

Native American Studies Program  
Sitting Bull College  
Program Review Report  
2016-2022

Prepared by:

Michael B. Moore

Draft: 3/31/2022 and 4/08/2022

## **Executive Summary:**

### **Program Description Summary**

The mission of the Native American Studies Program, which was adopted in 2016, is as follows:

“Native American Studies (NAS) at Sitting Bull College is an interdisciplinary program that engages with Native American life through history, the social sciences, cultural studies, and philosophy. With a focus on Lakota/Dakota language and culture, the Native American Studies Division seeks to develop student understanding of traditional and contemporary Native life and aims to prepare students for the current challenges that are unique to Native peoples. Therefore, in addition to courses in language and culture, Native American Studies offers courses in indigenous language loss and language revitalization, federal Indian policy, tribal governance, methods in indigenous research, and other relevant topics.”

The primary role of the Native American Studies Program at Sitting Bull College has been to provide all students with an enriched academic experience through the opportunity to take courses on *Očhéthi Šakówiŋ* language, culture and history, specifically, and Native American perspectives and experiences more generally.

The program has offered an Associate of Arts degree in Native American Studies since 1988, which presently requires 70 credit hours of course work (40 general education and 30 NAS core requirements). A Bachelor of Arts degree in Native American Studies was added in 2016 and presently requires an additional 55 credit hours of coursework beyond the AA degree (70 credit hours from the AA degree plus 55 credit hours from the BA degree, for a total of 125 hours).

The program faculty is dedicated to inspiring students to appreciate and value the significance of the SBC institutional vision statement, which is a quote from the Lakota leader, *Thátháŋka Íyotake* (for whom the college is named):

*Wakháŋyeža kiŋ lená épi čha táku waštéšte iwíčhuŋkičiyukčaŋpi kte.*

Let us put our minds together and see what life we can make for our children.

The Lakota phrase expresses the ideal that we take the responsibility of planning good things for the future generations by carefully considering the issues affecting us today and acting accordingly. The program faculty contributes to this vision by helping SBC build “intellectual capital through academic, career and technical education, and promoting economic and social development” with guidance from Lakota/Dakota culture, values, and language. The program faculty encourages students to achieve this vision through the institutional outcomes by

displaying technical and critical thinking skills as well as leadership skills, developing work ethics and skills, and gaining an understanding of and appreciation for Native American cultures.

A significant function of the NAS program within SBC is to provide students in other programs, and throughout the college as a whole, with the opportunity to develop a knowledge base of and appreciation for *Očhéthi Šakówinj* language, culture, and history.

The program is comprised of two full-time faculty members and one adjunct instructor. One full-time faculty member of the Environmental Science program co-teaches several courses in the NAS Program. One full-time member of the English Department has also taught several Native American literature courses on an as needed basis.

The total enrollment in the NAS program, including both AA and BA degrees, has fluctuated during the reporting period from a low of five in the Fall 2016 semester to a high of 13 in the Spring 2019 semester. The average enrollment was 9.2.

The AA NAS enrollment ranged from three (Spring 2016) to nine (Fall 2020), with an average of 6.1 over the period reported. The AA NAS Program graduated six students during the period reported.

The BA NAS enrollment ranged from seven (Spring 2018) to one (Spring 2021), with an average of 3.7 during the reporting period. The BA NAS Program graduated two students during the period reported.

While there is currently no formal process to track employment of the graduates of the NAS program, anecdotal information and personal contacts indicate that most of the graduates of the program are currently employed or pursuing advanced degrees.

The NAS program does not currently utilize an advisory committee to help guide planning and implementation of curriculum.

During the past academic year the program faculty have been working on the development of a new curriculum for the native language courses. The program faculty have discussed the growing trend in degrees focused on Native Science and Traditional Ecological Knowledge (TEK). These discussions having included members of the SBC Environment Science Program and the establishment of such a degree would be interdisciplinary in content and curriculum. Looking forward, the program faculty would like to begin the process of determining community interest in an MA degree in NAS with such a focus. This action is consistent with SBC's commitment to building the intellectual capital of the larger Standing Rock community it serves.

The previous NAS Program Review for 2011-2016, the program faculty identified the need for a sound lab to supplement the resources available to students in the native language courses in particular. That need has not yet been met, but remains a wish of the department faculty.

### **Program Self-Evaluation Summary**

Both of the full-time faculty members share an office in the Family Support Center, and most of the courses are offered in the same facility. This arrangement allows for regular communication and discussion relative to the program and its students.

Whereas in the previous program review five years ago reference was made to the difficulty of getting the adjunct faculty members together for meetings and discussion, the expansion of the program to two full-time faculty members and one primary adjunct faculty has facilitated the opportunity for better communication within the department. The current primary adjunct faculty member teaching language courses over the last year has shared the department office space with the full-time faculty, allowing for better consultation about and coordination of the language courses in terms of both content and sequencing, and the operation of the program overall.

Evaluation of the faculty is through the process of individual student course evaluations administered by the college (although this has been scaled back due to the COVID situation over the past academic year). These anonymous course evaluations are available after midterm for faculty to view in report form to make instructional changes as necessary. It should be noted that only courses with five or more student evaluations can be viewed by a faculty member to maintain student anonymity. Faculty are also evaluated by the Dean of Academics on an annual basis.

The full-time and adjunct faculty members have been able to attend workshops and language meetings over the past five years (again being curtailed in the last academic year due to COVID; several language meetings have been attended via Zoom over the last year). Specifically, these workshops have included the Tusweca Language Summit, Lakota Nations Education Conference, and the Oceti Sakowin Treaty Conference. The full-time faculty attended two conferences per academic year, and the adjunct faculty one. All three faculty attended several virtual meetings as well via Zoom. These opportunities have contributed significantly to the professional development of the faculty.

Course and curriculum revisions in the Native American Studies Program have been carried-out by the full-time faculty members. All such changes were presented to and reviewed and approved by the SBC Curriculum Committee. The actual course and curriculum changes have

been minimal over the last six years. The language courses -- Očhethi Šakowin Language series NAS 101, 102, 211, 212, 301, and 302 – were reduced from 4 credit hours to 3 credit hours following comparable courses at other institutions. A series of four 1-credit hour courses called Očhethi Šakowin Teachings were eliminated and replaced by one 3-credit hour Očhethi Šakowin Culture course as a requirement at the AA level. A 3-credit hour NAS 112 Introduction to Native American Studies became a core requirement at the AA level (which had been an elective). The Native American History component was increased from 3 credit hours to 6 at the AA level, chosen from among three courses. This increase was instituted to better ground students in this important component of the Native American experience.

The program courses are in general design and curriculum similar to those of Native American Studies programs offered in other tribal colleges (such as Oglala Lakota College and Sinte Gleska University), emphasizing Lakota language, culture, and history. Specific course content, design, descriptions, and delivery are based on discussions of the full-time and adjunct faculty members together; this approach has been especially productive for the revision of language-course content and sequencing.

The program contributes to the larger Sitting Bull College community by highlighting the value and ongoing significance of *Očhéthi Šakówinj* culture and worldview in the lives of our students and their families, both in the academic setting as well as in their everyday lives. The scope and content of the program's curriculum were designed to help students realize the institutional mission of responsible behavior consistent with the traditional life-way of the community while in the pursuit of their education and the well-being of their families and communities.

The NAS program is currently working with faculty in other departments to develop courses that cut across disciplinary lines and demonstrate the interrelated nature of Native identity, experience, and worldview in all aspects of life.

### **Program Planning Summary**

The last program review focused on the unique opportunity and benefits of a Bachelor of Arts degree in Native American Studies. That degree program was implemented in the fall semester of 2016, and a majority of students in the AA NAS degree over the last five years have moved into that upper division program.

NAS faculty members have discussed a number of possible changes and expansions to the department program and curriculum. A number of SBC students have expressed a growing interest in a Master's degree in Native American Studies. Such a program would present a unique opportunity for Sitting Bull College students as there are very few programs in the

Midwest and Rocky Mountain regions offering a Master's degree in NAS (and none in tribal colleges specifically).

A Master's degree in NAS could be developed that provides students the choice of several tracts within in the overall discipline: language, culture/history/law, and native science. There is an ongoing need and concern in Indigenous communities across the United States and Canada for the saving and revitalization of Native languages. In addition, there is an expanding movement across the U.S., and the world more generally, to increase awareness about indigenous peoples' histories, cultures, experiences, contributions, and challenges. And there is, as well, a growing interest across Native America, and tribal colleges specifically, to incorporate local native science and environmental knowledge into academic programs. These various trends are creating new opportunities for students with a degree in Native American Studies both in academia and in other fields.

The NAS faculty would like to begin exploring the possibility of offering a Master's degree in NAS at SBC. This would entail conducting a feasibility study, including both students and community members, that would determine if an interest and need for such a program is supported (beyond anecdotal discussions). In addition, the NAS faculty would like to initiate discussions with the SBC Environmental Science faculty on this clearly collaborative, interdisciplinary opportunity.

The NAS faculty feels that the creation of such a program presents a unique opportunity for our students and the broader Standing Rock community. This would be a great step toward enhancing the opportunities for people of the Standing Rock community to participate in the international trend of developing interdisciplinary departments with a focus on the culture, experiences, perspectives, and challenges of indigenous peoples in their own community.

## **Part I Program Description**

### **Role of the Program at Sitting Bull College**

The mission of the Native American Studies Program, which was adopted in 2016, is as follows:

“Native American Studies (NAS) at Sitting Bull College is an interdisciplinary program that engages with Native American life through history, the social sciences, cultural studies, and philosophy. With a focus on Lakota/Dakota language and culture, the Native American Studies Division seeks to develop student understanding of traditional and contemporary Native life and aims to prepare students for the current challenges that are unique to Native peoples. Therefore, in addition to courses in language and

culture, Native American Studies offers courses in indigenous language loss and language revitalization, federal Indian policy, tribal governance, methods in indigenous research, and other relevant topics.”

The primary role of the Native American Studies Program at Sitting Bull College has been to provide all students with an enriched academic experience through the opportunity to take courses on *Očhéthi Šakówiŋ* language, culture and history, specifically, and Native American perspectives and experiences more generally. The program is designed for students to develop a knowledge base and understanding of *Očhéthi Šakówiŋ* culture and society, history, land base, modern and traditional forms of government, including ceremonies, values, belief system, kinship and social systems, traditional world view, and the circle of life.

The program has offered an Associate of Arts degree in the area of study since 1988, while a Bachelor of Arts degree was added in 2016.

The Associate of Arts degree requires 70 credit hours of course work, with 40 credit hours of general education requirements and 30 credit hours of core NAS coursework requirements. The degree plan for the AA degree is included as an Appendix.

The program outcomes of the AA program are:

- Outcome 1: Students will read, write, understand, and speak the *Očhéthi Šakówiŋ* language at an intermediate level.
- Outcome 2: Through effective oral and written communication, students will identify and describe major legal and social challenges that Native people face today.
- Outcome 3: Students will identify key aspects of *Očhéthi Šakówiŋ* history, institutions, and values, and describe why these aspects are important to the *Očhéthi Šakówiŋ*.

The Bachelor of Arts degree presently requires 125 credit hours of course work (70 from the AA degree plus 55 professional core requirements). The degree plan for the BA NAS degree is included in the Appendix.

The program outcomes for the BA degree are:

- Outcome 1: Students will read, write, understand, and speak the *Očhéthi Šakówiŋ* language proficiently both in and outside the classroom.
- Outcome 2: Students will identify the challenges that Native people face today through effective oral and written communication.
- Outcome 3: Students will demonstrate knowledge of *Očhéthi Šakówiŋ* history, institutions, and values by applying such teachings in personal, public, and academic situations.

The SBC vision is a quote from the Lakota leader (and name sake) *Tǎthǎŋka Íyotake*:

*Wakǎŋyeža kiŋ lená épi čha táku waštéšte iwíčhuŋkičiyukčanpi kte.*

Let us put our minds together and see what life we can make for our children.

The Lakota phrase expresses the concern that we take the responsibility of planning good things for the future generations by carefully considering the issues affecting us today and acting accordingly. In accordance with that vision, the mission statement of Sitting Bull College is:

“Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.”

And supporting that mission are the following institutional outcomes for students:

- Outcome 1: Students will display technical and critical thinking skills through effective oral and written communication.
- Outcome 2: students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
- Outcome 3: Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
- Outcome 4: Students demonstrate knowledge of past, present, and future Native American cultures.

The program faculty is dedicated to inspiring students to achieve those outcomes by appreciating the significance of the ideas behind the institutional vision and mission statements: to take responsibility and initiative today in order to plan not only for their own lives but for their children’s and grandchildren’s future as well. The program content and scope was designed to further students’ appreciation and understanding of Native American perspectives and experiences in a variety of areas:

“This program is designed to help students develop a knowledge base of and appreciation for Lakota/Dakota culture, society, and history, including the traditional and contemporary land base and natural resources, traditional and contemporary forms of government, traditional philosophy and worldview, ceremonies, values, belief system, and kinship and social systems. This program also includes courses of a comparative nature, which places Lakota/Dakota culture and society in the context of other Native North American peoples. This program provides an excellent foundation



for individuals interested in becoming teachers or working in various tribal programs on Standing Rock and other Native American organizations.” (SBC 2020-2022 Bulletin)

A significant function of the NAS program within SBC, in addition to serving its own majors, is to provide students in other programs, and throughout the college as a whole, with the opportunity to develop a knowledge base of and appreciation for *Očhéthi Šakówiŋ* language, culture, and history. The program offers students in other programs (such as Environment Science, Criminal Justice, Human Services, and General Studies) the opportunity to satisfy various program requirements by taking NAS courses. These courses include the NAS 101 *Očhéthi Šakówiŋ* Language for Beginners, NAS 105 *Očhéthi Šakówiŋ* Culture, and NAS 112 Introduction to Native American Studies courses, which are either required of all students (as part of General Education requirements) or, more specifically, of teachers to fulfil state requirements for certification. In this way the program serves the purpose of helping to preserve and perpetuate *Očhéthi Šakówiŋ* language and culture as specified in the original charter of SBC.

## Courses Offered

The program currently offers the following courses (as listed in the 2020-2022 Bulletin):

### Lower Division

NAS 101 *Očhéthi Šakówiŋ* Language for Beginners  
NAS 102 *Očhéthi Šakówiŋ* Language for Elementary Learners  
NAS 103 Introduction to *Očhéthi Šakówiŋ* Language, Culture, and History  
NAS 105 *Očhéthi Šakówiŋ* Culture I  
NAS 107 Native American History I  
NAS 108 Native American History II  
NAS 109 Native American History III  
NAS 110 *Očhéthi Šakówiŋ* Music and Dance  
NAS 112 Introduction to Native American Studies  
NAS 203 Local Tribal Government  
NAS 204 Native American Governments: Traditional and Contemporary  
NAS 208 *Očhéthi Šakówiŋ* Tradition, Philosophy, and Spirituality  
NAS 211 *Očhéthi Šakówiŋ* Language for Pre-Intermediates  
NAS 212 *Očhéthi Šakówiŋ* Language for Intermediates  
NAS 213 *Očhéthi Šakówiŋ* Oral Tradition and Storytelling  
NAS 218 Native American Literature  
NAS 240 Ethnobotany  
NAS 245 North American Indian Art History  
NAS 246 Traditional *Očhéthi Šakówiŋ* Art  
NAS 247 Native American Art Projects  
NAS 299 Native American Studies Special Topics

### Upper Division

NAS 301 Očhéthi Šakówiŋ Language for Advanced Intermediates  
NAS 302 Očhéthi Šakówiŋ Language for Proficient Learners  
NAS 309 Comparative Spirituality  
NAS 311 Native American Women  
NAS 318 Native American Literature  
NAS 321 Peoples and Cultures of Native North America  
NAS 331 Native Peoples of the Northern Plains  
NAS 350 Languages of Native America  
NAS 360 Očhéthi Šakówiŋ Culture in Textual Sources  
NAS 410 Očhéthi Šakówiŋ History I  
NAS 411 Očhéthi Šakówiŋ History II  
NAS 415 History of Native American Education  
NAS 418 Contemporary Native American Literature  
NAS 419 Native Sovereignty and Decolonization  
NAS 420 Current Issues in Native North America  
NAS 421 Očhéthi Šakówiŋ Social and Kinship Systems  
NAS 431 Traditional Očhéthi Šakówiŋ Leadership  
NAS 440 Standing Rock Culture and History  
NAS 445 Applying Očhéthi Šakówiŋ Culture to Natural Resource Management (cross-listed as ENS 445)  
NAS 450 Indigenous Research Methodologies  
NAS 497 Native American Studies Senior Capstone  
NAS 499 Native American Studies Special Topics

The following course (which is required of all students as part of the General Education requirements) is offered every semester: NAS 101 Očhéthi Šakówiŋ Language for Beginners. NAS 105 Očhéthi Šakówiŋ Culture, NAS 112 Introduction to Native Studies, NAS 204 Native American Governments: Traditional and Contemporary, NAS 208 Očhéthi Šakówiŋ Tradition, Philosophy, and Spirituality, and NAS 445 Applying Očhéthi Šakówiŋ Culture to Natural Resource Management (ENS 445) are taught in alternating semesters of an academic year to accommodate the needs of other SBC programs.

The majority of other courses are taught on a regular cycle of either alternate semesters or every third semester: NAS 107, NAS 108, NAS 109, NAS 246, NAS 309, NAS 311, NAS 321, NAS 410, NAS 411, NAS 315, NAS 420, NAS 421, and NAS 431.

All other courses are offered as needed.

### **Program Personnel**

Since the spring of 2016, the department has been comprised of two full-time faculty members. Michael Moore has been at Sitting Bull College since August 2007, with a BA in Anthropology from University of South Dakota and graduate work from Indiana University. Michael taught

Lakota language and culture courses at the Rock Creek Grant School for seven years before joining the SBC faculty. Michael carries a full course load each semester (and sometimes an overload), and is department chair.

Helene Circle Eagle has been a member of the program faculty since 2016. Helene holds an AA in General Studies and an AS in Social Work from Northern State University (Aberdeen), an AA in Theology from Yankton College, an AS in Lakotiyapi/Dakotiyapi from Sitting Bull College, a BS in Education from Si Tanka Huron College, an MA in Lakota Leadership and Management from Oglala Lakota College, and is working on her Ph.D. in Native American Studies through the University of Alaska with her projected finish as 2024. Helene teaches a full course load each semester.

Daniel Buresh, a full-time faculty member in the Environment Science Department, co-teaches the NAS 445 Applying Očhéthi Šakówiŋ Culture to Natural Resource Development, which is cross-listed as an ENS course, every other semester. Dan holds a Ph.D. and BS in Environmental Science from Oregon State University and an AA in Native American Studies from Sitting Bull College.

One full-time faculty member of the English Department, Kayla Stewart, has taught courses in Native American literature as needed. Kayla Stewart holds a Bachelor of Science in English from University of Mary in Bismarck and a Master of Arts in English from the University of North Dakota. Kayla taught two years of high school on the Standing Rock Reservation before joining the Sitting Bull College family as a full time faculty member. In 2021 Kayla took a collaborative grant position with SBC and United Tribes Technical College. She continues to teach adjunct for SBC when her schedule allows.

Two adjunct faculty have regularly taught courses in the program each semester. Mr. Gabe Black Moon, a fluent speaker of the Lakota Language, taught language courses over the entire period covered by this review until his death in March 2020. While not having a formal academic degree, Mr. Black Moon's knowledge of the Lakota Language and his patience and dedication to working with his students were incomparable. His contribution to our program, particularly in teaching the Lakota Language, was immeasurable and his loss is still deeply felt by all in our program, faculty and students.

LaValla R. Moore replaced Gabe as a regular adjunct instructor for Lakota Language courses. LaValla has a BS degree in Early Childhood and Elementary Education from South Dakota State University (2001), and brings more than ten years of experience teaching students in the Standing Rock Head Start Program, the Rock Creek Grant School, and the Sitting Bull School. Her training includes coursework at the Montessori Education Center of the Rockies (Boulder) and her work with developing effective methods for teaching the Lakota Language. More

recently, LaValla has completed the coursework for an MA degree in Education at Sitting Bull College and is working on her master’s project on cultural curriculum. She teaches three courses per semester (9 credit hours).

### Program Productivity (Past Five Years)

The overall enrollment at Sitting Bull College over the last five years (Spring 2016-Spring 2021) has ranged from 349 (in Spring 2018) to 210 (in Spring 2021). The highest enrollment of 349 was in Spring 2018, the lowest 210 was in the semester of Spring 2021. During this same period, the enrollment in the Native American Studies Program has ranged from twelve (in Spring 2018) to five (in Spring 2016).

The following table summarizes the student enrollment in the Native American Studies Program for the five-year reporting period (Fall 2016-Spring 2021) broken down by degree as well as expressed as a percentage of the total enrollment of Sitting Bull College:

<b>Degree</b>	<b>SP 16</b>	<b>FA 16</b>	<b>SP 17</b>	<b>FA 17</b>	<b>SP 18</b>	<b>FA 18</b>	<b>SP 19</b>	<b>FA 19</b>	<b>SP 20</b>	<b>FA 20</b>	<b>SP 21</b>
AA NAS	3	6	5	5	5	5	8	8	6	9	7
BA NAS	--*	--*	3	6	7	4	5	2	2	3	1
Program Total Enrollment	5	6	8	11	12	9	13	10	8	11	8
SBC Total Enrollment	247	291	268	316	349	284	270	300	272	236	210
NAS Major Percentage of SBC Total Enrollment	2%	2%	2.9%	3.4%	3.4%	3.1%	4.8%	3%	2.9%	4.6%	3.8%

*\*Bachelor of Arts in Native American Studies was not offered*

The number of students in the AA NAS Program have ranged from 3 (Spring 2016) to 9 (Fall 2020), with an average of 6.1 over the five-year period covered. The number of students enrolled in the AA NAS Program is about double (7) what it was at the beginning of the five-year period (3). The numbers are slightly larger over the latter part of this period (Spring 2019-Spring 2021). The specific reason for this is not entirely clear.

The number of students in the BA NAS Program have ranged from 7 (Spring 2018) to 1 (Spring 2021), with an average of 3.7 over the five-year period covered. Note that the first two semesters of the period (Spring and Fall 2016) do not have enrollment numbers as the BA NAS was not yet offered. The drop from seven to four students from Spring 2018 to Fall 2018 is attributable (at least partially) to the graduation of the first cohort of students in the BA NAS program. There were two graduates that semester, as well as a third student who graduated with a degree from a different program but was enrolled in the BA program and took most of

the courses with this same cohort. The drop from three to one student in the BA program from Fall 2020 to Spring 2021 is also (at least partially) attributable to student completion of the program: one student finished the program requirements in Fall 2020, and another student was three-credit hours short on finishing but did not enroll for class in Spring 2021. The drop from five to three students in the BA program from Spring 2019 to Fall 2019 has not been determined.

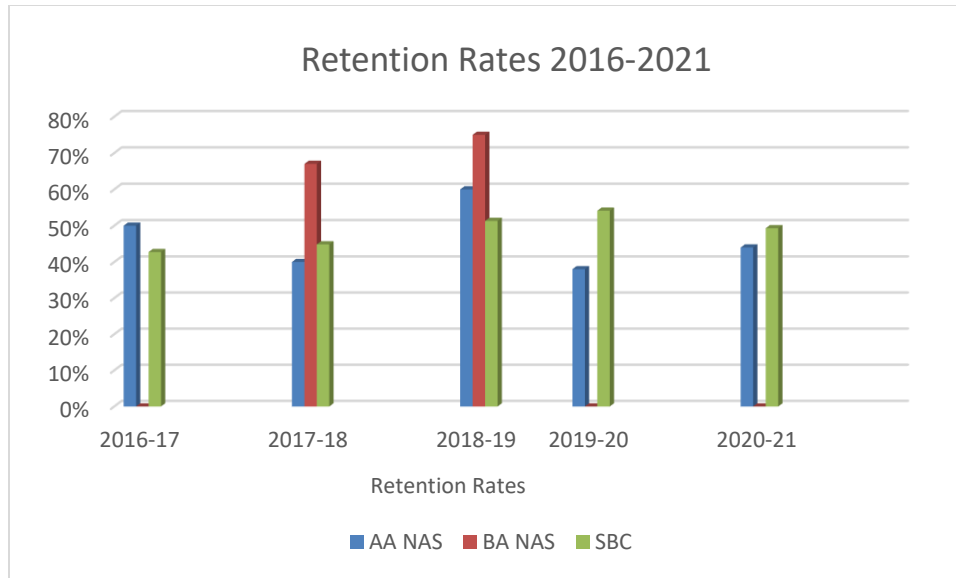
The numbers show a periodic fluctuation in the numbers enrolled in both programs over the reporting period. The reasons for this are not entirely clear. Some of these fluctuations are presumably due to the overall fluctuation in the college enrollment. It should be noted that some of the fluctuations can be attributed to instances of student stop-outs, and the low numbers of SBC enrollment in Fall 2020 and Spring 2021 could be due to the COVID-19 Pandemic and remote learning; but this does not necessarily correlate with the enrollment numbers in the NAS degree programs (which number was already lower before the onset of the pandemic in Spring 2019 in the case of the BA degree and higher now than in Spring 2019 in the case of the AA degree. The percentage of the NAS majors of the SBC enrollment overall has been relatively consistent throughout most of the period since both degrees have been offered: ranging from 2.9 (Spring 2017) to 4.8 (Spring 2019), and averaging 3.5. The reason for the peaks of 4.8 (Spring 2019) and 4.6 (Fall 2020) and not readily discernable.

The program faculty have done no active recruiting over the last two years due to the exigencies of the COVID pandemic. Several students have enrolled in both the AA and BA degree programs following personal discussions between the program faculty and individual. The program faculty will seek opportunities to recruit students in order to increase the program majors.

The following table provides retention rates for the AA NAS degree:

	Retention Rates									
	FA 2016	FA 2017	FA 2017	FA 2018	FA 2018	FA 2019	FA 2019	FA 2020	FA 2020	FA 2021
AA	6	3	5	2	5	3	8	3	9	4
NAS	50%		40%		60%		38%		44%	
BA	--*	--*	6	4	4	3	2	0	3	0
NAS	--*		67%		75%		0%		0%	
SBC	42.75%		44.87%		51.32%		54.12%		49.3%	
Overall Rate										

\*Bachelor of Arts in Native American Studies was not offered



The retention rate for the AA degree has been relatively comparable to that of SBC rate as a whole over the study period: exceeding the SBC rate in 2016-17 and 2018-19 and falling slightly below the SBC rate in 2017-18, 2019-20, and 2020-21. The largest difference between the AA and SBC retention rate was in 2019-20 when the program’s retention was 38% to the SBC rate of 54.12%. The AA program’s highest retention rate was 60% in 2018-19; otherwise the program rate has ranged from a low of 38% (2019-20) to a high of 60% (2018-19). There is no clearly discernable trend or explanation for the difference in rates at this time.

The retention rate of the BA degree, on the other hand, is more discernable. There is of course no rate for 2016-17 as the program was just being started. The retention rate for the BA program over 2017-18 and 2018-19 was 67% and 75% respectively, higher compared to the SBC overall retention rates of 44.87% and 51.32% for the same period. In contrast, the BA retention rate was significantly lower – 0% for both 2019-20 and 2020-21 – than SBC’s rate of 54.12% and 49.3% respectively for the same period. These striking differences in BA program and SBC retention rates reflect two factors: the COVID pandemic and personal crises in life circumstances for the students enrolled in the program. Several students stopped out due to one or the other of these factors. The program faculty have maintained communication with these students to encourage them to come back to the program to complete their academic degrees. Personal counsel and a personal relationship between the faculty and students is modeled after a cultural pattern and the faculty must be, and are, sensitive to the importance of family in the cultural context of the community. As an example, one of the BA students stopped out for a semester and returned to complete the degree requirements.

The following table provides persistence rates for the program over the same period:

Persistence Rates										
	FA 2016	SP 2017	FA 2017	SP 2018	FA 2018	SP 2019	FA 2019	SP 2020	FA 2020	SP 2021
AA	6	4	5	3	5	3	8	4	9	5
NAS	67%		60%		60%		50%		56%	
BA	--*	---	6	6	4	3	2	2	3	0
NAS	--*		100%		75%		100%		0%	
SBC Total	48.3%		64.74%		58.11%		65.23%		60.54%	

*\*Bachelor of Arts in Native American Studies was not offered*

The variance in the persistence rate of the BA program has been relatively more stable from one semester to the next, and the overall persistence rate is comparably higher than SBC overall. The FA 2020 and SP 2021 span is the notable exception – the program’s 0% compared to SBC’s 60.54%. The reporting faculty will cite the previous paragraph the on interpretation of retention rates for a similar understanding of this low persistence in that period, and suggest the same qualitative remedies.

The variance in the persistence rate of the BA program in comparison to the SBC rate overall is relatively parallel, with the exception of FA 2016 and SP 2017, where the comparable difference was more sizable – the programs 67% to SBC’s 48.3% overall. There is no readily discernable reason that can be provided for the variation.

The following table shows the graduates of the program by degree for the same reporting period:

Degree	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
AA NAS Graduates	1	1	2	2	0	0
BA NAS Graduates	--	--	0	0	2	0

*\*Bachelor of Arts in Native American Studies was not offered*

The number of graduates from the AA NAS program is 6 over the span of the period covered by the report. The number of graduates from the BA NAS program is 2 in the period. (A third graduate with the BA NAS completed the degree requirements in Fall 2021.)

Since 2015-2016 academic year, six students have graduated from the AA NAS program. A majority of these graduates have either moved into the BA NAS program or are pursuing advanced degrees, one of whom is enrolled in the MA Environmental Science Program at SBC.

Since the start of the BA NAS program in Fall 2017, two students have graduated from the program. One of these graduates is currently working in a tribal education program on the Fort

Berthold Reservation. The other graduate has been pursuing a degree in education through United Tribes Technical College and recently completed a teaching internship and will be graduating this spring (2022). She plans to return to Standing Rock to teach. Note: A third student completed the requirements for the BA NAS degree in the fall semester (technically not covered in this report) and is now enrolled in the SBC Environmental Science program; he works part time for Standing Rock THPO.

The NAS Program does not currently utilize an advisory committee to help guide planning and implementation of curriculum. The program did experiment with an advisory committee in 2016 in conjunction with the process of putting together the feasibility study for the Bachelor’s degree. The first meeting was well attended, with a delineation of program outcomes being the product of group discussions. Attendance at several subsequent meetings was poor, and the program faculty decided to stop using an advisory committee.

### **Program Revenue**

The following table summarizes the revenue data for the Native American Studies Program for the reporting period 2016-2020. The program revenue derives from student tuition and Indian Student Count (ISC) Revenue. Figures include revenue deriving from both NAS degree programs. In addition, the program revenue does not include that generated by the Lakota language instructors, who teach the NAS 101 Lakota Language courses that all students are required to take as part of college’s general education requirements. That revenue is included in the overall General Studies program report.

<b>Academic Year</b>	<b>Tuition</b>	<b>ISC Revenue</b>	<b>Total</b>
<b>2016-2017</b>	\$ 30,950.00	\$ 38,400.00	\$ 69,350.00
<b>2017-2018</b>	\$ 91,125.00	\$ 96,300.00	\$ 187,425.00
<b>2018-2019</b>	\$ 40,035.00	\$ 95,589.79	\$ 135,624.79
<b>2019-2020</b>	\$ 32,945.00	\$ 182,215.17	\$ 215,160.17
<b>2020-2021</b>	\$ 30,625.00	\$ 150,344.84	\$ 180,969.84
		<b>Total</b>	<b>\$ 788,529.80</b>



## Program Budget (Past Five Years)

Primary financial support for the NAS program is provided by the Academic General Fund and Title III. The following table reflects the program budget for the reporting period:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>General Fund</b>					
Salary	\$ 47,680.00	\$ 49,079.00	\$ 48,670.00	\$ 49,990.00	\$ 51,190.00
Fringe Benefits	\$ 14,195.00	\$ 14,547.00	\$ 13,630.00	\$ 12,366.00	\$ 12,797.50
Supplies	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00
Travel					
<b>Total</b>	\$ 62,075.00	\$ 63,826.00	\$ 62,500.00	\$ 62,556.00	\$ 64,187.50
<b>Title III</b>					
Salary		\$ 44,500.00	\$ 45,700.00	\$ 46,900.00	\$ 49,900.00
Fringe Benefits		\$ 11,125.00	\$ 11,425.00	\$ 11,725.00	\$ 12,475.00
Supplies		\$ 850.00	\$ 200.00		
Travel		\$ 550.00	\$ 725.00		
<b>Total</b>		\$ 57,025.00	\$ 58,050.00	\$ 58,625.00	\$ 62,375.00
<b>Adjunct General Fund</b>					
Salary	\$ 24,350.00	\$ 37,100.00	\$ 15,225.00	\$ 19,750.00	\$ 17,160.00
Fringe Benefits	\$ 3,080.28	\$ 4,693.15	\$ 1,925.96	\$ 1,320.00	\$ 2,170.74
Travel Adjunct	\$ 3,520.00	\$ 2,220.00	\$ 3,692.65		
<b>Total</b>	\$ 30,950.28	\$ 44,013.15	\$ 20,843.61	\$ 21,070.00	\$ 19,330.74
<b>Grand Total</b>	\$ 93,025.28	\$ 164,864.15	\$ 141,393.61	\$ 142,251.00	\$ 145,893.24

The salary and fringe benefits in the budget reflect two full-time faculty members. It should be noted that these faculty members teach courses in both the AA and BA NAS and General Education programs. The salaries of the adjunct faculty teaching Lakota Language courses come from the Adjunct General Fund.

## Program Cost Effectiveness

As noted in previous sections the Native American Studies program budgets vary when revenue fluctuates for Indian Student Count (ISC), and that the instructors do teach many more students in the general education program that are not counted. Keeping that in mind, over the past five years the program has been able to sustain itself and make a profit for the college as conveyed in the chart below.

<b>Native American Studies Program Revenue/Expense Summary</b>			
<b>Academic Year</b>	<b>Total Revenue</b>	<b>Total Expense</b>	<b>Profit</b>
<b>2016-2017</b>	\$ 69,350.00	\$ 93,025.28	\$ -23,677.28
<b>2017-2018</b>	\$ 187,425.00	\$ 164,864.15	\$ 22,560.85
<b>2018-2019</b>	\$ 135,624.79	\$ 141,393.61	\$ -5,768.82
<b>2019-2020</b>	\$ 215,160.17	\$ 142,251.00	\$ 72,909.17
<b>2020-2021</b>	\$ 180,969.84	\$ 145,893.24	\$ 35,076.60
<b>Total Profit</b>			<b>\$101,100.52</b>

## Part II Program Self-Evaluation

### Faculty

Both of the faculty members share an office in the Family Support Center, and most of the courses are offered in the same facility. The regular adjunct faculty also shares a space in the department's office. This arrangement allows for regular communication and discussion relative to the program and its students.

The opportunity to communicate and collaborate regularly with the one regular adjunct faculty is a great improvement over the situation reported in the last program review five years ago. The current primary adjunct faculty member teaching language courses over the last year has

shared the department office space with the full-time faculty, allowing for better consultation about and coordination of the language courses in terms of both content and sequencing.

Evaluation of all the faculty is through the process of individual course evaluations administered by the college. These evaluations are completed by the students enrolled in the course of the respective faculty member. Anecdotal information is also obtained through informal contacts with students. The SBC academic dean conducts faculty evaluations toward the end of each academic year. The fulltime program faculty observe and evaluate the one adjunct faculty member on a regular basis and work closely to ensure continuity and cohesiveness in curriculum content and delivery.

The full-time and adjunct faculty members have been able to attend workshops and, in particular, language summit and meetings focusing on methods for teaching the Lakota Language and related issues, which opportunity contributes significantly to the professional development of the faculty. Most of these opportunities have been attended via Zoom over the last several years due to the pandemic.

## **Student Relations**

Students can access the full-time faculty via e-mail, telephone, and in-person during daily office hours. The full-time faculty members provide eight hours of scheduled office hours per week, and are also available for informal meetings outside of office hours as needed. The adjunct faculty, while not having regular office hours, provide students with contact information (via e-mail and phone) to arrange times to meet if requested. It is clear that students are provided this opportunity through anecdotal information as well as e-mail notices received from adjunct faculty. The COVID pandemic has limited the face-to-face opportunities for meeting with students; however, Zoom meetings have been added as an alternate method for students to communicate with the faculty. This has worked satisfactorily in most instances.

Course offerings, generally, are offered on a fixed schedule from year to year. Students' needs are taken into account in the scheduling of courses. Some General Education core requirements such as the Lakota Language courses are offered on an alternating basis between the Mobridge and McLaughlin sites.

The courses in the program typically involve in-class lectures and discussion, complemented by outside readings and research. Writing is a component of all program courses through daily student reaction papers or other writing projects. All upper-division courses involve research papers, projects, or presentations. Some courses involve attending community events, whether workshops or tribal council meetings, and reflective writing on those experiences.

(This has been temporarily modified or curtailed over the last several years due to COVID. The Native language courses emphasize oral, written, and reading components as well as listening.

While there is no formal process for tracking graduate employment, anecdotal information and personal contacts (as mentioned above) regarding graduate employment suggest that the program meets the employment needs of the students. Most of the graduates of the program are presently employed, and several students have related anecdotal information regarding the relevancy and usefulness of the program content in their professional lives.

### **Curriculum Content, Design, and Delivery**

Course and curriculum revisions in the Native American Studies Program have been done by the full-time faculty members, with input and guidance from the adjunct faculty. All such changes were presented to, reviewed, and approved by the SBC Curriculum Committee. The actual course and curriculum changes have been minimal over the last six years. The language courses -- Očhethi Šakowiŋ Language series NAS 101, 102, 211, 212, 301, and 302 – were reduced from 4 credit hours to 3 credit hours following comparable courses at other institutions. A series of four 1-credit hour courses called Očhethi Šakowiŋ Teachings were eliminated and replaced by one 3-credit hour Očhethi Šakowiŋ Culture course as a requirement at the AA level. A 3-credit hour NAS 112 Introduction to Native American Studies became a core requirement at the AA level (which had been an elective). The Native American History component was increased from 3 credit hours to 6 at the AA level, chosen from among three courses. This increase was instituted to better ground students in this important component of the Native American experience.

Course outlines and syllabi have been reviewed by the full-time faculty before each respective course is offered; most course outlines, therefore, are reviewed about once a year.

The current adjunct faculty member has worked closely with the full-time faculty to develop our program's own language curriculum, including both content and sequencing, as well as assessment. The adjunct faculty brings a grounding in education to the work which is an important contribution to the program and its language courses.

The program courses are in general design and curriculum similar to those of Native American Studies programs offered in other tribal colleges. In particular, the numbering assigned to courses is similar to the system of North Dakota universities so that the courses are transferrable. Specific course content, design, descriptions, and delivery are based on discussions of the full-time and adjunct faculty members together; this approach has been especially productive for the revision of language-course content and sequencing.

As mentioned above, the curriculum of the program is similar in general content and design to programs in other NAS programs offered in other tribal colleges, with emphasis placed on traditional *Očhéthi Šakówiŋ* culture and world view, language, and history.

Student achievement is assessed through a variety of tests, research papers and projects, and in-class writing assignments. Assessments of pronunciation and conversational communicative ability are conducted in the Očhethi Šakowin language courses. The latter data is analyzed and presented to the college's Assessment Committee at the end of each academic year. The students also complete pre- and post-self-assessments for the languages classes. This assessment data has been used to modify the content and organization of the language courses.

The language outcome emphasizes abilities in the areas of oral and written communication assessed through multiple language exams and projects/presentations during the NAS 102 Lakota Language course and a program capstone course. The outcome in the areas of culture and history emphasize the ability to demonstrate a proficiency in knowledge and application assessed and tracked through a series of interviews, the development of a research projection/presentation, and a self-assessment. The outcome in the areas of traditional values and social and governmental systems is assessed again through the interviews, the research project/presentation, self-assessment, and evaluation of a student paper from the NAS 204 or NAS 208 course.

As a program focused on the indigenous peoples of North America and their unique histories and experiences, the program seeks to immerse students in traditional world views, social and cultural institutions, and histories through the content and design of the curriculum. Emphasis, of course, is placed on the particular dialects, histories, and cultural traditions of the people of the *Očhéthi Šakówiŋ*. In addition, the NAS program seeks to work with community members and leaders in building and maintaining connections between the department and the larger Standing Rock community. The program faculty have worked, for example, with the Standing Rock Community Development Corporation over the last year to help develop curriculum and content for community language courses and help document the native language by recording speakers.

## **Institutional Support**

The offices of the two faculty are located in the Family Support Center and most of the program courses are taught in the classrooms of the same facility. The classrooms are shared with the SBC Department of Education. The amount of classroom space is generally large enough for the size of the classes, and scheduling of courses between the two departments is generally non-problematic. In terms of classroom space, the exception has occurred during the last year, when the college was required to socially distance due to the pandemic, limiting the number of students in the classrooms. Several classes were larger than capacity; however, the faculty members adapted the courses to hybrid, thus giving students the option of being face-to-face or distance via Zoom. This adaptation was effective in dealing with the over-capacity. There were no room scheduling conflicts during this time as all of the Education Department classes were online.

The classrooms in the FSC have recently had the projector systems and caballing system upgraded which is an improvement as this is an important mode of class presentation in many courses. In addition, a Smart Board was recently installed in one of the classrooms, and another will be added in the near future. This has added materially to course instruction; a Smart Board would be useful in all of the classrooms.

Ready access to a kitchen has typically allowed the program the ability to prepare food for student meals, meetings, etc. This was suspended over the last several academic years for health concerns due to the COVID pandemic.

The program lacks a sound and a recording lab. Such a facility would be very beneficial for the purposes of the language instruction as well as recording language speakers to generate resources for documentation and classroom resources. A sound lab consisting of six of computers equipped with headphones would allow students learning the language to listen to recordings of fluent speakers of the language as part of their course work and language related homework and projects (signage, etc.). A simple recording lab equipped with a sound-proof booth would facilitate quality recordings of fluent language speakers.

Student services are generally adequate for student needs, providing computer labs, library resources, and access to outside research resources, as well as a student lounge with kitchen facility. There is a writing center that provides students with assistance in writing and study skills. Use of all of these services has been severely limited due to the pandemic situation over the last several academic years.

SBC has typically struggled with the issues of student attendance, retention, and persistence over the years. SBC has implemented several methods for tracking student attendance and

increasing retention. One involves the participation of the academic counselors in contacting students missing class and helping students find options to keep students in school. Another strategy has to do with incentives for perfect attendance. These strategies seem to be having a positive impact on attendance as, at least anecdotally, the overall attendance in NAS courses seems to be improving. There are still individual students, of course, that struggle with consistent attendance.

Since March 2020, of course, SBC has experienced the challenges facing the nation as a whole by COVID pandemic, requiring adaptations to our typical instructional modes. One response, of course, was shifting to distance learning through the use of Zoom and related modes of interaction. The initial period in which this shift in instructional mode took place – from the spring break in March 2020 until the end of the semester – was the most difficult for both instructors and students in the department. A number of students “fell through the cracks” during this difficult shift, simply no longer participating in online class forums and failing to turn in assignments. However, the opportunity for training (participation in ACUE courses, for example) and time for experimentation during the succeeding summer of 2020 allowed for adaptation in the use of Zoom and other modes of instruction. The department offered a combination of distance learning via live Zoom and face-to-face options, as well as pre-recorded presentations for students over the fall and spring semesters 2020-21. Such accommodations have been adequate given the situation. Attendance and retention have been, at least anecdotally, better over these two semesters even given the exceptional nature of the situation. The option of attendance via Zoom has actually benefited a number of students who otherwise would have experienced difficulty in attending regularly. On the other hand, there have been some difficulties in teaching the Lakota language courses effectively due to sound issues and limitations on active participation. The basic technology needs of the department faculty have been essentially met through the availability of speakers, extra monitors, cameras, etc., during the pandemic period.

The library collections contain many excellent resources for primary research for students in the program. The NAS faculty encourages students to make use of the SBC library resources such as traditional song recordings, audio and visual recordings, and on-line genealogical databases of cultural and historical relevance to the NAS program. The program – and college as a whole – lost an important contributor to these efforts when the former Director of Library Service, Mark Holman, left the college several years ago. The library has been without a full-time librarian until just recently. In addition, student access to the library has been limited over the last several academic years due to the COVID pandemic, leading to reduced library hours.

SBC administration is supportive of professional development opportunities for program faculty and adjunct faculty. As mentioned above, full-time and adjunct faculty members have been

able to attend workshops and meetings which focus on methods for teaching the Lakota Language. Specifically, these workshops have included the Tusweca Language Summit, Lakota Nations Education Conference, and the Oceti Sakowin Treaty Conference. The full-time faculty attended two conferences per academic year, and the adjunct faculty one. All three faculty attended several virtual meetings as well via Zoom. This opportunity to attend such meetings contributes significantly to the professional development of the faculty.

### **Program Contribution to the College and Other Programs**

The program contributes to the larger Sitting Bull College by highlighting the value and ongoing significance of *Očhéthi Šakówiŋ* culture and worldview in the lives of our students and their families, both in the academic setting and at home, as well as the importance of the Lakota language. The scope and content of the program's curriculum was designed to help students realize the institutional mission of responsible behavior consistent with the traditional life-way of the community while in the pursuit of their education and well-being of their families and communities. Thus the program actively promotes SBC's vision and mission. This is carried out through the language and culture courses required by the Associate of Arts in General Studies and General Education requirements, as well as through the various programs such as Nursing, Environmental Science, Criminal Justice, and Education that are graduating students who are employed in various tribal programs, schools, and enterprises. The faculty in the above-mentioned programs make an effort to advise their students to take NAS courses to fulfill elective requirements in their own programs because of their belief in the contribution of the NAS program to students' growth and success both within and outside of the academic environment.

Moreover, the NAS program is currently working with faculty in other departments to develop courses which cut across disciplinary lines and demonstrate the interrelated nature of Native identity, experience, and worldview in all aspects of life. For example, a course focusing on Native American perspectives on environmental issues and natural resource management, i.e., ENS 445/NAS 445 Applying *Očhéthi Šakówiŋ* Culture to Natural Resource Management, is co-taught by NAS and Environmental Science faculty members and is offered on a regular basis, serving students in both departments. Anecdotally, the course is a favorite of students in both departments.

The program faculty teach several courses during the Dakota/Lakota Summer Institute, a program designed to provide professional development for teaching the Native language and offers several certificates and an Associate of Science degree focused in this area. The courses have typically been offered in-person over three-week summer sessions, allowing a student seeking a certificate or degree to take up to 6 semester hours of course work. These courses



were offered in distance-learning modalities last summer (and this coming summer) as an accommodation to the COVID pandemic.

Sitting Bull College has derived tuition from the participants in the summer institute (who ranged from 50 to 70 in number). The number of tuition-paying students has dropped dramatically over the last few summers for a variety of reasons. One reason is that a number of degree-seeking students have earned their AS or Certificates in the program. Another reason is an increase over the last few years in participants who are taking the courses for Continuing Education Units rather than seeking a degree. These are largely younger people interested in learning the Native language and not necessarily interested in becoming teachers.

## **Part III Program Planning**

### **Trends**

Over the past five years the full-time faculty member at SBC has visited with a number of students in the program about an interest in a Master's degree in Native American Studies, and, in addition, there has been a growing interest among SBC students in learning the native language and taking courses on native cultural and historical topics, and especially Native Science and Traditional Ecological Knowledge (TEK). This local trend, while anecdotal, mirrors a trend across the United States and Canada, and internationally, for interdisciplinary university programs in Native American Studies and Indigenous Studies programs more generally. The number of institutions offering such programs is expanding. This reflects a growing movement across the United States and the world to increase awareness about indigenous peoples' histories, cultures, experiences, contributions, and challenges. This trend is creating new opportunities for students with a degree in Native American Studies both in academia and in other fields.

With that being said, the program faculty and faculty of the Environmental Science program have started talking about the possibilities of a Master's degree, and of new courses adding a Native Science and TEK focus to the program. Such action is consistent with SBC's commitment to building the intellectual capital of the Standing Rock community and its people. Moving forward on these ideas would involve drafting a feasibility study and community survey to determine the viability and interest in a Master's degree.

If a Master's program were implemented it would likely require adding an additional fulltime faculty member to the program. The two fulltime faculty are already teaching full loads to

meet the needs of the AA and BA degrees as well as the General Education needs of the college.

The creation of a Master's Degree Program in Native American Studies at SBC presents a unique opportunity for our students and the broader Standing Rock community. Only a small number of tribal colleges serving Native communities in the surrounding region (North and South Dakota, Nebraska, Minnesota, Wyoming, and Montana) offer a Master's degree in Native American Studies. Therefore, the opportunity to create a Master's program at Sitting Bull College would be a great step toward enhancing the opportunities for people of the Standing Rock community to participate in the trend in developing interdisciplinary departments with focus on the Native Science, TEK, and the native language (which is fundamental to both).

An interdisciplinary MA program in NAS will benefit the Standing Rock community by producing graduates who are well-grounded in the experiences and challenges of Native American people both within and outside of the Standing Rock community and able to meet the environmental challenges facing our communities. Many of our graduates will work for tribal offices, schools, and enterprises, where the experiences and understanding of challenges facing Native Americans will help them better serve their community. Other graduates will go on to pursue advanced academic degrees or work in a variety of jobs in or near Native American communities, where their understanding of Native American peoples and issues confronting them and their environments are needed – especially the ability to communicate effectively regarding indigenous peoples and their cultures/worldviews in inter-ethnic environments.

## **Goals and Objectives**

The primary and immediate goals of the NAS department are to 1) complete the development of the new curriculum for the Lakota Language courses and 2) begin the process of determining the community interest in a Master's degree in Native American Studies and the feasibility of such a program. This will entail on-going meetings between the faculty (fulltime and adjunct) who are teaching the Lakota Language courses, as well as meetings and interdisciplinary discussions with faculty in the Environmental Science Department on implementing a Native Science/TEK focus in the NAS program, and meeting with curriculum and assessment committees to further develop and define the structure, content, and assessment instruments for the new program if and when it is implemented.

### **Additional Resources Needed**

The previous program review cited the establishment of a sound lab as an important resource for the programs Lakota Language courses. A sound lab would provide students in language courses the opportunity to listen to spoken language on a regular basis, both inside and outside of the classroom, utilizing both audio and visual resources. In addition, a sound lab would provide a place for the recording of fluent speakers of the language as well as an archival space for the storage and use of those recordings for the benefit of all SBC students and Standing Rock community members. The establishment of a sound lab and the computers and sound equipment required is still a wish of the department faculty.

# Appendix A

## Associate of Arts in Native American Studies Program

### Degree Plan

Associate of Arts in Native American Studies				
General Education Requirements with credit hours			Core Native American Studies Requirements with credit hours	
ENGL 110 Composition I	3		NAS 102 Očhéthi Šakówiŋ Language for Elementary Learners	3
ENGL 120 Composition II	3		NAS 105 Očhéthi Šakówiŋ Culture	3
COMM 110 Fundamentals of Speech	3		NAS History (two of the following): NAS 107, 108, or 109	6
MATH 103 College Algebra	4		NAS 112 Introduction to Native American Studies	3
PSYC 100 First-Year Learning Experience	3		NAS Art (one of the following): ART 145, 146, 245, 246, 247 or NAS	3
SOC 120 Transitions: Graduation and Beyond	2		NAS 204 Native American Governments	3
NAS 101 Očhéthi Šakówiŋ Language for Beginners	3		NAS 208 Očhéthi Šakówiŋ Tradition, Spirituality, and Philosophy	3
CSCI 101 Introduction to Computers	3		NAS 211 Očhéthi Šakówiŋ Language for Pre-Intermediates	3
Humanities or Social and Behavioral Sciences	6		NAS 212 Očhéthi Šakówiŋ Language for Intermediates	3
Health/Physical Education	2			
Laboratory Science (any two courses)	8			
Total General Education Requirements	40		Total Native American Studies Core Requirements	30
Total AA NAS Degree Requirements				70

# Appendix B

## Bachelor of in Native American Studies

### Degree Plan

Bachelor of Arts in Native American Studies	
General Education Requirements	40
AA NAS Core Requirements	30
NAS Professional Core Requirements:	
NAS 301 Očhéthi Šakówiŋ Language for Advanced Intermediates	3
NAS 302 Očhéthi Šakówiŋ Language for Proficient Learners	3
NAS 311 Native American Women	3
NAS 419 Native Sovereignty and Decolonization	3
NAS 421 Očhéthi Šakówiŋ Social and Kinship Systems	3
NAS 431 Traditional Očhéthi Šakówiŋ Leadership	3
NAS 497 NAS Capstone Course	1
NAS Electives 300+ Level	24
Electives 300+ Level	12
Total Professional Core Requirements	55
Total BA NAS Degree Requirements	125