the Program Director and Field Education Director to meet the program's mission and goals.

The Social Work faculty are asked to alternate a 3/4 or 4/3 course instructional load from fall to spring for a total of no more than seven (7) courses taught per year vs. ten (10) courses required by all other faculty. The remaining time which other faculty are required to teach three (3)

additional courses, is granted as instructional release time for the Bachelor of Social Work program administrative duties. Described another way, a faculty teaching a 5/5 course load is considered a 100% full-time instructor or 1 FTE. Whereas the Program Director and/or the Field Education Director teaching a 3/4 course load, 70%, with a 3 course, 30%, instructional release time for program administration is considered 1 FTE.

C. Program Productivity

The Bachelor of Social Work program was offered to SBC students beginning in fall of 2019. Below are the past five years of enrollment in the program.

Bachelor in Social Work – Enrollment Data										
	Sp 2019	Fa 2019	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022	Sp 2023	Fa 2023
SWK	n/a*	4	4	0	4	5	3	2	2	3
Total Student Count	270	300	272	263	210	268	273	265	253	273
Percent BSW Major	n/a*	.013%	.014%	0%	.019%	.018%	.011%	.007%	.007%	.010%

**Please note the Bachelor of Social Work classes were not offered until Fall 2019*

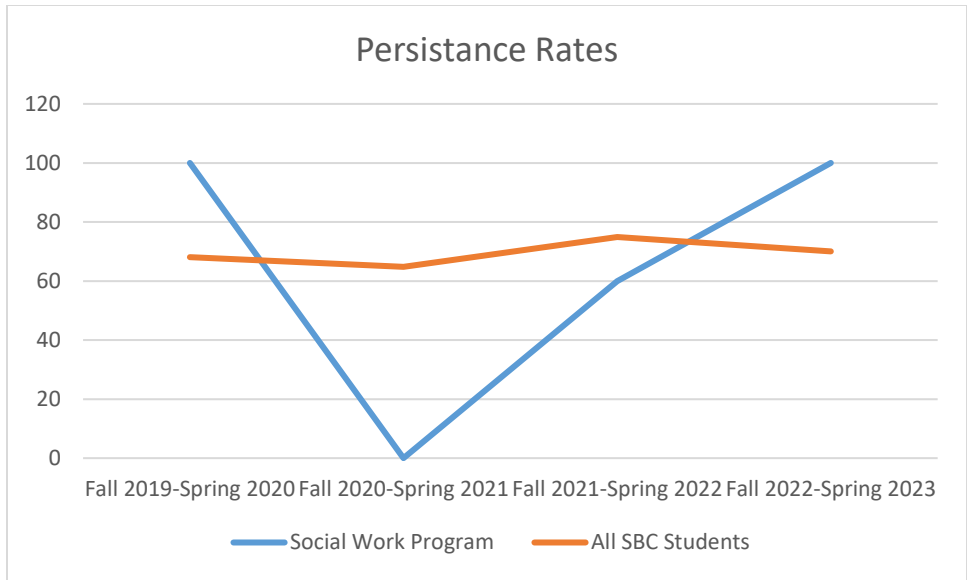
The graduation data for this program are listed below.

Bachelor in Social Work – Graduation Data					
Graduates	19-20	20-21	21-22	22-23	23-24 Anticipated
Social Work	4	0	0	0	2

The first BSW graduates initially transitioned from a Human Services Associates Degree, having successfully completed general education courses as well as the social work foundational taught by Alicia Gour-Makin.

Thereafter, students specifically focused on upper level social work courses. Below are charts indicating the persistence (semester to semester) rates for the Social Work Program as a program and then a chart for persistence compared to the institution.

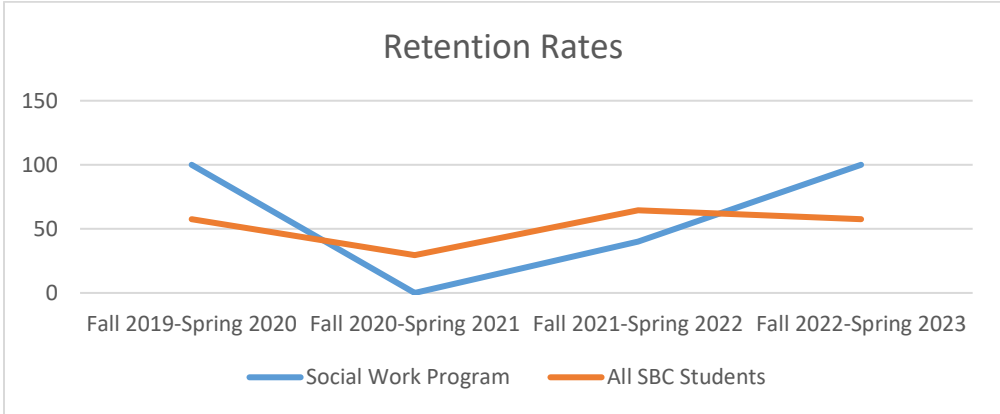
Persistence				
First Semester	Second Semester	Total 1st Semester	Returning	Percent returning
Fall 2019	Sp. 2020	4	4	100%
Fall 2020	Sp. 2021	0	0	0%
Fall 2021	Sp. 2022	5	3	60%
Fall 2022	Sp. 2023	2	2	100%
Fall 2023	Sp. 2024	3	2	67%



It should be noted that after the initial 4 students graduated from the Social Work Program, the SBC classes were virtual due to the COVID 19 Pandemic. The Social Work, as with other programs, had difficulty recruiting new students into the program.

Below are charts indicating the retention (fall-fall) data for the Social Work Program and the chart comparing the program to the institution.

Retention				
First Semester	Second Semester	Total 1st Semester	Returning	Percent returning
Fall 2019	Fall 2020	4	4	100%
Fall 2020	Fall 2021	0	0	0%
Fall 2021	Fall 2022	5	2	40%
Fall 2022	Fall 2023	2	2	100%



Graduation Placement Data

Although graduation placement data is primarily based on personal connections and/or community information, the list below indicates what students are doing after graduating with the Bachelor of Social Work at Sitting Bull College.

- Two of the SBC graduates are school social workers working in, or with Native American students.
- One SBC graduate received their Masters in Social Work degree.
- One SBC graduate is working on their Masters in Social Work degree.
- One SBC graduate started a non-profit for Tribal youth and is the administrator of the organization.

D. Program Expenditures & Revenue

Sitting Bull College acknowledges the importance of working with the Department of Social Work in appropriating, developing, and administering funds to carry out the mission and goals of the program.

It is the responsibility of individual program faculty (social work program) to identify their budget needs and submit their requests to the Dean of Academics. All program budget requests are routed through a single Academic Affairs budget managed by the Dean of Academics, or through specialized grants written by faculty and managed by the Vice President of Operations. Although budgets are managed by the Vice President of Operations, programs have autonomy and are supported in fulfilling program needs to ensure mission and goals are achieved.

Below are the charts of Social Work Revenue, Expenditures, and Profit/Loss from 2018-2023.

Social Work Revenue					
Academic Year	Fall ISC	Spring ISC	Tuition	Total	
2018-2019	\$0	\$0	\$0	\$0	
2019-2020	\$15,600	\$15,600	\$14,400	\$45,600	
2020-2021	\$0	\$15,600	\$7,200	\$22,800	
2021-2022	\$19,500	\$11,700	\$14,400	\$45,600	
2022-2023	\$7,800	\$7,800	\$7,200	\$22,800	
Social Work Expenditures					
Academic Year	Salary	Fringe	Supplies	Accreditation	Total
2018-2019	\$46,390	\$12,525	\$1,500	\$15,000	\$75,415
2019-2020	\$99,980	\$26,995	\$1,500	\$6,673	\$135,148
2020-2021	\$104,690	\$28,266		\$1,673	\$134,629
2021-2022	\$107,300	\$28,971			\$136,271

2022-2023	\$84,203	\$22,735	\$1,500	\$6,761	\$115,199
Revenue versus Expenses					
Academic Year	Revenue	Costs	Profit		
2018-2019	\$0	\$75,415	(\$75,415)		
2019-2020	\$45,600	\$135,148	(\$89,548)		
2020-2021	\$22,800	\$134,629	(\$111,829)		
2021-2022	\$45,600	\$136,271	(\$90,671)		
2022-2023	\$22,800	\$115,199	(\$92,399)		

While the budget and current resources are a loss to Sitting Bull College at this time, the Social Work Program is working with the SBC Outreach Coordinator to recruit students into the program.

Recruitment strategies in the past two years have included:

- Collaborating with other associate level programs (General Studies & Information Technology) to visit with students about the Bachelor of Social Work degree.
- Discussions with other tribal colleges with associate level programs (Social Work, Social Services & Human Services) in North Dakota and Montana regarding Social Work degree program.
- Informational meetings and discussions with tribal leadership about the social work program.
- Conducted an “All about Social Work” presentation on SBC Tuesday Speakers Series.
- Community outreach on the social work program.
- Developing recruitment and general social work program information.

E. Program Advisory Committee

The role of the advisory committee is to receive information about the Social Work Program at Sitting Bull College. The advisory committee serves as a professional resource, providing guidance to the Social Work program and recommendations on programmatic challenges.

Advisory Committee Highlights (over the past four years):

- Fourteen committee members participated in the third CSWE Site Visit. Members shared insights on the dynamics of the social work profession, social workers, and tribal families were offered from a historic perspective. Discussions on cultural competence within the field of social work and the need to integrate cultural knowledge and values for a more effective practice. Several advisory members expressed the importance of AI/AN, or tribal social workers in their communities.

- Four advisory committee members served as field instructors for students during their capstone project or field practicum/internship.
- Five advisory members were guest speakers in various social work classes. Each social worker shared their professional expertise; their viewpoints on a particular subjects, discussions exploring problem resolutions, licensing exams, and presenters offered encouragement to students.

II. Program Self-Evaluation

A. Faculty

The Social Work Program faculty are committed modeling behavior and values of the profession in the program's education environment. The SBC Social Work Program is committed to both the values of the Očhéthi Šakówiŋ and Social Work. Therefore, we offer a dual perspective and also teach students how these values intersect and relate to each other.

Both faculty members are enrolled tribal members, as well as having the lived experience of being immersed in a Dakota/Lakota culture and community. This experience of working in the field of social work, as well as being a community member with cultural background, allows our students to have an enriching and meaningful learning experience that fulfills both the institutional and program mission. Faculty integrate cultural knowledge with social work values throughout the curriculum. It is our mission to continue to build on this type of leadership for current and future students.

Sitting Bull College has a substantial budget for faculty professional development and participation in national conferences. A temporary ban on all travel for conferences was in place during the majority of the pandemic but has now been removed and faculty are free to request funding to travel to conferences of their choosing appropriate to their program and personal professional needs. All faculty are requested to participate in at least one professional conference of their choice annually.

The social work program's reliance on adjunct faculty has become essential with the resignation of the program director in December 2022 and the inability to fill the vacancy. The program relies on the institution's evaluation methods at the end of the semester. The current adjunct faculty have previously taught at SBC and continue to enhance the knowledge and skill base of our students.

Additionally, as the interim program director, Leslie White Temple Gipp maintains contact with the adjunct faculty to ensure course and program needs are being met.

The social work program will further explore the observation and evaluation of adjunct faculty as a new Dean of Academics was hired January 2024.

B. Student Relations

All full-time faculty are required to be available to provide academic advisement to students. It is the responsibility of the advisor to see that each student is enrolled through the records

management system and receive a copy of his/her schedule. Advisors can make changes to a student's schedule during the first week of classes without going through the add/drop process.

The Social Work Program strives to prepare competent and skilled students to become Licensed Bachelor Social Workers by fostering student leadership that promotes individual, family, and community strengths, health, well-being, and healing. Many of our students work full-time and have families of their own, so the Social Work faculty organize class times and delivery of material that is best for student schedules. It is not uncommon for the faculty to make up weather sessions through Zoom or to schedule a class on a Sunday to meet the needs of the students.

Our instructors impart Social Work knowledge through research that addresses the unique identities and needs of Indigenous peoples and Tribal communities as they relate to current socio-political-economic-environmental issues. Our faculty develop meaningful learning environments that promote mutual respect, critical thinking and problem-solving skills, self-reflection, and growth of the individual and aims to integrate and merge Očhéthi Šakówiŋ and Social Work values and ethics in the classroom.

In addition, the generalist social work practice model requires our program to ensure that students understand that all human beings are worthy of *service*, to be treated with *dignity and worth*, and that students recognize the central *importance of human relationships* as important vehicle for change, cross-culturally and globally.

Although the number of students graduating from the program is small, all graduates have gone on to work in the field or complete a master's degree in Social Work. It is with great pride that we see our graduates working and helping their communities.

B. Curriculum Content, Design, and Delivery

The original Bachelor of Social Work curriculum developed in 2017 was based on a feasibility study and a rational report. The feasibility study surveyed students from Sitting Bull College and community members of the Standing Rock region.

In 2018-2020, the Program Director began the process of restructuring the curriculum to align it with the Educational Policy and Accreditation Standards for the Council on Social Work Education (CSWE). During that time, the Social Work program identified courses required for Generalist Social Work Practice education, and that would also meet Sitting Bull College's and program's values, goals, mission, and vision. The program consulted with other programs, with the advisory committee, and the Sitting Bull College Curriculum Committee for review and approval.

In May 2020, the new curriculum was finalized and approved by the Sitting Bull College's Curriculum Committee. Thereafter, it was again, revised in the Fall of 2020 to reflect Benchmark II of the CSWE accreditation report.

During these meetings, thought was put into how the curriculum would meet the needs of the local community - need for competent, skilled, and professional workers specifically in the social services, mental health, child welfare, and school social work – all areas of social work.

Committees do not make program content decisions. Program faculty in partnership with program advisory committees decide what curriculum needs to be taught to meet community needs and professional trends within each discipline.

This Program Review report is the first in the five-year cycle for the Bachelor of Social Work Program

Each instructor/faculty member is given the autonomy and responsibility to complete a course syllabus for each course taught. The course syllabus should include the following information: 1) course title; 2) instructor and contact information; 3) credit hour; 4) semester; 5) date syllabus was prepared; 6) course meeting time; 7) textbook information; 8) course description (as listed in the 2022-2023 Bulletin); 9) course outcomes, program and/or general education outcomes, and institutional outcomes; 10) cultural relevancy activity; 11) student attendance policy; 12) information regarding cancellation of class; 13) the methods and the materials to be used; 14) the evaluation procedures; 15) course evaluation; and 16) students with disabilities. See Vol. 2, Syllabi, for syllabus format.

Full-time faculty/instructors are given the autonomy and responsibility for curriculum planning and development within their department. Proposed changes in the curriculum should be submitted to the Curriculum Committee. Faculty are also responsible for ensuring that the course descriptions are current and accurately written. These duties and requirements are required and necessary to carry out the mission and goals of the social work program. Full-time faculty/instructors/staff are required to report to the Department Chair.

Integration of Cultural Values and Courses

The Social Work program faculty have collaborated with other institutions, networks, and faculty from other institutions from across the country as well as internally. For example, Social Work program faculty have engaged in a co-teaching effort, where faculty have collaborated with instructors outside of the institution to support classroom lectures and teaching.

In the Spring of 2021, the Social Work program collaborated with Haskell Indian Nations University and the University of Washington Indigenous Wellness Research Institute to host a screening and post-discussion of the film, “Follow Me Home”. Guest Speaker and film Director, Peter Bratt, as well as Bonnie Duran (UW Indigenous Wellness Research Institute), hosted a Q&A with students and faculty. This event was open to all SBC students, staff, faculty, and local community members.

It is our mission to continue this type of leadership in a way that aligns with the program mission and goals as the program continues to develop and grow.

Some past examples of culturally relevant/leadership opportunities:

- *“Follow Me Home”*—Campus-wide showing with film director, Peter Bratt. Students and Faculty/Staff from SBC, Haskell University, University of Washington, and University of Oregon were in attendance.
- Guest Lecture (Bonnie Duran, Dr.PH), University of Washington, *Community Based Participatory Research*.

- Guest Lecture (Karen Yescavage, PhD), Colorado State University-Pueblo, *Barriers and Benefits of Cultural Humility*.
- Guest Lecture (Rebecca Grey Bull, Standing Rock Sioux Tribe, ICWA Department), the *ICWA in Child Welfare*.
- Guest Lecture (Sitting Bull College, Institutional Review Board Committee Member), *Research Ethics*.
- Guest Lecture (Michael Yellow Bird, MSW, PhD) University of Manitoba, *Decolonizing Social Work*.
- Guest Lecture (Angelique Day, MSW, PhD) University of Washington, *Indian Child Welfare Policy*.
- Guest Lecture (Rebecca Harrison, BSW) Standing Rock Sioux Tribe, *Social Work Licensing Exam*.
- Guest Lecture (Pearl Walker-Swaney, MPH) Constant Motion, LLC, *Self-Care*.

The Social Work program continuously works to bring presentations that support our efforts to provide a learning environment that supports our program mission and goals.

C. Assessment Findings and Analysis

The Bachelor of Social Work assessment plan remains in accordance with the 2015 CSWE EPAS and is designed to measure student's competency in generalist social work practice. The assessment evaluates students evaluated at three points of the program: 1) In the classroom and 2) in field 3) exit interviews.

Students admitted in the Social Work program will be evaluated and assessed throughout the course of the program in three phases:

1. In-class;
2. Field practicum; and lastly, the
3. Exit interview.

Students are evaluated in-class and in-field based on their academic achievements through the use of testing, assessments, presentations, field learning experience; and performance.

Generalist Social Work Practice (in-class) measures are assessed by department faculty teaching the courses throughout the course of the program. While in field measures are assessed by assigned Field Instructors at the end of field education.

The Social Work Program has chosen to utilize Social Work Education Assessment Program (SWEAP) for in-class and field assessment measures. In addition, exit interviews are assessed and conducted by the SBC Social Work Review Committee and questions are conducted in a formal interview setting.

SWEAP instruments are specifically designed to be responsive to the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE), related to both initial accreditation and reaffirmation (SWEAP, 2020).

Students in the Social Work Program are assessed on their mastery of the 9 core competencies included in the accreditation standards of CSWE. These competencies are dimensions of social

work practice that all social workers are expected to acquire during their baccalaureate training. Each social work program sets a measurement benchmark for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

The plan is an ongoing assessment of student outcomes for all identified competencies in the generalist level of practice. All required social work practice courses (new curriculum) are included in the assessment plan.

In the past few years, the low student numbers have resulted in limited assessment findings. However, the program continues to find ways to capture student learning to pivot and increase student learning opportunities.

D. Institutional Support

In the past five years, the Department of Social Work at Sitting Bull College has sufficient support to carry out its mission and goals, including two (2) full-time faculty, and direct support from one (1) full-time administrative assistant shared between academic affairs and institutional operations. They also have the support of the institution's IT Director, the IT Specialist, and the Library Director. The institution also maintains a writing and tutoring center to assist students. Faculty are provided with laptops, tablets, and desktop computers. Classrooms are wired to provide wireless access to faculty and students. Classrooms are also equipped with projector and audio systems, and/or interactive Promethean boards.

However, the college is actively advertising for a full-time faculty member after the departure of Alicia Gourd-Makin in December 2022.

Sitting Bull College provides sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals. Each full-time faculty member, including the Social Work Department Director, is designated their own office, as well as classroom space with assigned room number. The Science and Technology Center (STC) is the designated building for all social work classes to be held.

The STC and library buildings each have computer labs with sufficient computer access for students to access during campus hours. Students also have the opportunity to rent laptops from the institution for a designated amount of time to accommodate the needs of learning. In addition, students can check out laptops for academic use during the course of the semester.

For other personnel, technological resources, and educational activities, including learning and development opportunities were identified in the feasibility study and are included in the program's budget.

The Sitting Bull College Library serves the College as well as the local Standing Rock community as a public library open to everyone. Sitting Bull College Library serves the information needs of all residents of Standing Rock. Local residents, as well as students, faculty and staff of Sitting Bull College and visitors, may utilize all the services that the library provides.

In accordance with the Americans with Disabilities Act (ADA), Sitting Bull College recognizes its responsibility to provide appropriate accommodations for students with documented disabilities who are otherwise qualified to participate in programs and courses of the college.

Staff and faculty will work with students and/or other agencies to arrange for reasonable accommodations. These accommodations may include but are not limited to: extended time on tests, tests read aloud, reduced distraction testing, audio textbooks, large print materials, Braille materials, recording lectures, or other accommodations to allow the student access to the curriculum.

Students can initiate disability services by contacting the Disabilities Coordinator's office on a timely basis. An application for services and written documentation of the disability must be submitted to qualify for disability services. Documentation must come from an appropriate professional (such as a physician, psychologist, learning disability specialist, or audiologist), and documentation must include information regarding the type of disability, functional limitations, and modes of treatment. IEP's are not sufficient for documentation requirements. Students who think they may have a disability should schedule a time to meet with the Disability Coordinator to discuss their concerns. If appropriate, a referral for formal evaluation will be made. Referrals are made to professionals or agencies in the community who do diagnostic work in the specific area of disability. The Disability Coordinator's office is located in the Family Support Center.

E. Obstacles and Opportunities

The Council of Social Work Education (CSWE) accreditation mandates social work faculty must possess an MSW from an accredited program, with two years of post-graduate work. This requirement is a double-edged sword in that Sitting Bull College is situated in a rural area, which is compounded by several challenges that have negatively impacted the following:

- The recruitment and hiring of a program director.
- Competition with industry or private sector salaries.
- Lack of social opportunities.
- Extensive travel to and from college.
- Access to professional needs.

The Council on Social Work Education (CSWE) accreditation for Sitting Bull College's social work program is defined as a face-to-face program. As such, the program is precluded from solely teaching online classes. Similarly, this poses challenges such as:

- The recruitment of, and maintenance of an adjunct pool.
- Extensive work on the CSWE benchmark to make changes to the program's current structure.

In the CSWE Commissioner's Site Visit Report following the October 28, 2022 visit noted the following programmatic challenges:

- Adapting the curriculum to meet CSWE requirements and undergoing a number of curriculum changes.
- Educating the institution on the broad scope of the social work profession and the Administrative and curriculum mandates to meet and maintain accreditation.
- The program has advocated for resources while teaching and being responsible for student recruitment to the program.

- The two “faculty are required to teach a significant number of courses, and this can limit the exposure to different perspectives for students.”

Notwithstanding programmatic challenges two Bachelor of Social Work graduates applied for, and received advanced standing from the graduate programs they attended.

Approaches to enhance the social work program include:

- Recruitment and hiring a full-time program director.
- Recruiting and maintaining an adjunct pool.
- Hiring an adjunct part-time faculty member
- Competitive salary.
- Additional institutional resources for the social work program to help with student recruitment.
- Collaborating with other tribal colleges.
- Continue to have guest speakers/practitioners who can inspire our students and enhance their knowledge and skill base.

F. Other

Social Work program faculty collaborated with university faculty and other practitioners throughout the country, Canada, as well as Sitting Bull College. For example, the Social Work program faculty engaged in a co-teaching and benefited from guest presenters such as faculty, allied practitioners, and other professionals have work in partnership to support classroom learning opportunities that enhance course instruction, integration of expertise into the classroom, and create pathways for professional networking.

Successful aspects of the program: The Council on Social Work Education (CSWE) granted accreditation to Sitting Bull College’s social work program in March 2023.

The social work program made a conscious effort to connect students to diverse perspectives by collaborating with other faculty and practitioners from other institutions internally, domestically, and internationally. Practitioners discussed a variety of topics on research, child welfare, policy, law, decolonizing social work, working with Hispanic communities, direct practice with children with special needs, and self-care. Some of the institutions and organizations included:

- University of Washington.
- University of Manitoba
- Colorado State University
- Seattle Children’s Hospital
- Haskell Indian Nations University
- Sitting Bull College
- Standing Rock Sioux Tribe

The social work program also provided opportunities to hear about and speak with faculty/recruiter from two graduate social work programs from:

- Walla Walla University, Billings, MT and Washington University, St. Louis, MO.

Additionally, Leslie White Temple-Gipp was a guest presenter at:

- Colorado State University, *Historical Trauma*.
- Haskell Indian Nations University, *Lakota Culture*.
- Haskell Indian Nations University, *Social Work and Tribal People*.

III. Program Planning

A. Trends

The Sitting Bull College Social Work Program uses resources to address challenges and continuously improve the program. As previously mentioned, we are newly established program, and we continue to monitor, grow, and develop our courses, curriculum, and overall program, to fit the needs of the students, faculty, culture, and accreditation.

Additional Resources

Paramount to program needs is faculty. The program director/instructor and the field education director/instructor per CSWE requirements should be given release time. The application of the double-edged sword was the low student enrollment allowed some movement of the one social work faculty to attend to program director responsibilities, teach, and oversee field education.

- Two or three part-time adjuncts would benefit the program.
- Eventually, explore the possibility of online classes.
- Resources to bring in guest presenters on campus and not rely only on virtual platforms.
- Field education management software that helps track and monitor student progress and supports accreditation requirements.

Although Sitting Bull College is a small, rural institution the program is committed to the vision of our namesake,

Wakhányeža kiŋ lená épi čha táku waštéšte iwíčhuŋkičiyukčañpi kte.

-Tatanka Iyotake