

Sitting Bull College Education Division

Program Review

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ABSTRACT

Sitting Bull College Teacher Education division has seen some changes take place since the last program review. Changes in Faculty included retirement of long-time instructor Gayleen Yellow Fat in the spring of 2015 and the hiring of Derek Stewart and Travis Frank in the fall of 2015. This also increased faculty in the Division from three to four instructors for the purposes of revising the feasibility study for the Division to offer a master's program. Travis headed up the feasibility study revision during the 2015-2016 school year and the Division completed the accreditation process through the Higher Learning Commission (HLC) and the Education Standards and Practices Board (ESBP) of North Dakota in the fall of 2016 to begin to offer a master's Degree in Curriculum and Instruction starting the fall of 2017.

Student enrollment in the Division was a concern during 2014-2015 and 2015-2016 school years as numbers of students enrolled were between 16 to 25 students. Through recruitment efforts by student support services, a grant from the office of Indian Education for teacher training and the offering of a master's degree, student enrollment climbed up into the 40's during the last three years with the highest student enrollment being 47 students in the fall of 2017. Student enrollment in programs of the Division continue to remain strong, holding in the low 40's to upper 30's.

The Division continues to use their advisory board and local administrators and teachers to help inform and shape our programs. The Division works to keep updated on standards changes for K-12 education and Early Childhood Education, technology changes and updates as

well as curriculum trends. Through communication with our schools we can provide our students with the training needed to be an effective teacher or paraprofessional in our local classrooms.

Program Description

In the early 1990s, the Sitting Bull College Education division began to offer the Associate of Science degrees in Teacher Education and Early Childhood Education. After being awarded a grant from the Office of Special Education in 1993, the college began offering Special Education courses to fulfill grant requirements. Considering the high teacher turnover rates in Standing Rock schools, and the need for certified teachers, the Education division began offering a Bachelor of Science degree through articulation agreements with Minot State University (1992), the University of Mary (1994-1995), and Sinte Gleska University (1994-2005). Following the leadership of Sinte Gleska University, Sitting Bull College Education division received approval from the North Dakota Education Standards and Practices Board (ND-ESPB) in 1998, 2002, 2005, 2007, 2010, and 2016 for associates, bachelor's and then master's degrees.

The education division is designed to provide a program that meets the needs of full-time employed students who drive long distances to attend classes. Therefore, classes are offered evenings, on-line, traditional face-to-face, and through independent study. The ND-ESPB and the National Council for Accreditation of Teacher Education standards require that faculty have a course load of no more than 12 credits per semester. During the Fall 2019 semester, the SBC Education division faculty carry the following course load: Derek Stewart 17 credits, Travis Frank 14 credits, Chris Fried 13 credits. Adjunct faculty are contracted to teach only one or two courses course each semester.

Bachelor of Science Program Outcomes:

1. Candidates will demonstrate knowledge of the content, pedagogy, professional knowledge, skills, and dispositions needed to educate all learners.

2. Candidates will demonstrate the use of formal and informal assessment strategies to evaluate & ensure the continuous cognitive, social/emotional and physical development of diverse learners through field and practicum experiences.
3. Candidates will demonstrate a variety of problem solving, decision making, collaboration, and leadership skills through community service learning activities.
4. Candidates will plan, implement, and evaluate curriculum using differentiated instructional strategies.
5. Candidates will demonstrate knowledge and sensitivity to the needs of the diverse learner with a focus on Lakota/Dakota language and culture.
6. Candidates will demonstrate the ability to integrate technology tools into teaching and professional practice.

Program Self-Evaluation Summary

In keeping with the focus of the Sitting Bull College education division mission statement and the integration of the Lakota/Dakota values, history, language and beliefs the following demonstrates how the program has progressed over the years.

1. Development of a Master's Degree in Curriculum and Instruction.
2. Continued development of the conceptual model and "Constructivist" philosophy, exploring the common principals that are found with in traditional pedagogy.
3. Revisions of the admissions process used by students prior to acceptance to the all of the Education division's bachelor's programs.
4. Revisions to the assessment plans that identifies program outcomes, clinical/practicum practice, electronic portfolio, and other assessment tools.
5. Collection of minutes showing the consistent collaboration and input from Standing Rock schools through active participation in the Tribal Education Consortium and SBC Advisory Committee.

The majority of classes are offered in a traditional classroom setting. However each semester there is an online class and often a hybrid course as many of our students are also working while taking courses. We have offered a few courses through the IVN system when enough students from Mobridge and McLaughlin are enrolled in a course. Students are asking for more classes to be offered in an online format. Currently Sitting Bull College does not have enough technical support to offer a majority of classes online. All of the courses that the division offers use MySBC extensively for students to upload assignments, take quizzes, and be involved in discussion boards. Instructors also upload a variety of resources to MySBC including but not limited to power points from lectures, websites or internet links used in class, education standards from North and South Dakota departments of education, journal articles, and video's used in class. The division continues to look for a variety of ways to meet student needs as the trend in the past several years is for working students to return to school to obtain their associates or bachelor's degree.

In the fall of 2017 the education division began to offer courses to the first cohort of students in the M.Ed program of Curriculum and Instruction. These courses are offered in the evenings or through a hybrid format as students accepted into this program are typically current teachers, working during the day.

The education program has contributed to the college in many ways but the most important is to the reservation schools where teacher retention is a concern. Out of the 13 students who graduated with their bachelor's degree in elementary education or early childhood 12 of them are teaching on schools or head starts located on Standing Rock. The education department tracks students and employment through contact with students in the form of email and social media. It provides a culturally responsive program that is needed to impact student outcomes in the schools. The program provides the opportunity to work with

future college students and teachers. SBC education students are impacted by their connection with all faculty at SBC through the general education courses to student services.

The program has transitioned in the past five years in several ways. Student enrollment has risen to over 40 students because of the establishment of a new graduate program and also a grant from the US Department of Education. Full-time faculty has increased from three to four because of the creation of a graduate program and an increase in student enrollment. The education program went through an accreditation review from ESPB in the spring of 2016 and was taken off probation. Faculty and students are using technology in courses and keeping up with changes that are taking place in teacher education so students are prepared to enter into the classroom. Exit surveys, supervisor surveys, and transition to teaching surveys (for students after 1 year of teaching) have been developed by the North Dakota Association of Council of Teacher Education (NDACTE) membership and are being used to help inform and shape the teacher education program through feedback from students and their supervisors when our students start teaching.

Changes have taken place in the Core Academic Skills for Educators Assessment several times of the past five years. New exams in reading, writing, and math were created and new cut scores were also created. Students have adapted well as we have only a few students who have not passed their exams and been able to enroll into the bachelor's programs at SBC.

Program Planning Summary

The Education division has submitted documentation to the ND Education Standards and Practice Board for continued approval to offer programs in Elementary Education, Early Childhood, Secondary Science at the bachelor's level and curriculum and construction at the master's level. During the last review, in 2016, the program was approved in all areas with only two areas in need of improvement as deemed by ESPB. The former ESPB director, Janet Welk, marked us down for a review in three years. The current director, Becky Pitkin, is having us

complete a desk review, where we send the documents showing changes made to address the two areas in need of improvement, instead of a full site visit. We are still in the process of transitioning our program to the national Council for Accreditation of Educator Preparation (CAEP) standards the National Council for Accreditation of Teacher Education (NCATE) standards we were addressing in previous accreditation. The program continues to address the areas of instructional technology and assessment. All faculty are aware that these are areas of need.

Through communication with Local Educational Agencies (LEAs), the Tribal Education Consortium, students, and SBC Advisory Committee, the Education division is made aware of the needs of all Standing Rock Community schools. There has been a request by the SBC advisory committee to look into the possibility of offering an English Language Learner (ELL) endorsement to the program as many schools in the area are searching for a qualified ELL instructor and the possibility of offering a program to certify math and social studies teachers at the secondary level.

COMPREHENSIVE ANALYSIS

Program Description

1. Describe the Role of the Program within Sitting Bull College.

The mission of the Sitting Bull College Education division is to balance the constructivist view of teaching and learning while integrating the Lakota/Dakota philosophy, values, and beliefs. With the help of SBC Native American Studies faculty, the following values are acknowledged as indicators of excellence:

- Woohitika (Bravery) – the ability to be courageous when facing challenging situations by modeling leadership and positive agents of change.

- Wowacintanka (Fortitude) – to persist despite difficulties, be resilient when facing obstacles, and to keep in mind the need for humility.
- Wacantkiya and/or Wacanlkiya (Generosity) – to show generosity in a variety of ways, but mainly through modeling compassion for others. The SBC Education division programs expect that all candidates demonstrate generosity within the context of their communities.
- Woksape (Wisdom) – This is defined as the ability to use an accumulation of individual experience in making appropriate decisions in life.

Both the institutional and education unit mission statements articulate a need to enhance the educational attainment of Standing Rock members while maintaining a focus on Lakota/Dakota history, language, culture, and values.

The conceptual framework of Sitting Bull College Teacher Education provides a cohesive link between and among curriculum, instruction, field experience, practicum experience, and assessment with each candidate's program of study. The aspects of cultural relevancy are integrated throughout the teacher education curriculum and within the general education coursework to the greatest possibility. Secondly, students construct knowledge through coursework that will serve them in later aspects of their program such as in field experience and practicum experience. In addition, common curriculum instruction and assessment are all centered on the pre-service teacher as an active learner. The teacher education candidates in their field and practicum experiences, demonstrate social construction of knowledge based on the conceptual model as they begin to offer opportunity for active learning and social constructual knowledge to their K-12 students in the classrooms. The social construct of knowledge of pre-service teacher education allow them to engage in learning that is relevant to the context of Lakota/Dakota History, Culture, and Language.

The education unit offers opportunities for teacher education candidates to present and model their own point of view in community settings in which local knowledge is valued. Student teacher handbook and evaluation forms address the conceptual framework.

The following courses are offered in the education division and the core classes required to complete them.

Course Requirements for Associate of Science Degree
ASSOCIATE OF SCIENCE
EARLY CHILDHOOD EDUCATION

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I.....	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	4 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers	3 cr.
HEALTH/PHYSICAL EDUCATION	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
LABORATORY SCIENCE	4 cr.
	Any one (1) four-hour laboratory science course	
Total General Education Requirements	34 credits

CORE REQUIREMENTS

ECE 210	Introduction to Early Childhood Education	2 cr.
ECE 211	Introduction to Assessment	1 cr.
ECE 213	Language & Literacy Development in Early Childhood Education.....	3 cr.
ECE 228	Developing Learning Environments	2 cr.
ECE 233	Pre-K Methods and Materials	3 cr.
ECE 236	Social/Emotional Development & Guidance in Early Childhood Education.....	2 cr.

ECE 238	Child, Family & Community Relations	3 cr.
ECE 252	Stages of Child Development.....	3 cr.
ECE 254	Early Childhood Curriculum & Methods	2 cr.
ECE 297	Early Childhood Education Internship	3 cr.
ENGL 238	Children's Literature	3 cr.
PSYC 111	Introduction to Psychology	3 cr.
SPD 200	Exceptional Children.....	3 cr.
Total Core Requirements		33 credits
TOTAL DEGREE REQUIREMENTS.....		67 CREDITS

**ASSOCIATE OF SCIENCE
TEACHER EDUCATION**

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I.....	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I..... Introduction to Ochethi Sakowin Language, Culture & History	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond	2 cr.
CSCI 101	Introduction to Computers	3 cr.
MUSC 100	Music Appreciation or MUSC/NAS 110 Ochethi Sakowin Music & Dance.....	3 cr.
NAS/ART ELECTIVES - Choose one (1) course listed below		3 cr.
	ART 245 North American Art or NA Traditional Art Course	
	NAS 105 Ochethi Sakowin Culture	
	NAS 112 Introduction to Native American Studies	
HEALTH/PHYSICAL EDUCATION		2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE - Choose any two (2) four-hour laboratory science courses		8 cr.
	Physical Science	
	Life Science	
	Earth or Space Science	
Total General Education Requirements		41 credits

CORE REQUIREMENTS

EED 250	Introduction to Education.....	2 cr.
EED 254	Classroom Management.....	3 cr.
EED 262	Strategies, Methods & Observation in Teacher Education	4 cr.
EED 297	Teacher Education Internship	3 cr.
EED 298	Pre-Professional Experience	1 cr.
PSYC 111	Introduction to Psychology	3 cr.
PSYC 250	Developmental Psychology.....	3 cr.
SPD 200	Exceptional Children.....	3 cr.
Total Core Requirements		22 credits
TOTAL DEGREE REQUIREMENTS.....		63 CREDITS

Course Requirements Bachelor of Science Degree

BACHELOR OF SCIENCE EARLY CHILDHOOD EDUCATION TEACHING TRACK

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I.....	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra	4 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I..... Introduction to Ochethi Sakowin Language, Culture & History	4 cr. 4 cr.
NATIVE AMERICAN STUDIES ELECTIVE.....		3 cr.
Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)		
PSYC 100	First Year Learning Experience.....	3 cr.
SOC 120	Transitions-Graduation & Beyond	2 cr.
CSCI 101	Introduction to Computers.....	3 cr.
HEALTH/PHYSICAL EDUCATION		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		
LABORATORY SCIENCE		
Two (2) four-hour courses in the following areas:		
	BIOL 240 Ethnobotany	4 cr.
	Earth Science.....	4 cr.

Total General Education Requirements..... 38 credits

EARLY CHILDHOOD EDUCATION CORE REQUIREMENTS

ECE 210	Introduction to Early Childhood Education.....	2 cr.
ECE 211	Introduction to Assessment	1 cr.
ECE 213	Language & Literacy Development in Early Childhood	3 cr.
ECE 228	Developing Learning Environments.....	2 cr.
ECE 233	Pre-K Methods and Materials.....	3 cr.
ECE 236	Social/Emotional Development & Guidance in Early Childhood Education	2 cr.
ECE 238	Child, Family, & Community Relations.....	3 cr.
ECE 252	Stages of Child Development.....	3 cr.
ECE 254	Early Childhood Curriculum and Methods	2 cr.
ECE 297	Early Childhood Education Internship	3 cr.
ENGL 238	Children's Literature	3 cr.
PSYC 111	Introduction to Psychology	3 cr.
SPD 200	Exceptional Children.....	3 cr.

Total Early Childhood Education Core Requirements..... 33 credits

PROFESSIONAL CORE REQUIREMENTS

ECE 304	Foundations of Early Childhood Education	3 cr.
ECE 310	Developmental/Disorders in Early Childhood Special Education.....	3 cr.
ECE 315	Early Childhood Math & Science Methods.....	3 cr.
ECE 320	Early Childhood Social Studies Methods.....	3 cr.
ECE 322	Administration & Leadership in Early Childhood Education.....	3 cr.
ECE 325	Reading & Language Arts Methods.....	4 cr.
ECE 330	Observation/Assessment Techniques in Early Childhood Education.....	3 cr.
ECE 337	Inclusion in Early Childhood Education Settings.....	3 cr.
ECE 338	Play & the Social Environment in Early Childhood Education.....	2 cr.
ECE 362	Early Childhood Humanities	2 cr.
ECE 428	Issues in Early Childhood Education	3 cr.
ECE 497	Early Childhood Internship – Field Study.....	12 cr.
EED 260	Educational Psychology	3 cr.
EED 290	Art for Elementary Teacher.....	2 cr.
EED 447	Multicultural Education.....	3 cr.
EED 498	Senior Capstone	1 cr.

Total Professional Core Requirements..... 53 credits

TOTAL DEGREE REQUIREMENTS 124 CREDITS

**BACHELOR OF SCIENCE
EARLY CHILDHOOD EDUCATION
NON-TEACHING TRACK**

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I.....	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra	4 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I	4 cr.
NATIVE AMERICAN STUDIES ELECTIVE.....		3 cr.
	Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)	
PSYC 100	First Year Learning Experience.....	3 cr.
SOC 120	Transitions-Graduation & Beyond	2 cr.
CSCI 101	Introduction to Computers.....	3 cr.
HEALTH/PHYSICAL EDUCATION		2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE		
	Two (2) four-hour courses in the following areas:	
	BIOL 240 Ethnobotany	4 cr.
	Earth Science.....	4 cr.

Total General Education Requirements..... 38 credits

EARLY CHILDHOOD EDUCATION CORE REQUIREMENTS

ECE 210	Introduction to Early Childhood Education.....	2 cr.
ECE 211	Introduction to Assessment	1 cr.
ECE 213	Language & Literacy Development in Early Childhood Education	3 cr.
ECE 228	Developing Learning Environments.....	2 cr.
ECE 233	Pre-K Methods and Materials.....	3 cr.
ECE 236	Social/Emotional Development & Guidance in Early Childhood Education	2 cr.
ECE 238	Child, Family, & Community Relations.....	3 cr.
ECE 252	Stages of Child Development.....	3 cr.
ECE 254	Early Childhood Curriculum and Methods	2 cr.
ECE 297	Early Childhood Education Internship	3 cr.
ENGL 238	Children's Literature	3 cr.
PSYC 111	Introduction to Psychology	3 cr.
SPD 200	Exceptional Children.....	3 cr.

Total Early Childhood Education Core Requirements..... 33 credits

PROFESSIONAL CORE REQUIREMENTS

ECE 304	Foundations of Early Childhood Education	3 cr.
ECE 310	Developmental/Disorders in Early Childhood Special Education.....	3 cr.
ECE 315	Early Childhood Math & Science Methods.....	3 cr.
ECE 320	Early Childhood Social Studies Methods.....	3 cr.
ECE 322	Administration & Leadership in Early Childhood Education.....	3 cr.
ECE 325	Reading & Language Arts Methods.....	4 cr.
ECE 330	Observation/Assessment Techniques in Early Childhood.....	3 cr.
ECE 337	Inclusion in Early Childhood Settings.....	3 cr.
ECE 338	Play & the Social Environment in Early Childhood Education.....	2 cr.
ECE 362	Early Childhood Humanities	2 cr.
ECE 428	Issues in Early Childhood Education	3 cr.
ECE 495	Foundations of Action Research in Early Childhood Education	3 cr.
ECE 496	Action Research in Early Childhood Education	12 cr.
EED 260	Educational Psychology	3 cr.
EED 290	Art for Elementary Teacher.....	2 cr.
EED 447	Multicultural Education.....	3 cr.
EED 498	Senior Capstone	1 cr.

Total Professional Core Requirements..... 56 credits

TOTAL DEGREE REQUIREMENTS..... 127 CREDITS

**BACHELOR OF SCIENCE
ELEMENTARY EDUCATION**

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I.....	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.
MATH 103	College Algebra	4 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I	4 cr.
NATIVE AMERICAN STUDIES ELECTIVE.....	3 cr.	
	Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)	
PSYC 100	First Year Learning Experience.....	3 cr.
SOC 120	Transitions-Graduation & Beyond	2 cr.
CSCI 101	Introduction to Computers.....	3 cr.
NATIVE AMERICAN HISTORY ELECTIVE.....	3 cr.	
ENGL 238	Children’s Literature	3 cr.
NAS 110	Ochethi Sakowin Music and Dance	3 cr.
ART 245/246	North American Indian Art History or NA Traditional Art.....	3 cr.
HEALTH/PHYSICAL EDUCATION	2 cr.	
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE		
	Three (3) four-hour courses in the following areas:	
	BIOL 240 Ethnobotany	4 cr.
	Physical Science	4 cr.
	Earth or Space Science.....	4 cr.
Total General Education Requirements.....		54 credits

ELEMENTARY EDUCATION CORE REQUIREMENTS

EED 220	Geography for Teachers	3 cr.
EED 250	Introduction to Education	2 cr.
EED 254	Classroom Management	3 cr.
EED 256	Foundation of Education	3 cr.
EED 260	Educational Psychology	3 cr.
EED 262	Strategies, Methods & Observation in Teacher Education	4 cr.
EED 277	Math for Elementary Teacher I	3 cr.
EED 278	Math for Elementary Teacher II	2 cr.
EED 290	Art for Elementary Teacher.....	2 cr.
EED 298	Pre-Professional Experience.....	1 cr.
EED 301	Integrating Technology into the Classroom	2 cr.
EED 305	Methods of Teaching in the Elementary, Middle, or Secondary School	3 cr.
EED 310	Methods of Teaching Science in the Elementary School	2 cr.
EED 315	Methods of Teaching Math in the Elementary School	2 cr.
EED 320	Methods of Teaching Social Studies in the Elementary School	2 cr.
EED 325	Methods of Teaching Language Arts in the Elementary School	2 cr.
EED 330	Methods of Teaching Reading in the Elementary School	3 cr.
EED 335	Methods of Teaching Music in the Elementary School.....	2 cr.
EED 345	Methods of Teaching Physical Education in the Elementary School	2 cr.
EED 350	Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and Secondary School Setting.....	2 cr.
EED 447	Multicultural Education.....	3 cr.
EED 450	Reading Theory and Process	3 cr.
EED 497	Student Teaching in the Elementary School.....	12 cr.
EED 498	Senior Capstone	1 cr.
PSYC 111	Introduction to Psychology	3 cr.
PSYC 250	Developmental Psychology.....	3 cr.
SPD 200	Exceptional Children.....	3 cr.
Total Elementary Education Core Requirements		76 credits
TOTAL DEGREE REQUIREMENTS		130 CREDITS

**BACHELOR OF SCIENCE
SECONDARY SCIENCE EDUCATION**

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I.....	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Fundamentals of Public Speaking.....	3 cr.
MATH 103	College Algebra	4 cr.
MATH 107	Precalculus	5 cr.
MATH 210	Statistics	3 cr.
NAS 101 or NAS 103	Ochethi Sakowin Language I..... Introduction to Ochethi Sakowin Language, Culture & History	4 cr.
NATIVE AMERICAN STUDIES ELECTIVE.....		3 cr.
Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)		
PSYC 100	First Year Learning Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
CSCI 101	Introduction to Computers	3 cr.
PSYC 111	Introduction to Psychology	3 cr.
HEALTH/PHYSICAL EDUCATION		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		

Total General Education Requirements 41 credits

SECONDARY SCIENCE EDUCATION CORE REQUIREMENTS

EED 250	Introduction to Education	2 cr.
EED 254	Classroom Management.....	3 cr.
EED 256	Foundation of Education.....	3 cr.
EED 260	Educational Psychology	3 cr.
EED 298	Pre-Professional Experience	1 cr.
EED 301	Integrating Technology into the Classroom	2 cr.
EED 350	Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and Secondary School Setting	2 cr.
EED 447	Multicultural Education	3 cr.
EED 495	Teaching Reading in the Content Area	2 cr.
EED 498	Senior Capstone	1 cr.
PSYC 250	Developmental Psychology.....	4 cr.
SED 390	School Science Safety.....	2 cr.
SED 400	Methods & Materials of Secondary Science Education	4 cr.
SED 497	Student Teaching in the Secondary School.....	12 cr.
SPD 200	Exceptional Children.....	3 cr.

Total Secondary Science Education Core Requirements 47 credits

CORE REQUIREMENTS - BIOLOGY

BIOL 150	General Biology I.....	4 cr.
BIOL 151	General Biology II	4 cr.
BIOL 240	Ethnobotany	4 cr.
and either BIOL 224	General Ecology.....	4 cr.
or ENS 113	Introduction to Environmental Science.....	4 cr.

300/400 LEVEL BIOLOGY ELECTIVES 8 cr.

Total Biology Core Requirement 24 credits

CORE REQUIREMENTS - CHEMISTRY

CHEM 115	Introduction to Chemistry	4 cr.
300/400 LEVEL CHEMISTRY ELECTIVES		8 cr.

Total Chemistry Core Requirement 12 credits

CORE REQUIREMENTS - GEOLOGY

GEOL 100	Earth Science	4 cr.
GEOLOGY ELECTIVES.....		8 cr
Total Geology Core Requirement		12 credits

CORE REQUIREMENTS - PHYSICS

PHYS 102	Physical Science.....	4 cr.
or		
PHYS 211	Physics I.....	4 cr.
or		
PHYS 110	Astronomy.....	4 cr.
Total Physics Core Requirement.....		4 credits

Total Science Core Requirements	52 credits
TOTAL DEGREE REQUIREMENTS.....	140 CREDITS

Course Requirements Master's Degree**MASTER OF EDUCATION
CURRICULUM AND INSTRUCTION****CORE REQUIREMENTS**

EED 501	Advanced Foundations in Education	3 cr.
EED 510	Differentiated Instruction	2 cr.
EED 520	Multicultural Education: Theory & Practice	3 cr.
EED 522	Models of Teaching & Learning	3 cr.
EED 525	Critique & Design of Research	2 cr.
EED 526	Research Writing.....	1 cr.
EED 527	Statistics	3 cr.
EED 528	Educational Assessment.....	3 cr.
EED 530	Curriculum Design & Core Requirements	2 cr.
EED 540	Education Law & Ethics	3 cr.
EED 550	Advanced Integration of Technology into the Classroom.....	2 cr.
EED 560	Field Experience	1 cr.
Total Core Requirements.....		28 credits

SPECIALIZATION/EMPHASIS COURSES (MUST TAKE A MINIMUM OF 4 CREDITS IN RESEARCH OR SCHOLARLY SUBJECT AREAS)

EED 570	Research Seminar I	1 cr.
EED 571	Research Seminar II	2 cr.
EED 572	Research Presentation	1 cr.
EED 580	Scholarly Project Seminar I	1 cr.
EED 581	Scholarly Project Seminar II	2 cr.
EED 582	Scholarly Project Presentation	1 cr.
Total Specialization/Emphasis Requirements		4 credits
TOTAL DEGREE REQUIREMENTS.....		32 CREDITS

Faculty and Adjunct Instructors:

Chris Fried Education division director and instructor
 B.S. Black Hills State University
 M.S. University of South Dakota
 Ed.D University of West Georgia
 13 years teaching administrative experience K-12
 7 years college experience
 Full Time instructor teaching 12 to 15 credits per semester

Travis Frank Education division Instructor and Graduate Studies Director
 B.S. University of Mary
 M.S. University of North Dakota
 Ph.D Capella University
 10 years teaching and administrative experience K-12
 5 years college experience
 Full Time instructor teaching 12-15 credits per semester

Derek Stewart Education division instructor
 B.S. South Dakota State University
 M.S. Capella University
 Ph.D University of New Hampshire
 6 years teaching experience K-12
 5 years college experience
 Full time instructor teaching 12-15 credits per semester

Linda Black Elk Science Education/Elementary Education Instructor
 B.S. Miami University-Oxford
 M.S. Montana State University
 2 years k-12 teaching experience
 14 years College experience
 Full time instructor teaching 12 to 15 credits per semester (resigned spring 2019)

Lori Hach (adjunct instructor)
 B.S. Black Hills State University
 M.S. University of South Dakota
 20 years k-12 teaching experience
 Part time instructor teaching 3-6 credits per semester/year

Lavalla Moore (adjunct instructor)
 B.S. South Dakota State University
 B.S. Sitting Bull College
 15 years teaching experience early childhood education
 Part time instructor teaching 3-6 credits per semester/year

Rod Broadnaux (adjunct instructor)

B.S. Strayer University
M.Ed Strayer University
Ed.S Indiana State University
14 years teaching and administrative experience
Part time instructor teaching 3-6 credits per semester/year

Pam Wells (adjunct instructor)
B.S. University of North Dakota
M.A. Concordia College
37 years teaching experience 7-12 education
Part time instructor teaching 3-6 credits per semester/year

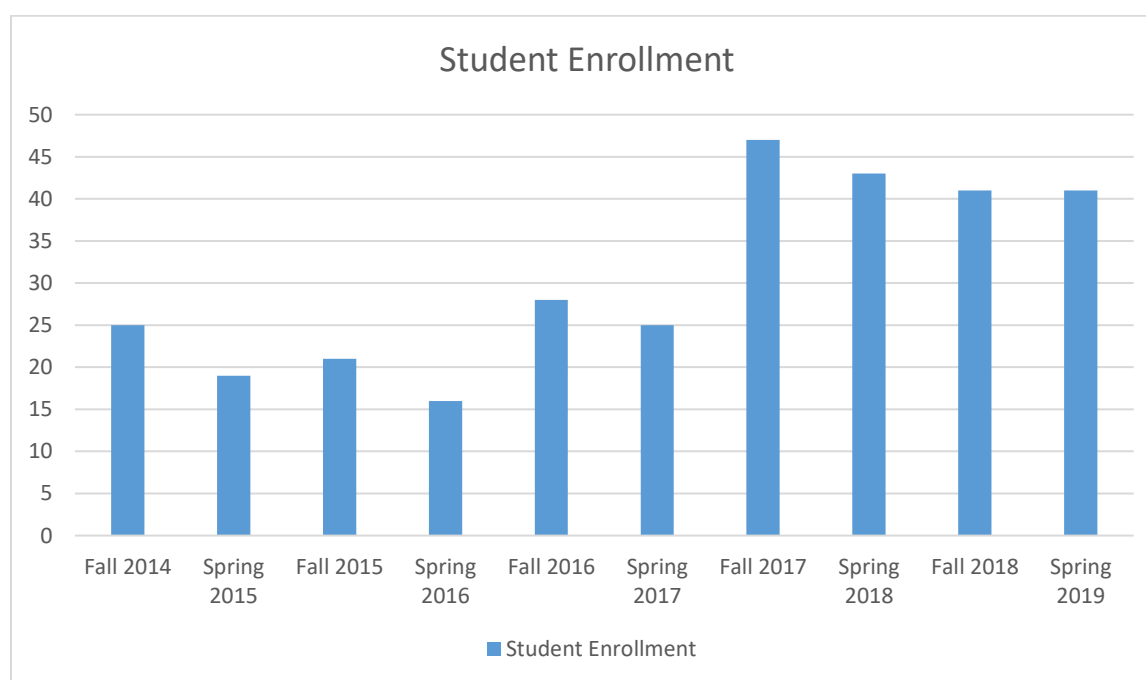
Since the 2015 program report, there was an increase of full-time instructors from three to four in the fall of 2015 because of the work to obtain approval from ESPB and HLC for a master's degree in Curriculum and Instruction. Travis Frank worked on the feasibility study for the master's degree and the program was approved in the spring of 2016 by ESPB and fall of 2016 by HLC. Courses in the master's program began in the fall of 2017. With the addition of the curriculum and instruction degree program, student enrollment increased. Student enrollment also increased in the bachelor's programs because of a grant secured through the U.S. Department of Education and the Office of Indian Education. With the addition of a fourth full-time instructor, adjunct instructors have not been needed as much as during the previous reporting period. During the 2017-18 and 2018-19 academic years there was a need for adjunct instructors because of student numbers. The numbers of students enrolled in all of the education programs has slowly increased during the program reporting period. Dr. Travis Frank and Dr. Derek Stewart joined Dr. Chris Fried and Mrs. Linda Black Elk as full time instructors in the fall of 2015. Dr. Stewart replaced Mrs. Gayleen Yellow Fat who retired in the spring of 2015 and Dr. Frank was added as the fourth instructor to write the feasibility study for the graduate program and teach as well. Dr. Derek Stewart and Dr.

Chris Fried also completed their doctorate degrees in the fall of 2018, bringing the number of faculty with Ph.D's or Ed.D's to three.

Program Productivity:

Enrollment by degree:

Program	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Fa 2017	Sp 2018	Fa 2018	Sp 2019
AS ECE	13	5	7	6	11	8	11	9	10	10
AS TED	7	7	6	6	15	14	15	16	12	14
BS ECE	0	1	1	0	0	1	2	2	5	3
BS ELED	5	6	6	4	1	2	3	3	2	1
BS ELED/SPED	0	0	1	0	0	0	0	0	0	0
BS SEC SCI	0	0	0	0	0	0	0	0	1	2
SPED Endorsement	0	0	0	0	0	0	0	0	0	0
M.Ed C&I	N/A	N/A	N/A	N/A	N/A	N/A	16	12	11	11
Totals	25	19	21	16	27	25	47	42	41	41



Graduation data:

Program	14-15	15-16	16-17	17-18	18-19
AS ECE	2	1	2	3	3
AS TED	2	2	2	2	0
BS ECE	0	0	0	0	2
BS ELED	1	4	2	2	2

BS ELED/SPED	0	0	0	0	0
M.Ed C&I	N/A	N/A	N/A	N/A	2

Looking at the number of students enrolled in each program and the number of students who have graduated in the last five years, the Division makes the following analysis. Beginning in the fall of 2014 there were 25 students enrolled in all education programs while in the spring of 2019 there were 41 students enrolled in all education programs, showing a steady growth of the overall program. In examining student enrollment there was low enrollment during the spring of 2016 with 16 students and a high enrollment in the fall of 2017, when the new graduate program began. So while there was a low point in enrollment during the 2015-2016 academic year, the student enrollment did hold steady in the mid-twenties between the fall of 2014 to spring of 2017. In the fall of 2017 enrollment jumped up to 47 students, 31 in the undergraduate programs, which is the highest enrollment, and 16 in the graduate program. Enrollment has held steady in the mid to low forties since that semester. The student enrollment numbers show promise that the program will continue to slowly grow as the Division continues to work on recruitment. Student graduation numbers have held steady over the past five years with a low of five in 2014-2015 academic year and a high of nine in 2018-2019 academic year. Enrolled students were graduating from their programs at an average of about 35%. According to statistics this is close to the average of 39% by other students across the country at Tribal colleges.

During the last program review the Division decided to review the secondary science program and the special education endorsement program. The secondary science program was reduced by 13 credits to 140 total credits and approved by the advisory board and curriculum committee. We had three students enrolled in the secondary science program during this five

year program review cycle. Part of the reason for the enrollment in the secondary science program was because of a grant from the US Department of Education and the office of Indian Education. This grant supported Native American students working towards obtaining their teaching degree. Three students enrolled in the secondary science program during this grant opportunity. One student dropped out of the program while two continue and will graduate during the 2019-2020 academic year.

The special education endorsement is a program that has to be coupled with another degree as it is an endorsement only and not a full degree. The Education Standards and Practices Board provides the endorsement, we just offer the courses that could lead to the endorsement. Changes in legislation in the state of North Dakota in 2015 allowed teachers to add a special education endorsement to their certificate. It was the recommendation of ESPB during the spring 2016 accreditation visit to offer special education courses to allow students to add an endorsement in learning disabilities. This recommendation was taken to the advisory board in the spring of 2016 and approved. No changes to coursework were required. The Division worked to recruit enough students to begin to offer some of the special education courses, but only three students showed interest. Five students committed to taking courses for their special education endorsement in the summer of 2019.

Program Revenue:

2014-2015

Program	Fall 14 ISC	Spring 15 ISC	Tuition	Total
Early Childhood	\$40,107.99	\$18,800.21	\$21,975	\$80,883.20
Elementary Ed	\$12,445.21	\$11,563.45	\$19,800	\$43,808.66
Teacher Ed	\$12,974.79	\$14,033.96	\$19,475	\$46,483.74
Total	\$65,527.99	\$44,397.62	\$61,250	\$171,175.61

2015-2016

Program	Fall 15 ISC	Spring 16 ISC	Tuition	Total
Early Childhood	\$24,072	\$25,752	\$23,600	\$73,425.16
Elementary Ed	\$13,715.91	\$7,837.66	\$14,625	\$36,178.57
Teacher Ed	\$8,957.33	\$11,756.5	\$18,220	\$38,933.83
Total	\$46,745.24	\$45,346.16	\$56,445	\$148,537.56

2016-2017

Program	Fall 16 ISC	Spring 17 ISC	Tuition	Total
Early Childhood	\$42,900	\$31,200	\$56,925	\$131,025
Elementary Ed	\$4,500	\$0	\$17,450	\$21,900
Teacher Ed	\$45,300	\$60,600	\$76,200	\$182,100
Total	\$92,700	\$91,800	\$150,575	\$335,025

2017-2018

Program	Fall 17 ISC	Spring 18 ISC	Tuition	Total
Early Childhood	\$53,400	\$45,900	\$109,560	\$208,860
Elementary Ed	\$4,200	\$4,500	\$22,200	\$30,900
Teacher Ed	\$60,000	\$60,900	\$129,275	\$250,175
C&I	\$18,000	\$10,800	\$102,300	\$131,100
Total	\$135,600	\$122,100	\$363,335	\$621,035

2018-2019

Program	Fall 18 ISC	Spring 19 ISC	Tuition	Total
Early Childhood	\$36,276.46	\$47,927.29	\$40,600	\$124,803.74
Elementary Ed	\$9,532.50	\$3,971.88	\$7,200	\$20,704.38
Teacher Ed	\$29,921.46	\$37,865.21	\$39,725	\$107,511.66
C&I	\$6,355	\$11,121.25	\$37,800	\$55,276
Total	\$82,085.42	\$100,885.63	\$125,325	\$308,295.78

Program income in the past five years has fluctuated with student enrollment. Program income was highest during the 2017-2018 school year at \$621,035 and was at the lowest during the 2015-2016 school year at \$148,537. During the 2017-2018 school year, enrollment was the

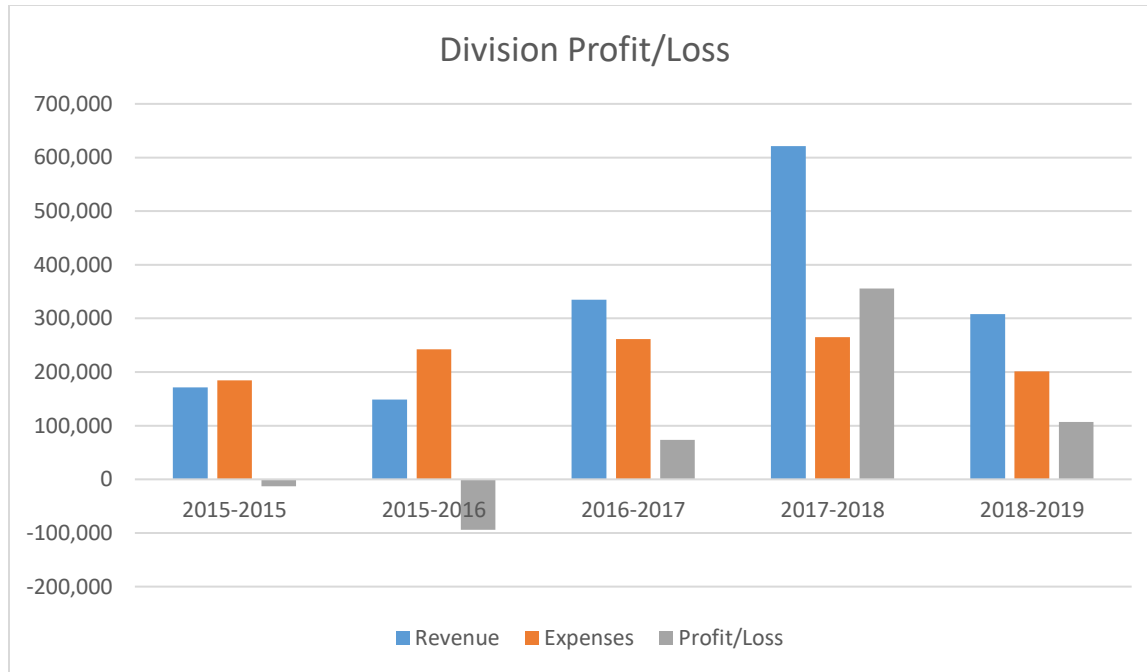
highest the program has seen in the past 10 years. Forty-seven students attended the fall semester and 42 students attended the spring semester. This was also the same year that the program began the master's program in Curriculum and Instruction, which helped add to the total number of students and the increased revenue. The 2015-2016 school year gave us the lowest enrollment of students at 21 fall semester and 16 spring semester. After recruitment during the 2015-2016 school year of more paraprofessionals from local schools and also securing a training grant from the Office of Indian Education, student enrollment increased dramatically, and doubled program revenue to double in 2016-2017. Recruitment continues to be a priority through visits to schools, brochures, email and Facebook communication. The program also provides evening courses each semester and a limited number of online and hybrid courses to try and accommodate more students in the area.

Program Budget:

Education Expenditures						
		Salaries	Fringe	Supplies	Travel	Consultant
	Title III					
	2014-15	\$108,526.37	\$27,131.59	\$600.00		
	2015-16	\$148,990.18	\$37,247.55		\$1,000.00	
	2016-17	\$132,078.12	\$33,019.53		\$4,000.00	
	2017-18	\$127,902.64	\$31,975.66	\$90.63	\$2,000.00	
	2018-19	\$121,153.24	\$30,288.31		\$2,000.00	
	General Fund					
	2014-15					
	2015-16	\$36,132.99	\$9,413.11	\$1,036.25		\$1,500.00
	2016-17	\$41,664.45	\$13,494.00			\$300.00
	2017-18	\$46,555.20	\$13,732.00	\$377.00		
	2018-19	\$45,097.76	\$13,325.00			
	TNA					
	2014-15					
	2015-16					
	2016-17	\$23,226.64	\$6,215.74	\$150.00	\$2,237.09	
	2017-18	\$32,272.72	\$8,744.47	\$1,599.00	\$2,350.18	
	2018-19	\$34,990.20	\$10,224.35	\$90.00	\$2,343.32	
Grand Tot	2014-15	\$144,659.36	\$36,544.70	\$1,636.25	\$ -	\$1,500.00
Per Year	2015-16	\$190,654.63	\$50,741.55	\$ -	\$1,000.00	\$300.00
	2016-17	\$201,859.96	\$52,967.27	\$527.00	\$6,237.09	\$ -
	2017-18	\$205,273.12	\$54,045.13	\$1,689.63	\$4,350.18	\$ -
	2018-19	\$156,143.44	\$40,512.66	\$90.00	\$4,343.32	\$ -
	Grand total	\$898,590.51	\$234,811.31	\$3,942.88	\$15,930.59	\$1,800.00

During the previous program review the Division budget stayed relatively even during that time period, working with three faculty and adjunct instructors during that time period. This continued during the 2014-2015 and expenses were slightly more than revenue for a deficit of \$13,164. A fourth faculty member was added during the 2015-2016 to work on the feasibility study for the master's degree program and bring that program on board. This semester was also the lowest student enrollment numbers of the past five years and this created quite a deficit for the program of \$94,158. The next three years showed growth in student enrollment each year

and the addition of the master's program in 2017-2018. The program showed a profit in 2016-2017 of \$73,435, 2017-2018 of \$355,678 and 2018-2019 of \$107,207. The program will continue to look to increase student enrollment each year through the recruitment plan discussed in the revenue section and also continue to research and look for grant opportunities to offset budget expenses for faculty members.



Advisory Board

The Education division invites administrators and teachers from each of the nine Standing Rock Indian Reservation area schools as well as the Early Childhood and Early Childhood Tracking Directors. Additional members include Tribal Education Manager, BIA Education Line Officer, and Lakota Language Director. SBC students and other administration, faculty and staff are also invited to attend the meetings and share with the committee. The Advisory Committee meets once in the fall and once in the spring. The Division relies on the advisory board to approve new ideas from the Division as well as take input from the board on new ideas.

PROGRAM SELF EVALUATION

Faculty

Faculty, as well as adjunct faculty, communicate with each other face-to-face, through email, text message, phone, and the faculty shared file on the SBC network. The education division meets to review student progress, and prepare for focus visits to retain accreditation from ESPB and Higher Learning Commission, on a regular basis. Faculty meet twice per semester and also as needed if is required. The faculty attend workshops, including STEM workshop (sponsored National Science Foundation) that Linda Black Elk attended, conferences including Early Childhood family engagement conference sponsored by the American Indian College Fund that was attended by Dr. Chris Fried and Dr. Derek Stewart, read educational journals, books, internet articles, and present workshops at conferences to remain current in educational trends. Linda Black Elk and Dr. Derek Stewart have presented at several local events for K-12 schools on the Standing Rock reservation. Topics have included plants, culture, art, culturally relevant teaching strategies, and multicultural education. Dr. Chris Fried helped present information on Early Childhood and family engagement for the American Indian College Fund in Albuquerque and doctoral research at the national AERA conference in New York City.

All Education division full-time and adjunct faculty have the highly qualified certification through master's degrees and three of the four full-time faculty have doctoral degrees including Dr. Chris Fried, Dr. Travis Frank, and Dr. Derek Stewart. The adjunct faculty receive the education policy handbook, syllabus format, a completed sample of each course syllabus, and the institutional adjunct handbook at the beginning of their first semester of instruction. Adjunct faculty are also trained in using MySBC in their courses. The faculty and adjunct faculty have weekly contact either face-to-face or email as individuals.

The Education division programs complete the following evaluation activities during each academic year: On-line course evaluation from students, faculty evaluation by supervisors (done by division chair), division meetings, peer observation and teaching activities, and input from advisory committee meetings in the fall and spring semesters. Student evaluations of faculty are reviewed to determine if courses need to be changed in terms of pace of course material or content. The division director completes evaluations annually during the spring semester for full-time faculty and meets with the faculty to discuss the evaluation. The division director evaluates adjunct instructors each semester following the same face-to-face process as full time faculty. The current number of faculty employed by the college allows us to adequately meet the needs of our students to offer classes and supervise practicum experiences.

Student Relations

Sitting Bull College faculty are required to keep a minimum of seven office hours each week in order to be accessible to students. All faculty members post their class and office schedule outside their office as well as include office hours in all of their syllabi. Faculty are also available through appointment if office hours do not work for students. Faculty in the division are very flexible in meeting student needs and often work beyond office hours to meet with students either face to face or over a phone call. All faculty currently have voice mail and email linked to their cell phones, allowing students to reach faculty even if they are not in their office.

The division takes into account our students when scheduling courses and also when planning for instruction. The division offers courses face-to-face during the day and also in the evening when needed for students. With nearly 50% of our students working courses need to be

offered at other times than during the day. Each semester there are at least three courses offered in the late afternoon or evening for our students, which also helps with conflicts in other general education courses that are offered during the day. The division also offers courses over the IVN when there are enough students from Mobridge and McLaughlin who can take the course as well. The division offers limited online and hybrid courses due to restrictions from the Higher Learning Commission (HLC). There have been requests from students to offer more online courses.

Students who have graduated from our division with their bachelor's degree during this program review are all employed in local schools on Standing Rock or adjacent to Standing Rock. The division tracks students and their employment by contacting students through email and social media. Through our advisor board meetings, conversations with administrators and teachers, and attendance at Tribal education consortium meetings, we are able to incorporate courses and content that pre-service teachers need to be ready to teach. Knowledge of pedagogy and content are important for our students to understand when they step into the classroom. It is also important, as pointed out by many of constituents across Standing Rock, that teachers are able to incorporate language and culture into their classroom. Students are advised by instructors to take courses that will help them to incorporate Native American culture and language into their classrooms as well. For example to fulfill a music requirement students can take Ocheti Sakowin Music and Dance instead of Music Appreciation, students can also take Native American history in place of American History. The option of these courses, focused on Native American culture, language or history, helps to bolster the knowledge of our students to incorporate this knowledge into their classrooms.

Curriculum Content, Design, Delivery

Instructors keep up with current education trends and changes through reading journals, attending local consortium meetings with SRST schools, attending state meetings with other North Dakota higher institutions that have teacher preparation programs. Course descriptions are adapted to fit the changes that occur in education as well. Methods courses in which students used state standards were updated in 2014-2015 to include common core standards and were then updated again in 2017-2018 to reflect “the current standards that states are using” as there were again changes moving away from common core standards back to “North Dakota” standards. The Division has offered multiple evening and block courses to meet the needs of working students. We also offer limited online courses for students as well as the occasional IVN course, when it is beneficial for students. All education courses have a focus on how the topic impacts Native American students and also follow and incorporate the Ocheti Sakowin Essential Standards and Understandings (OSEUS). The OSEUS are integrated into the methods courses for all programs to prepare students to integrate them into their future classrooms.

Students must pass what is now called the Core Academic Skills Assessment for Educators (PRAXIS I), before they are allowed to take any 300 or 400 level methods courses in the bachelor’s degree programs. This is another type of assessment that is used by the Division as a benchmark for students being prepared academically to enter the teaching profession. The skills assessment is also required by the state of North Dakotas’ teacher accreditation body and all other state Divisions. On average, over the past five years, students have had to take the PRAXIS test 2.9 times before successful completion. This is an improvement over the previous program review of 3.4 times. Some students take all three tests, which include reading, writing, and math at one time over a six hour period. This has proved to be quite overwhelming for

almost all of the students who have discussed the experience with us. Students have to pass at least two of the three exams while meeting a minimum cut score. Support in taking the new Core Academic Skills Assessment has been introduced in several classes including EED 250 (Introduction to education) and EED 260 (educational psychology). The library website has free practice exams in the learning express library which have proved to be very accurate in terms of reflection of what is on the exams. Continued support for our students and this assessment is analyzed each year by the Division.

Assessment

The Division assesses students at several different levels during their coursework. Students are assessed using a disposition survey which looks at qualities that teachers need to possess in the classroom. Students are required to complete an electronic portfolio to demonstrate several best practices they have learned during their coursework at SBC. Students can use assignments from some of their general courses, such as a speech or a paper. As students enter into their core course work they can use some of their philosophy statements, such as a philosophy of education or classroom management. Associate degree students must turn in a hard copy of the portfolio and Bachelor's degree students must complete an electronic portfolio which is presented to a panel of instructors. The portfolios are scored by each member of the Division and if a student scores low, score of 2 or lower, faculty look at courses that cover the standard to determine if changes need to be made to the design of the course.

Students complete evaluations of faculty for each course and that information is reviewed to help plan for instruction and content. Students and instructors discuss coursework and instruction during classes and instructors often keep the experience of the students in mind when

designing assignments. All assessment information is presented annually to the assessment committee in the education assessment report.

The Division completes an end of year assessment each year to analyze each program in the department. Below is an example of the assessment committee evaluation of the Division's assessment of each program. Each Division has to evaluate and analyze each of their programs every year and score above a composite average of 2. If the composite average is below 2 then revisions to the assessment must be completed and brought back to the committee. Faculty in the Division work together to analyze assessment data from coursework and student presentation. Derek completes Early Childhood programs, Chris completes Elementary Education programs, Linda completes secondary science programs and Travis completes the master's program. Faculty then come together to discuss and analyze information from each of the programs.

Program Name	Degree Type	Findings (Actual Results)	Analysis of the Results	Recommended Action(s)	Last year's recommended actions
Curriculum & Instruction Master's	Other	3	3	3	3
Curriculum & Instruction Master's	Other	3	2	2	1
Curriculum and Instruction Master's	Other	3	3	2	2
Curriculum and Instruction Master's	Other	2	2	2	2
Curriculum and Instruction Master's	Other	3	2	2	0
Curriculum and Instruction Master's	Other	3	2	2	1
Curriculum and Instruction Master's	Other	3	2	1	1
		2.86	2.29	2.00	1.43
				Composite Average	2.14
Program Name	Degree Type	Findings (Actual Results)	Analysis of the Results	Recommended Action(s)	Last year's recommended actions
Early Childhood Education	Associate	3	3	2	2

Early Childhood Education	Associate	3	3	3	1
Early Childhood Education	Associate	3	2	2	1
Early Childhood Education	Associate	3	3	3	3
Early Childhood Education	Associate	3	1	1	1
Early Childhood Education	Associate	2	2	2	1
Early Childhood Education	Associate	3	3	3	3
		2.86	2.43	2.29	1.71
				Composite Average	2.32

Program Name	Degree Type	Findings (Actual Results)	Analysis of the Results	Recommended Action(s)	Last year's recommended actions
Early Childhood Education	Bachelor	3	3	3	3
Early Childhood Education	Bachelor	3	3	3	2
Early Childhood Education	Bachelor	3	3	3	3
Early Childhood Education	Bachelor	3	3	2	1
Early Childhood Education	Bachelor	3	2	2	1
Early Childhood Education	Bachelor	3	2	2	1
Early Childhood Education	Bachelor	2	1	2	1
		2.86	2.43	2.43	1.71
				Composite Average	2.36

Program Name	Degree Type	Findings (Actual Results)	Analysis of the Results	Recommended Action(s)	Last year's recommended actions
Elementary Education	Associate	3	3	3	2
Elementary Education	Associate	3	2	2	2
Elementary Education	Associate	3	2	2	1
Elementary Education	Associate	2	2	2	2
Elementary Education	Associate	3	3	3	0
Elementary Education	Associate	3	2	2	1
Elementary Education	Associate	3	3	3	2
		2.86	2.43	2.43	1.43
				Composite Average	2.29

Program Name	Degree Type	Findings (Actual Results)	Analysis of the Results	Recommended Action(s)	Last year's recommended actions
Elementary Education	Bachelor	3	3	2	2

Elementary Education	Bachelor	3	2	2	2
Elementary Education	Bachelor	3	3	3	1
Elementary Education	Bachelor	3	3	3	1
Elementary Education	Bachelor	3	2	2	1
Elementary education	Bachelor	3	3	2	3
Elementary Education	Bachelor	3	2	2	2
		3.00	2.57	2.29	1.71
				Composite Average	2.39

Changes from assessment during this program review include the following. A focus in introduction courses to PRAXIS exams, incorporation of Ocheti Sakowin Essential Understandings (OSEUS) into methods courses and also curriculum development courses, increase in Lakota language and culture courses in program course requirements, decrease in credits required to complete secondary science degree, incorporate using common core standards in methods and curriculum courses, removal of common core standards and replace with state standards or early learning guidelines, technology incorporation into multiple courses to meet needs of students preparing to teach in local schools.

Institutional Support

The Education division is housed in the Family Support Center building on the SBC main campus. The facility includes media support, wireless connection, Promethean board, IVN TV, and a laptop cart with five student laptops.

SBC provides a strong student support system with services provided through the student services Division. The following services are provided: tutoring, counseling, library resources, and day care services. Based on a student survey only 10% of the students in the teacher education division use the tutoring and library services because over 65% of the students do not live in Fort Yates and 50% of students in the program work during the day. The library provides

many online opportunities for students to find resources and material and instructors often provide links to those resources on MySBC for students to access. There continues to be a need for food services, many students travel miles to attend college and do not have the time or money to go to town to get nourishment. From time to time faculty will cook a meal for evening courses for students. Faculty in the Native American Studies Division will coordinate with Education faculty when evening courses are the same and help the students with food.

SBC does provide opportunities for faculty to attend conferences as needed. In the past five years faculty have not attended national conferences but rather have attended regional or local conferences including both North and South Dakota Indian Education summits, Standing Rock Education Consortium professional development, and the Avalon school in Minneapolis.

Other

During the 2017-2018 school year the division started the teacher education club with limited success as participation from students was not consistent. Students were interested in the opportunity to be part of an extra-curricular club but nearly 50% of students were also working a part-time or even full-time job, often making it difficult to participate in meetings and activities. Faculty will continue to try to incorporate events for students to participate in, including attending state Indian education summits in North and South Dakota.

In the fall of 2016 the division was awarded a grant from the Office of Indian Education to train Native American students to become teachers in schools serving Native American students. Ten student were identified and began participation in the grant in the spring semester of 2016 in the programs of secondary science, early childhood, and elementary education. Students received a stipend to participate in the program and could not work over 20 hours per week in order to focus on coursework and completion of the program. At the end of the spring

2019 semester eight students were on track to complete their bachelor's degrees and begin teaching in area schools. The grant required a work payback agreement so students would work in schools with a significant number of Native American students.

PROGRAM PLANNING

The Division has a standing goal of increasing enrollment by 10 new students each year. Recruiting trips are being planned with our outreach coordinator to local high schools and activities to reach young students as well as those older students who have already graduated from high school. Recruitment of paraprofessionals from local schools has been positive and we will continue to promote the programs to local schools to help grow their own teachers through Sitting Bull College. The number of students who come to us as paraprofessionals will shape the schedule of classes as we will have to offer more classes in the evenings or as hybrid to allow students to attend classes.

The Division has involvement in the local schools through student teaching, internships and practicums taking place with our students. As students are placed in local schools for their internships and practicums, the division faculty have phone conversations, send email and also visit face to face with school administration and teachers. Through these conversations we develop an understanding for what pre-service teachers need in order to be prepared as a first year teacher. The use of technology is constantly changing and helping our students know how to use promethean boards, google classroom, and educational software has been very helpful from our administrators and local teachers. This is very valuable for our Division as we continue to evaluate our programs for course changes and updates and technology use in our schools. The Division is a member of NDACTE and follows closely any changes made by the North Dakota legislature that affect teacher preparation programs. NDACTE, along with the Education

Standards and Practice board, work to inform programs of changes and also inform legislatures about how legislation can impact teacher preparation programs. The Division has implemented program changes in areas of helping students understand mental health in students they work with and also in suicide awareness.

Appendix A

Faculty Satisfaction Survey

Faculty Satisfaction Survey Results

The results of the Faculty Satisfaction Survey have been aggregated, and scored using a 1-5 point scale with a score of 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. In addition, the percent of respondents who answered either Strongly Agree or Agree is shown, as well as the percent of respondents who answered either Disagree or Strongly Disagree. (N = 4)

- 1) All faculty have the opportunity to participate in curriculum development.
 Mean score = 5.0
 Strongly Agree/Agree = 100%
 Strongly Disagree/Disagree = 0%
- 2) All faculty have the opportunity to participate in program planning.
 Mean score = 4.5
 Strongly Agree/Agree = 100%
 Strongly Disagree/Disagree = 0%
- 3) Faculty in this program are concerned with student success.
 Mean score = 4.5
 Strongly Agree/Agree = 100%
 Strongly Disagree/Disagree = 0%
- 4) The variety of faculty expertise is sufficient to provide effective instruction within program.
 Mean score = 4.25
 Strongly Agree/Agree = 100%
 Strongly Disagree/Disagree = 0%
- 5) Faculty in this program are given the opportunity to participate in the program review process.
 Mean score = 4.5
 Strongly Agree/Agree = 100%
 Strongly Disagree/Disagree = 0%
- 6) The program review process is effective in evaluation of the strengths and weaknesses of the program.
 Mean score = 4.0
 Strongly Agree/Agree = 100%
 Strongly Disagree/Disagree = 0%
- 7) Information gathered during the program review is integrated into the program's planning process.
 Mean score = 4.0
 Strongly Agree/Agree = 100%
 Strongly Disagree/Disagree = 0%
- 8) Communication among faculty in the program is frequent, interactive, and effective.
 Mean score = 4.5
 Strongly Agree/Agree = 100%
 Strongly Disagree/Disagree = 0%
- 9) I am satisfied with the quality of educational planning in this program.
 Mean score = 4.5
 Strongly Agree/Agree = 100%
 Strongly Disagree/Disagree = 0%

- 10) The required text(s) are selected by all faculty teaching a particular course.
Mean score = 3.75
Strongly Agree/Agree = 50%
Strongly Disagree/Disagree = 25%
- 11) The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.
Mean score = 4.5
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%
- 12) Adjunct faculty communicate with the program full-time faculty regarding grading policies.
Mean score = 3.75
Strongly Agree/Agree = 75%
Strongly Disagree/Disagree = 0%
- 13) Faculty in this program both assess and base grades and course credit on student achievement and learning outcomes.
Mean score = 4.25
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%
- 14) The faculty in this program are sufficient in number to provide effective instruction within the discipline.
Mean score = 3
Strongly Agree/Agree = 25%
Strongly Disagree/Disagree = 25%
- 15) Faculty in this program stay current in their area of expertise.
Mean score = 4.5
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%
- 16) The faculty in this program are actively involved in staff development activities.
Mean score = 3.5
Strongly Agree/Agree = 25%
Strongly Disagree/Disagree = 0%
- 17) The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.
Mean score = 4.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%
- 18) Class schedules for this program conform to students' demand and educational needs.
Mean score = 4.75
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%
- 19) Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.
Mean score = 4.25
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

- 20) Faculty in this program are committed to high standards of teaching.
Mean score = 4.75
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%
- 21) Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.
Mean score = 4
Strongly Agree/Agree = 75%
Strongly Disagree/Disagree = 25%
- 22) Library services and collections are adequate to maintain the effectiveness of this program's courses.
Mean score = 4.25
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%
- 23) Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.
Mean score = 4.0
Strongly Agree/Agree = 75%
Strongly Disagree/Disagree = 0%
- 24) Clerical support is available and adequate to maintain the effectiveness of this program's courses.
Mean score = 4.25
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%
- 25) I have been provided a copy of the SBC policies and procedures and the SBC faculty handbook.
Mean score = 3.75
Strongly Agree/Agree = 75%
Strongly Disagree/Disagree = 25%