

**Criminal Justice
Program Review Report
2024 - 2025**

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Program Description Summary

The objectives and functions of the Criminal Justice program are manifold. Within the context of a tribal college in a contemporary Native American culture, the primary imperative is to deliver culturally sensitive and relevant instruction of the highest possible quality to enable graduates to not only succeed, but excel, as criminal justice practitioners in an increasingly competitive and diversified career field. By providing the opportunity to earn a degree in the 70-hour Associate of Science in Criminal Justice program (ASCJ), 122-hour Bachelor of Science in Criminal Justice (BSCJ), or both, graduates are uniquely qualified to seek employment in both tribal and non-tribal legal environments.

The ASCJ program was originally written by Dr. Wayne Shelley, the BSCJ program was originally written and developed by Ms. Cara Dimora, J.D. Since both of their inceptions both programs have been rewritten with adjustments by Mr. Brandon Hunter, MS and Mr. Rick SyWassink, MS. Both program changes were approved by the Curriculum Committee in the Spring of 2024. The AAS Lay Advocate/Paralegal program was furloughed by the Curriculum Committee due to continued low student enrollment for the foreseeable future.

The AS Criminal Justice and BS Criminal Justice programs are largely supported by a grant from the Native American Vocational and Technical Education Program (NAVTEP), with supplementary funds provided by the college general fund and Title III. If NACTEP funding was discontinued, the Criminal Justice program would be supported by the SBC general fund and additional sources of funding would be sought. Administration policy suggests any existing programs with enrolled students will be continued even if grant funding is no longer available (Shelley, 2020). Accreditation requirements would also require “teaching out” any remaining students before discontinuing the program (Shelley, 2020).

Program Self-Evaluation Summary

Enrollment in the Criminal Justice program (ASCJ, AASLA/P and BSCJ) has varied considerably over the last five years, compromised (just like other programs) by the COVID-19 pandemic in spring 2020. The College continues to improve enrollment since the end of spring of 2021, this generally is following the trends of the college as a whole. The program averaged 11.0 enrolled students per semester with a high of 15 and a low of 6. These numbers accounted for an average of 5.4% of SBC enrollment, ranging from a low of 3.1% (Fall 2020) to a high of 8.6% (Spring 2024).

Much like every other program at SBC the Criminal Justice program has struggled to recover from the devastation that the COVID-19 pandemic had on college enrollment. As

previously stated the low of 6 total student in Fall 2020 can be attributed to the pandemic. The Criminal Justice program has shown growth and returned to pre-pandemic levels of enrollment.

Program Planning Summary

The move to online instruction during the COVID-19 pandemic opened the door to expand the number of students who can take classes at SBC. The ability to offer classes to students who reside anywhere is important. Expanding the online portion of the program has taken some effort but has stabilized the program more. This expansion is seen in the strong numbers of student enrolling in the bachelors program. The hope is to expand the online program offerings, while maintaining in-person classes as well.

Criminal Justice Program Description

Role of Program within Sitting Bull College

The Sitting Bull College mission statement states: "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." The SBC institutional outcomes include:

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

All Criminal Justice Program courses in both degree plans relate, to the extent possible, to Native American culture and legal processes. In many cases, the concepts, principles, and methods addressed are universally applicable to Anglo-American and tribal criminal justice systems. However, whenever possible, notice is taken of possible differences between requirements of Indian law and local, state, and federal law. Scenarios relevant to Native American culture

and sensibilities are explored. Many courses specifically examine relevant coursework within the context of the Standing Rock Tribal Code as it relates specifically to the Standing Rock Tribal Trial, Civil, Family, and Supreme Courts because, despite claims by the federal government to the contrary, tribal court structures are one of the few areas of tribal justice systems in which tribes exercise a meaningful degree of sovereign autonomy.

The Indian Law class serves as the cultural cornerstone for the Criminal Justice Program by exploring the historical roots of social control and dispute resolution within the Ojibwe, Lakota, and Native American culture in general. The course also explores the similarities and significant differences between the Anglo-American criminal justice system and the historical development of the often-complex interrelationships between state, federal, and tribal law.

Program statistics demonstrate Criminal Justice program graduates in both degree plans inherently contribute to building intellectual capital and promoting economic and social development by living and working in Lakota/Dakota communities and serving in various public safety capacities.

By teaching the fundamentals of criminal justice and analytical, critical, and creative thinking skills, the Criminal Justice program is designed to endow students with the fundamental knowledge required to move on to a four-year program of study or enter careers in one of the major components of the American or tribal criminal justice systems, (e.g., law enforcement, the courts, or corrections – or allied fields).

The Sitting Bull College Criminal Justice program offers two avenues of study. Successful completion of the Criminal Justice (ASCJ) degree plan results in an Associate of Science degree, while the Lay Advocate/Paralegal (AASLA/P) leads to an Associate of Applied Science degree. It is not unusual for Criminal Justice students to double major in both the AS and AAS programs and leave the program with two Associate degrees.

Both the AS and AAS programs are in the process of being re-structured in accordance with recommendations from the SBC Criminal Justice Department Advisory Committee.

AS in Criminal Justice Program. The ASCJ program is intended to endow students with the fundamental knowledge required to enter careers in tribal or non-tribal criminal justice systems or allied fields, or to advance into a baccalaureate degree program. The Associate of Science program in Criminal Justice replaced the previous Associate of Applied Science degree in the fall of 2007. The current ASCJ degree plan was written by the instructor and

approved by both the Sitting Bull College Curriculum Committee and the Board of Directors in 2007 and 2015. The degree plan consists of 69 credit hours of instruction, which includes 34 hours of general education requirements, 32 hours of core criminal justice requirements, and 3 hours of core requirement electives. Current and proposed ASCJ degree plans can be viewed in Appendix A. Recommended course sequences that would allow progressing through the AS Criminal Justice program in two years, in accordance with higher education standards, can be found in Appendix B.

Learner outcomes for the Associate of Science Criminal Justice program:

- ♦ **Outcome 1:** Students will gain a working knowledge of the Constitutional and legal foundations of Anglo-American law.
- ♦ **Outcome 2:** Students will gain an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
- ♦ **Outcome 3:** Students will gain a basic understanding of the various theories of deviant behavior and society's responses to such behavior.

AAS Lay Advocate/Paralegal Program (Note: Program was furloughed in Spring of 2024). The AASLA/P degree program was created and its curriculum written by the current instructor, approved in the spring of 2011, began offering classes the following Fall Semester, and was approved again in 2015. Generally, the AASLA/P program is intended to meet the need for qualified paralegals and legal assistants in both tribal and non-tribal courts and more specifically, to address the unique need for qualified lay advocates in the Standing Rock and other tribal courts. The mission of the AASLA/P program is to provide the necessary skills, knowledge, and ethical foundation to prepare graduates to practice as lay advocates in tribal courts in conforming with all constitutional, legal, procedural, and cultural values and traditions. The current program consists of 65 credit hours of instruction, which includes 22 hours of general education requirements and 42 hours of core program requirements. Current and proposed AASLA/P degree plans can be viewed in Appendix C. Recommended course sequences that would allow progressing through the AAS Lay Advocate/Paralegal program in two years, in accordance with higher education standards, can be found in Appendix D.

Learner outcomes for the Associate of Applied Science Lay Advocate/Paralegal program:

- ♦ **Outcome 1:** Students will gain a working knowledge of the Constitutional and legal foundations of Anglo-American law.

- ♦ **Outcome 2:** Students will gain an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
- ♦ **Outcome 3:** Students will gain a foundational understanding of civil and criminal law sufficient to obtain entry-level employment as a paralegal or to represent tribal constituents as a lay advocate in tribal courts.

The Lay Advocate/Paralegal program is designed specifically to address a unique aspect of Native American tribal courts. As provided for in the Indian Civil Rights Act (1969). The Standing Rock Tribe Code of Justice (2007), lay advocates are permitted to represent clients in tribal courts and the Standing Rock Tribe Code of Justice specifically stipulates Sitting Bull College can provide the training necessary to address this need. In addition, both Criminal Justice Program degree plans require all students to pass a Lakota/Dakota language course and encourage students to take additional Native American Studies courses to satisfy additional program requirements.

Note the first two objectives for both the AS Criminal Justice and AAS Lay Advocate/Paralegal programs are identical because these two areas of knowledge are essential in virtually any area of endeavor operating at the substantive and theoretical nexus of Anglo-American and tribal legal systems. The respective third outcomes are formulated specifically for each program and differentiate program content and intent.

Creation of the Lay Advocate/Paralegal program was largely the result of a consensus recommendation by the Criminal Justice Advisory Committee, comprised of mostly working professionals from the Standing Rock Tribal Court, who believed there existed a pressing need for young advocates and paralegals who possessed the particular knowledge and skills required to work effectively in the atypical tribal juridical environment. Prior to the creation of the Lay Advocate/Paralegal program, adjunct instructors were only occasionally employed to instruct courses in the Criminal Justice program. Since that time, part-time adjunct instructors have been regularly employed to teach civil law related courses that are outside the expertise of the department instructors. All past adjunct instructors have held Juris Doctorate degrees and been actively employed in some aspect of the criminal justice system.

BS in Criminal Justice Program

The BSCJ program was created with feedback from the criminal justice advisory committee, commitment from SBC administration, feasibility study and follow-through from a previous criminal justice director. This strong commitment identified need and support for the

BSCJ program has seen exponential growth. The BSCJ program has grown to match the ASCJ program in number of students and successfully had its first graduate in Fall Semester 2024!

The BSCJ degree program was created and original curriculum written by the past instructors, initially approved in the spring of 2020, began offering classes the following fall 2020 semester. The BSCJ program was created to meet demand after successfully getting feedback from students, advisory committee and interested stakeholders for the need for a higher-level of criminal justice studies. These needs include preparing students to become federal law enforcement officers, probation officers, and those interested in continuing to pursue a Juris Doctorate (J.D) degree. The current program consists of 121 credit hours of instruction, which includes 24 hours of general education requirements and 48 hours of core program requirements.

Learner outcomes for the Bachelor of Science of Criminal Justice:

- ♦ **Outcome 1:** The student will critically assess theories of criminology, methods, or investigative techniques to analyze patterns of crimes and establish criminal intent and victimology.
- ♦ **Outcome 2:** The student will demonstrate an understanding of tribal, state, and federal jurisdictions.
- ♦ **Outcome 3:** The student will execute written materials at a level befitting government reporting.
- ♦ **Outcome 4:** The student will display the professional and ethical conduct expected in courtrooms and in criminal justice fieldwork.

The bachelor's program was created to expand on the need for a high-level of criminal justice-based resource in the SRST community. This program addresses the need for community-based practitioners who can work with courts, corrections, probation, and child protective services. Outcome one and two focuses on research methodology, theoretical foundations and patterns of crime recognized needed to be a competent practitioner at the federal, state and tribal levels. This is engrained in the theory, tribal court system and specific case examinations within the criminal justice system.

Outcome three expands on the need for more writing in the criminal justice program with the requirement of a capstone at the bachelor's level, case study assignments. Furtherance of outcome three on the Lakota/Dakota culture, values, and language in the BSCJ program is seen in the Tribal Peacemaking class, Restorative Justice and Supreme Court Jurisprudence. Expanding the

knowledge of traditional tribal court processes, cases that affect jurisdictions and is added with in-depth, hands-on internship experience in the students' final semester of study (outcome four)

Institutional Outcomes

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

The Sitting Bull College mission statement states: "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." All Criminal Justice Program courses in both degree plans relate, to the extent possible, to Native American culture and legal processes. In many cases, the concepts, principles, and methods addressed are universally applicable to Anglo-American and tribal criminal justice systems. Whenever, whenever possible, notice is taken of possible differences between requirements of Indian law and local, state, and federal law, and scenarios relevant to Native American culture and sensibilities are explored. Many courses specifically examine relevant coursework within the context of the Standing Rock Tribal Code as it relates specifically to the Standing Rock Tribal Trial, Civil, Family, and Supreme Courts because, despite claims by the federal government to the contrary, tribal court structures are one of the few areas of tribal justice systems in which tribes exercise a meaningful degree of sovereign autonomy.

The Indian Law class serves as the cultural cornerstone for the Criminal Justice Program by exploring the historical roots of social control and dispute resolution within the Ojibwe, Lakota, and Navajo culture and Native American culture in general. The course also explores the similarities and significant differences between the Anglo-American criminal justice system and the historical development of the often-complex interrelationships between state, federal, and tribal law.

Program statistics demonstrate Criminal Justice program graduates in all degree plans inherently contribute to building intellectual capital and promoting economic and social development by living and working in Lakota/Dakota communities and serving in various public safety capacities.

Program Personnel

Over the past several years the Criminal Justice program has gone through considerable changes with the retirement of Dr. Wayne Shelley (End of Spring 2022) and the resignation of program director (Cara DiMare, J.D) in fall of 2022 the program has gone through some changes. Rick SyWassink, MS (Fall 2022) was hired to teach the associate level criminal justice courses. Mr. SyWassink has over 50 years of law enforcement, forensics, death investigations and expert court testimony experience. He draws on this with hands-on experience in the classroom. Students have been able to visit the North Dakota State Medical Examiner's office, and Standing Rock Tribal Court room and expanded community relationships due to Mr. SyWassink's expertise. The program also has strengthened its community relationships due to Mr. SyWassink's expertise. Mr. SyWassink is also a certified North Dakota Department of Career and Technical Education Instructor.

Brandon Hunter, MS was hired first as an adjunct for spring of 2023 and then brought on in an online capacity in Fall of 2023 to teach the bachelors-level criminal justice courses. Mr. Hunter has law enforcement, corrections and counseling experience. Mr. Hunter brings experience in crisis communications, community advocacy, knowledge of criminology research methodology and application of criminology with psychology. This is different than the prior experience of a Ph.D. in combination with a J.D. instructor. Mr. Hunter is currently pursuing his Ph.D. in criminology at North Dakota State University with an anticipated graduation date of December of 2025. This experience and expansion of usage of online classroom structure has expanded the ability to teach students in different ways prior to the COVID-19 pandemic.

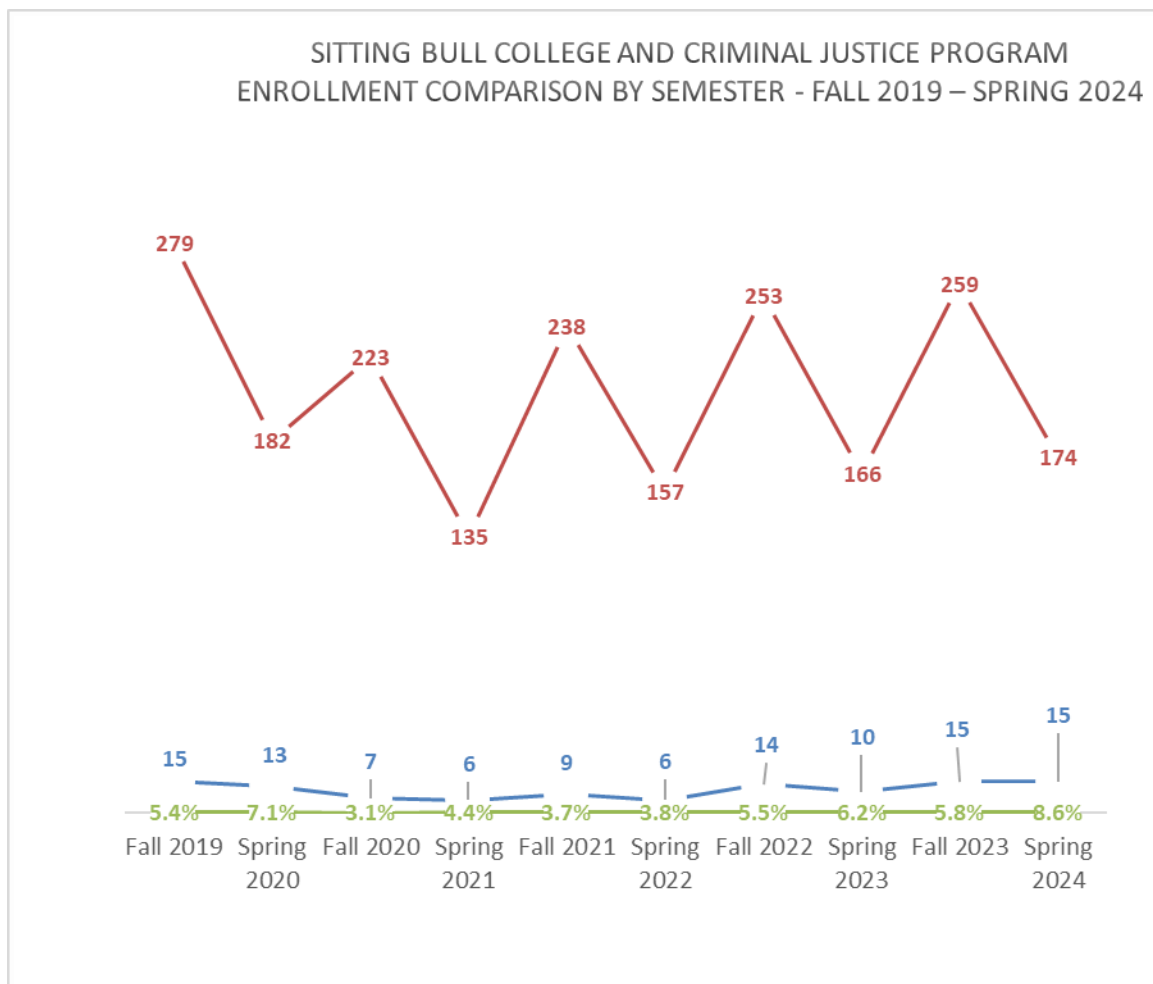
Mr. Hunter and Mr. SyWassink have the sole responsibility for all aspects of the Criminal Justice degree programs including: arranging for adjunct instructors and student internships, reviewing and evaluating instructional materials, submitting book orders, arranging course schedules, course syllabi, advising and grading students, program assessments and reviews, appraising and ordering lab and other program supplies, scheduling and arranging out-of-class

educational experiences, serving as Advisory Committee chair, and liaising with tribal and BIA officials on various issues of mutual interest, importance, and concern.

Program Productivity Summary

From the Fall 2019 through the Spring 2024 semesters, the Criminal Justice program (including the AASLA/P program) averaged 11.0 enrolled students per semester with a high of 15 in the spring of 2024 and a low of 6 in the COVID-19-affected semester of Fall 2020. Over the same time period, the program accounted for an average of 5.4% per semester of the total SBC enrollment, ranging from 8.6% to 3.1%. (SBC, n.d., *Enrollment by Degree Program*).

Figure 1



Five-year enrollment for the combined AS and AAS programs averaged 22.0 students per academic year, including 30 students in the 2023-24. This average is significantly impacted by the low enrollment numbers in the 2020-21 (13) and 2021-22 (15). These numbers reflect an industry-wide effect from the COVID-19 pandemic and the gradual recovery with the highest enrollment of students being in the previously mentioned 2023-24 year.

Graduation data for the combined AS, AAS and BS Criminal Justice programs, shown in **Table 1**, include total Criminal Justice graduates. From 2019-20 through 2023-24. From Fall 2019 through Spring 2024, the program will have awarded 13 ASCJ degrees, one AASLA/P and we are excited to have had the first graduate of the BS degree program.

Criminal Justice Program Graduates (AS, AAS & BS)				
2019-20	2020-21	2021-22	2022-23	2023-24
5	2	3	2	4

Table 1 *Note BS Criminal Justice Program did not start until 2022-23 academic year (SBC, n.d., *Graduates*)

Combined AS, AAS and BS Criminal Justice Program Revenue				
Scholastic Year	Tuition	ISC Revenue	NACTEP	Total
2019-20	\$52,200.00	\$116,000.00	\$80,875.00	\$249,075.00
2020-21	\$34,200.00	\$76,000.00	\$151,868.00	\$262,068.00
2021-22	\$37,800.00	\$84,000.00	\$80,494.00	\$202,294.00
2022-23	\$46,800.00	\$104,000.00	\$85,053.00	\$235,853.00
2023-24	\$59,400.00	\$132,000.00	\$138,698.00	\$330,098.00
Table 2		*Note BS Criminal Justice Program did not start until 2022-23 academic year		

Revenue and Enrollment Statistics for Criminal Justice Program					
Scholastic Year	2019-20	2020-21	2021-22	2022-23	2023-24
CJ Program Enrollees	29	19	21	26	33
SBC Enrollees	461	358	395	419	433
CJ Enrollees as a Percentage of SBC Enrollees	6.2%	5.3%	5.8%	6.2%	7.6%
Revenue Per CJ Enrollee	\$5,800.00	\$5,800.00	\$5,800.00	\$5,800.00	\$5,800.00
Table 3	*Note BS Criminal Justice Program did not start until 2022-23 academic year				

Program Budget

The AS Criminal Justice, AAS Lay Advocate/Paralegal and BS Criminal Justice programs are largely supported by a grant from the Native American Career and Technical Education Program (NACTEP), with supplementary funds provided by the general fund and Title III. If the NACTEP grant ever stop funding the program, the program would be supported by other grants and the college general fund. (K. Ressler, personal communication, February 18, 2015).

Table one shows the amount of graduates, including graduating our first BS criminal justice graduate, with several more anticipated for the spring of 2025. Showing growth not only within the program, but the ability to create, maintain and grow interest to an identified need in the community. Table two shows the overall tuition costs, calculated at \$1,800 per student and ISC costs (ISC is based on enrollment divided by 2 and multiplied by \$8,000 per student), and total of both for each academic year. Table 3 shows the criminal justice program can be seen as an asset to Sitting Bull College consistently gives a profit of \$5,800 per CJ enrollee. Showing stability of the program as an interest to students, but also profitability for the overall operations of the college itself.

Table 4

Criminal Justice Five Year Budget					
NA Career & Tech Grant (NACTEP)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Salary	62,500.00	118,400.00	62,200.00	65,790.00	108,030.00
Fringe Benefits	16,875.00	31,968.00	16,794.00	17,763.00	29,168.10
Supplies	1500.00	1500.00	1500.00	1500.00	1500.00
Total	\$80,875.00	\$151,868.00	\$80,494.00	\$85,053.00	\$138,698.00
SBC					
SBC Revenue/ Expenditures	2019-2020	2020-2021	2021-2022	2022-2023	2023-24
Revenue	168,200.00	110,200.00	121,800.00	150,800.00	191,400.00
Costs	80,875.00	151,868.00	80,494.00	85,053.00	138,698.00
Profit	\$87,325.00	-\$41,668.00	\$41,306.00	\$65,747.00	\$52,702.00

Table four shows the overall salaries for faculty/staff, supplies, and fringe benefits (i.e. health insurance, retirement, etc). The total amounts differ due to different levels of salaried faculty members. Note that these do not reflect the adjunct faculty members, but does not reflect a lack of importance for adjunct faculty members. They are vital to the overall success of the criminal justice program. The second part of table four shows the revenue/expenditures over the last five academic years. Note that the BS in criminal justice program did not start operating until the 2022-23 academic year. The COVID-19 influence year of 2020-21 shows an overall loss among the program but was supported by COVID-19 funds and college general funds to cover the loss. Enrollment, and changes to revenue types showed itself in lower levels of revenue until 2022-23 where a substantial increase in both revenue and program enrollment shows the continued increase in recovery from the COVID-19 influenced years (2020-21 & 2021-22). Overall, the Criminal Justice program is a vital program for the success of SBC and moving forward looks to continue improving enrollment, revenues and opportunity for students.

Program Advisory Committee

The Criminal Justice Advisory Committee has a vital and integral role in guiding and informing the program. Multiple examples of meeting highlights and the committee's notable contributions to the Criminal Justice program are discussed in various sections of this report. The committee meets twice each year. A working business meeting is held during the Fall Semester and Spring Semesters in addition, informal contacts occur regularly to discuss course- and program-related issues.

The recruitment and retention of committee members has been an ongoing, and often difficult, endeavor. However, in recent years the Advisory Committee has developed into an integral and essential element of the Criminal Justice program, providing technical expertise, enhancing cultural awareness. The Committee includes multiple court, corrections, and law enforcement professionals from the Standing Rock Indian Reservation and surrounding criminal justice community, as well as interested tribal officials and community members.

Committee members have provided valuable advice and guidance on policy issues and been helpful in providing internships, advising and assisting in facilitation of educational field trips, and assisting in formulating curriculum. For example, committee members were invaluable in providing successful field trips to the ND Medical Examiner's office, Burleigh/Morton County Law Enforcement Center, and local partnership with 31:8 (non-profit) to help stop indigenous sexual assault/abuse in Bismarck, ND. Expanded contacts have allowed

our graduates to extend their job opportunities and educational pursuits to bring back to the SRST community knowledge, and experience gained through educational endeavors. Among the most voiced concerns both by the advisory committee and SBC administration was introducing and including more Native American-based content within all CJ-based programs. This was integrated into several course changes in the spring of 2024. Including the change of CJ 353 criminal law II to CJ 354 Tribal & Contemporary Criminal Court Systems. These along with CJ 205 Indian law, CJ 425 Tribal Sovereignty in Contemporary Supreme Court Jurisprudence show the integration of Native American-based content into core requirements of the ASCJ, AAS, and BSCJ programs.

Advisory Committee Members:

Brandon Hunter- Committee Chair/Online Criminal Justice Instructor

Rick SyWassink-Criminal Justice Instructor

Raquel Thompson-Director Standing Rock, Child Protection Services

Benny Kasto-Director, Lay Advocate Dakota Plains Legal Services

Stacey Schaffer-Founder/CEO 31:8 Project

Elliot Carvell- Sergeant Burleigh/Morton Law Enforcement Corrections

Travis Collins-Public Relations Officers, ND DOCR

Cara DiMare-Sitting Bull College Adjunct Instructor/Licensed Attorney

Jill Reisenauer-Sitting Bull College Student Representative

Ethan Black Fox- Sitting Bull College Student Representative

Judith Roberts Former SRST Tribal Court Judge

Program Self-Evaluation

Faculty

Except for the process of individual course evaluations administered by the college, there is no “schedule of observation and evaluation of adjunct faculty, assurance that instructors distinguish between personal conviction and professionally accepted views in the discipline, and confirmation that faculty are sufficient in number and training to provide effective instruction” (Program Review Guide, 2017, p. 12). With regard to evaluation and provision of effective instruction, all adjuncts are working professionals with terminal academic degrees in their field of expertise and years of practical experience. First-hand accounts of students and personal contact with adjuncts provide further assurance these adjuncts have been effective and engaging

educators. Should be noted that the program has relied less on adjunct the last few years as the program has adjusted to the changes after the COVID-19 pandemic.

As for “personal conviction and professionally accepted views”, it should be noted that, although the law and its constitutional and statutory bases are a matter of record, its formulation, interpretation, implementation, and practical application vary from time to time and place to place. In addition, the nature of Criminal Justice is highly political, so all courses, to a greater or lesser extent, emphasize the distinction between the political or theoretical and the actual. Students are reminded the realities of Criminal Justice may contradict materials written by career practitioners in the field, and much of this discrepancy relates to real or perceived disparities in ideology, level of analysis, and perspective.

Consequently, the scholarly dialectic within the criminal justice discipline is often adversarial. Policies are advocated or critiqued, and ideological positions argued, compared, and contrasted. Students are not necessarily asked to agree with the information presented, but to analyze and present alternative interpretations and perspectives in a clear, concise, and scholarly way, buttressed by logical arguments. Scholarly discourse is intended to go well beyond editorial comment or mere opinion, and well-documented and supported arguments are encouraged.

Evaluation of adjunct faculty is required by the college and brought up during the accreditation visits by the Higher Learning Commission. Both the administration and the instructors are of the opinion that daily contact with program students would expose any deficiencies or issues with adjunct faculty and valid complaints would lead to either immediate dismissal or subsequent refusal to rehire. In addition, adjunct evaluations have been developed to conduct a thorough review of adjunct practices for course development, delivery, and feedback. This mirrors the developed evaluation form for full-time faculty within the College.

Student Relations

Full-time faculty are required to be available for a minimum number of office hours and to inform students by posting and providing this information in course syllabi. Class schedules are based on a regularly updated database of courses taken and needed for individual students to meet graduation requirements. During each semester, the instructor of record charts the courses that have been taken by each student in the program and the courses still needed to fulfill degree requirements. This chart is then utilized to schedule courses for subsequent semesters to ensure the necessary courses are available when each student needs them to fill his or her schedule and

progress toward graduation in a timely manner. In addition, efforts are made to tailor course scheduling to the particular needs of students.

All instructors' contact information, including email and phone numbers, are made available to students in course syllabi. Program students are routinely encouraged to visit, call, or email the instructor of record to ask questions, resolve problems, or merely discuss topics or issues of interest. Students are also informed during advising sessions to come by the instructor of record's office any time during school hours because the instructor is most often there even outside of listed times. In addition to posting office hours and contact information outside the instructor's office and in course syllabi, students also are informed of the instructor's willingness to make special arrangements outside of normal office hours to accommodate students' schedules. Students regularly take advantage of all these avenues and opportunities for faculty access, as evidenced by frequent visits to the instructor of record's office, phone calls, and electronic communications. Students have also visited the law library, state penitentiary, juvenile detention facility, and forensic laboratory in Bismarck, North Dakota.

In addition, the Criminal Justice internship requirement has allowed students to intern in areas of the criminal justice system that appeal to their particular interests and career aspirations. As mentioned previously, students have interned with the Standing Rock police department, court, probation and parole department, correctional department, game and fish department, child protection services, juvenile services, and other tribal agencies. No funding is required for student internships since there are no expenses or attendant costs. The various employment placements of program graduates enumerated in the Program Productivity Summary attest to the ability of the Criminal Justice program's courses to meet the learning and employment needs of students. Virtually all program graduates have either found employment in the field of criminal justice or have chosen to pursue higher educational goals.

Curriculum Content, Design, and Delivery

All courses currently offered under the Criminal Justice program have been written by the instructor of records and reviewed, assessed, and approved by the college curriculum committee. In addition, except for the Course Descriptions and Objectives, all course outlines are reviewed and updated by the respective instructors prior to being taught each semester. While individual course design and delivery is the responsibility of instructors based on training and expertise, texts and audio/video/internet educational resources are reviewed and assessed on an ongoing

basis by the instructor of record to select the most current and appropriate instructional materials. All courses are selected and designed to contribute to an integrated program that will best address industry standards and requirements and student needs and interests.

Core requirements of the AS Criminal Justice program have been formulated, reviewed, and implemented to address all fundamental areas of knowledge required for criminal justice practitioners. Electives are selected to provide specialized areas of knowledge and appeal to individualized areas of interest. Every effort is made to incorporate relevant aspects of North American indigenous cultures in general, and Lakota/Dakota culture in particular, into the Criminal Justice curriculum. An exhaustive discussion of all such instances is not possible here, but a few examples should be illustrative.

The Indian Law class incorporates several sections exploring such topics as inherent sovereignty of indigenous tribes, the dissolution of indigenous kinship systems during the Allotment Era and its effect on traditional systems of order maintenance and conflict resolution. In tribal cultures, the deleterious effects of Sioux and other tribal treaties with the federal government, and the tensions between traditional indigenous concepts of law and justice and the conflicting sensibilities of the dominant Anglo-American legal system. To augment the traditional and contemporary indigenous perspectives, the “Introduction to Tribal Legal Studies” text by Richland and Deer is used as a supplementary text in the Indian Law class.

Introduction of more tribal-focused content has been an ongoing identified need within the AS and BS criminal justice department. All criminal justice programs underwent a thorough examination and reassessment in the 2023-2024 academic year. The programs requirements for both programs were adjusted to align with recommendation to make SBC degrees more transferable to other North Dakota and out-of-state universities. Tribal-based court systems (CJ 354), and adjustment of the CJ 202 class to CJ 170 and CJ 201, CJ 170 were revised to align with the North Dakota University System (NDUS) system. These changes were reviewed, along with new degree plans, course descriptions and approved by the SBC curriculum committee in Spring of 2024.

Online Delivery Methodology:

During the COVID-19 pandemic many academic institutions, including SBC were struck by the terrible circumstances that required classes to be adjusted to hybrid, or fully online in a very short amount of time (Tarkar, 2020). SBC faculty adjusted well to online/hybrid

classrooms (or teaching environments), but like many students elsewhere, SBC student struggled to adjust to the hybrid delivery systems. SBC as a whole was given COVID-19 funds to help improve the ability to deliver online content. This helps with the development of online content, training for faculty and adjust for advising, courses, and helped to ease burdens within the SBC campus.

The BSCJ program hired an online instructor for the program and program director to help with developing the program further. This along with a few other programs hired online-only programs. Mr. Hunter identified earlier and was hired to help connect via online courses, resources, as well as occasionally going to campus to help promote and connect with students. While there are identified limitations to the online-only role, students have been encouraged and given positive feedback to the ability to take classes online. Interaction with online students has been fortified with the requirement for any online-only faculty to be certified with best practices through Quality Matters certification. This 7-part intense training showcasing real-time online practices and has to be passed before any instructor can teach fully online. Evaluations, ongoing engagement and other tools have been developed to help close the gap between in-person, hybrid and fully online course delivery.

Assessment

As would be expected, assessment is a paramount priority for all academic programs at Sitting Bull College. The ASCJ, BSCJ and AASLA/P programs utilize both direct and indirect assessment instruments and, like all programs, are required to submit assessment reports at the conclusion of each school year.

The Direct Assessment instruments evaluate students' skills and knowledge in both the AS and AAS programs using comprehensive exams written by the instructor of record adjusted for each course. The usage of pre/post testing is a direct measure of improvement of the students' knowledge-based. Indirect measure were developed by the BSCJ instructor of record to account for student prior knowledge in the class subject matter. These indirect measure show how much confidence students have going into a course and how much they gain throughout the duration of the course. These findings were calculated and presented to the SBC assessment committee in the spring of 2024 and will continue to be evaluated in the spring of 2025. Data from both program assessment tests is gathered, analyzed, and charted in the spring of each academic year

and presented to the college Assessment Committee, which makes recommendations for improvement.

Institutional Support

Program classes are generally taught in a single classroom, which is usually large enough to meet current program needs. In past semesters, when class sizes became too large for the classroom, arrangements were made to exchange with the Business department for a larger classroom. All spaces utilized for Criminal Justice AS, BS and AAS classes are well lit, heated, and ventilated, with adequate whiteboard space and audiovisual equipment, including periodically updated computer equipment and software. Custodial staff usually does an adequate job of keeping the spaces clean and maintained. Technical support is also helpful and timely. The program has seldom experienced any difficulties in procuring needed supplies, materials, or logistical support.

A concerted effort to track and address student attendance and participation by the counseling department appears to have had a positive impact on attendance and retention, although these observations are strictly anecdotal. Another initiative that appears to have contributed to retention and student success is the cohort approach in which first semester students receive individualized and specialized counseling and guidance. Preliminary data appears to support these anecdotal observations.

Contribution to the College and Other Programs

A generally collegial association exists among the various academic programs at Sitting Bull College, and the Criminal Justice program endeavors to support and foster cooperation by advising program students to take courses offered by other programs to satisfy various program requirements. For example, the Humanities, Social, or Behavioral Science requirement is often satisfied by enrolling students in courses offered by the Native American Studies, General Studies, or Human Service programs. A large proportion of program requirements are also satisfied by general education courses that support the Science, Math, Art, English, Native American Studies, and Office Technology departments. In addition, Criminal Justice courses are often taken by students from other programs to satisfy similar requirements. For example, the Introduction to Criminal Justice and Ethics in Criminal Justice courses have been popular electives for students from other majors.

The greatest obstacle for the program has been limited enrollment. This has sadly been representative of the academic industry since the COVID-19 pandemic started, and the AAS program in particular suffered. Suggested strategies for addressing the problem, which has been the primary topic of discussion at committee meetings over the last several years, have included increased exposure on radio, making program brochures available at reservation schools, and participating in informational presentations for area high school students. Limited enrollment has negatively affected the ability of the program to grow and provide additional courses. For example, classes have been canceled and potential adjunct instructors have declined to teach classes due to low enrollment.

Program Planning

Trends

The Criminal Justice Associate of Science (AS) Program curriculum was re-written in the fall of 2023 as a means of broadening and enhancing the narrow, restrictive focus of the existing program on predominantly law enforcement-oriented courses. The thinking was, and continues to be, that although law enforcement is unquestionably a vitally important and integral aspect of the administration of justice, the parameters of criminal justice are rapidly expanding to encompass a wide array of increasingly disparate disciplines, including the practice of law, forensic sciences, crime analysis and statistics, crime scene investigation, criminology, criminal psychology, victimology, advocacy, homeland security, and many more. The current curriculum is based on the belief that students pursuing careers in law enforcement are better served by courses designed to teach critical and creative thinking skills directly applicable to the administration of justice. To complement this approach, the broader and more universal criminal justice curriculum stresses the knowledge, concepts, and skills fundamental to all areas of endeavor within the Anglo-American Criminal Justice system and related disciplines. As such, the program provides the essential foundational knowledge required for those who may choose to pursue various paths within the Criminal Justice system and allied fields, as well as those who choose to pursue higher levels of education in only tangentially related areas of the social and physical sciences.

The Associate of Applied Science (AAS) Lay Advocate/Paralegal program was proposed to the Curriculum Committee and Board of Directors in 2011 to specifically address the need for qualified lay advocates and paralegals in the Standing Rock and other tribal courts, as well as to provide the basic knowledge and skills to obtain entry-level employment in the paralegal field.

Proposed benefits of the Lay Advocate/Paralegal program to the Standing Rock community include:

- ♦ Creating new employment opportunities for program graduates
- ♦ Providing access to low-cost legal assistance for Standing Rock residents
- ♦ Increasing the quality of legal representation available to the community through more extensive training
- ♦ Helping to relieve the caseload burden of the tribal Public Defender, and
- ♦ Providing a unique and culturally sensitive program of study that might draw students from other reservations to Sitting Bull College

Anecdotal evidence, as well as solid empirical data contained in this report, indicate the program is fulfilling its intended purpose and providing these benefits to varying extents.

The Bachelors of Science (BSCJ) in criminal justice program was proposed to the Curriculum Committee and Board of Directors in 2021. The need was identified not only students who graduated from the AS in criminal justice program, but a community need expressed by the advisory board, community stakeholders, and SBC students. A grant application and feasibility study were proposed, approved and implemented for 2021-2022. The grant applications provided the initial funding written by the prior program director, and approved by the SBC curriculum committee, and Higher Learning Commission. The feasibility study show substantial interest, and great ability for growth to contribute to the SRST community and SBC as a general college program. The initial classes for the BSCJ program were offered in 2022-2023 and the program reach a significant milestone with its first graduate in December of 2023 and have three more students who anticipate graduation Spring Semester of 2025.

The major disappointment for the program has been the failure of the criminal justice AAS program to attract new students. This was shown in the continuous enrollment of one student for each year, minus zero students in the 2020-2021 school year. The AAS Lay Advocate/Paralegal program addressed a need unique to Native American communities. Creation of the program was the direct response to a genuine need for additional and better-trained advocates in the Standing Rock Court, as suggested by the Criminal Justice Advisory Committee. The hope is to attract new students and bring the course back within the next few years.

Legal justification for the program relates to the stipulations in the Standing Rock Sioux Tribe Constitution and federal law that tribal courts are not required to provide counsel for

indigent defendants. Although the Standing Rock Tribal court does provide a public defender for criminal defendants, the Standing Rock Tribal Code of Justice allows Lay Advocates to serve as legal counselors in both criminal and civil proceedings. It is also important to note Sub-section (b) of Section 1-601 of the Standing Rock Sioux Tribe Code of Justice (S.R. S.T.C.O.J., 2015) specifies one of the qualifying factors for practicing as a Lay Advocate in the Standing Rock Tribal Court is “. . . the tribal advocate or lay counselor shall have completed a . . . tribal advocacy course offered by . . . Sitting Bull College . . . approved by the Judicial Committee of the Standing Rock Sioux Tribe”. As previous sections attest, graduates of the Criminal Justice program have been successful in finding employment in various criminal justice agencies on the Standing Rock Reservation. However, the limited population base and an unemployment rate of 79% necessarily means employment possibilities on the Standing Rock Reservation are limited (Standing Rock Sioux Tribe, Community Environmental Profile, 2013).

Revised Goals and Objectives Due to Program Review

First and foremost, the information regarding graduate employment and movement into advanced degree programs illustrates the positive impact of the program, not only on students and their families, but also on the community, local criminal justice agencies, and Sitting Bull College itself. The relatively low and generally static enrollment numbers remain troubling. Limited enrollment limits opportunities for program growth in terms of increased course offerings, additional full-time faculty, and tangential activities and opportunities for students and faculty. These factors most assuredly have a reciprocal negative impact on prospects for increasing enrollment. Thankfully, however, since the last program review there seems to have been an increased interest in the SBC Criminal Justice program among tribal criminal justice practitioners who have increasingly taken an active role in supporting and advancing both the AS and the BS programs, perhaps in light of the realization that proactive participation in these programs must inevitably increase the likelihood of providing bright and eager young Native professionals with the potential to positively impact the tribal justice system for years to come.

Additional Resources Needed

A proposal to bring in new firearms, have interactive trainings for outside agencies and enroll new online students are identified needs for the program. To do this, contact with outside stakeholders is necessary, the support and ability of the Criminal Justice Program success will hinge on being able to adjust to new needs for students both on-campus and online. Identified needs for the program

include reintroducing firearm curriculum into the program. This has been discussed among full-time faculty and a proposal for a certificate program to compete for students with United Tribal Technical College.

The ability to offer a one-year certificate program has been discussed with SBC curriculum committee members, criminal justice practitioners, and criminal justice faculty. The identified is thought to be able to address students who might not wish to pursue traditional associate or bachelor degree programs. The use of a certificate program could help students obtain a credential quicker and enter the workforce more steadily than through another program. These are goals the criminal justice department hopes to address within the next five years to see the department grow.

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Appendices

Appendix A

Current ASSOCIATE OF SCIENCE – CRIMINAL JUSTICE PROGRAM

By teaching the fundamentals of criminal justice and critical and creative thinking skills, the Criminal Justice program is designed to endow students with the fundamental knowledge to move on to a four-year institution of higher learning or enter careers in one of the major components of the American or Tribal criminal justice systems – law enforcement, courts, or corrections – or allied fields.

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 and Beyond	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		3 cr.
<i>Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, or Sociology</i>		
HEALTH/PHYSICAL EDUCATION		2 cr.

Any two (2) one-hour courses or any one (1) two-hour course

LABORATORY SCIENCE	Any four-hour laboratory science course	4 cr.
Total General Education Requirements.....		33 CREDITS

CORE REQUIREMENTS

CJ 201	Introductions to Criminal Justice.....	3 cr.
CJ 202	Introduction to Law Enforcement and Corrections.....	3 cr.
CJ 203	Interviewing & Interrogation	3 cr.
CJ 205	Indian Law	3 cr.
CJ 210	Introduction to Policing.....	3 cr.
CJ 220	Criminal Law	3 cr.
CJ 231	Criminal Evidence & Procedure	3 cr.
CJ 232	Administration of Justice.....	3 cr.
CJ 245	Survey of Forensic Sciences	4 cr.
CJ 252	Criminology.....	3 cr.
CJ 260	Legal Ethics.....	3 cr.
CJ 265	Trial Techniques.....	3 cr.
CJ 297	Criminal Justice Internship/Capstone Experience	3 cr.
CJ Elective	Criminal Justice Elective	3 cr.
CJ 270	Introduction to Corrections	3 cr.
Elective	101/200 Level	3 cr.

Total Core Requirements.....		37 CREDITS
TOTAL DEGREE REQUIREMENTS.....		70 CREDITS

Appendix B

Current ASSOCIATE OF SCIENCE – CRIMINAL JUSTICE PROGRAM COURSE SEQUENCE FALL SEMESTER 1

GENERAL EDUCATION REQUIREMENTS

CJ 201	Introduction to Criminal Justice	3 cr.
ENG 110	Composition I.....	3 cr.
CSCI 101	Introduction to Computers	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.

TOTAL SEMESTER CREDITS 16 CREDITS

SPRING SEMESTER 1

GENERAL EDUCATION REQUIREMENTS

CJ 210	Introduction to Policing.....	3 cr.
ENG 120	Composition II	3 cr.
HPER	Health/Physical Education Requirement.....	2 cr.
SOC/HUM	Any Humanities or Social & Behavioral Science Elective	3 cr.
NAS 101	Ochethi Sakowin Language for Beginners	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.

TOTAL SEMESTER CREDITS 15-17 CREDITS

FALL SEMESTER 2

GENERAL EDUCATION REQUIREMENTS

CJ 203	Interview & Interrogation.....	3 cr.
CJ 205	Indian Law	3 cr.
CJ 231	Criminal Evidence & Procedure	3 cr.
CJ 232	Administration of Justice.....	3 cr.
CJ 252	Criminology.....	3 cr.
CJ 270	Introduction to Corrections	3 cr.

TOTAL SEMESTER CREDITS 15-18 CREDITS

SPRING SEMESTER 2

GENERAL EDUCATION REQUIREMENTS

CJ 220	Criminal Law	3 cr.
CJ 245	Survey of Forensic Sciences	4 cr.
CJ 260	Legal Ethics.....	3 cr.
CJ 265	Trial Techniques.....	3 cr.
CJ 297	Criminal Justice/Lay Advocate/Paralegal Internship/Capstone Experience	3 cr.

SOC 120 Transitions-Graduation & Beyond..... 2 cr.

TOTAL SEMESTER CREDITS 15-18 CREDITS

(OPTIONAL) SUMMER SEMESTER 2

GENERAL EDUCATION REQUIREMENTS

CJ 206	Civil Law I: Contracts & Torts	3 cr.
CJ 207	Civil Law II: Will, Probate, & Property Law	3 cr.

TOTAL SEMESTER CREDITS 3-6 CREDITS

TOTAL DEGREE REQUIREMENTS..... 70 CREDITS

Appendix C

ASSOCIATE OF APPLIED SCIENCE – LAY ADVOCATE/PARALEGAL

Lay Advocate/Paralegal program is to provide the necessary skills, knowledge, and ethical foundation to prepare graduates to practice as lay advocates in Tribal Courts in conformance with all constitutional, legal, procedural and cultural values and traditions and/or provide the necessary knowledge and skills to prepare graduates for entry-level employment as a paralegal.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I	3 cr.
COMM 110	Fundamentals of Public Speaking.....	3 cr.
MATH 101	Pre-Algebra.....	4 cr.
PSYC 100	First Year Learning Experience.....	3 cr.
SOC 120	Transitions – Graduation and Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers.....	3 cr.
	Human Services, Political Science, Psychology, or Sociology	
HEALTH/PHYSICAL EDUCATION		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		

Total General Education Requirements 23 CREDITS

CORE REQUIREMENTS

ENGL 120	Composition II	3 cr.
CJ 202	Introduction to Law Enforcement and Corrections	3 cr.
CJ 203	Interviewing & Interrogation	3 cr.
CJ 205	Indian Law	3 cr.
CJ 206	Civil Law I: Contract & Torts	3 cr.
CJ 207	Civil Law II: Will, Probate & Property Law	3 cr.
CJ 208	Family Law	3 cr.
CJ 211	Legal Research, Writing, & Case Analysis	3 cr.
CJ 220	Criminal Law	3 cr.
CJ 231	Criminal Evidence & Procedure	3 cr.
CJ 232	Administration of Justice	3 cr.
CJ 260	Legal Ethics.....	3 cr.
CJ 265	Trial Techniques.....	3 cr.
CJ 297	Lay Advocate/Paralegal/Capstone Experience.....	3 cr.
CJ Elective	Criminal Justice Elective.....	3 cr.
Elective	101/200 Level	3 cr.

Total Core Requirements 42 CREDITS

TOTAL DEGREE REQUIREMENTS 65 CREDITS

Appendix D**ASSOCIATE OF APPLIED SCIENCE – LAY ADVOCATE/PARALEGAL PROGRAM
COURSE SEQUENCE****FALL SEMESTER 1****GENERAL EDUCATION REQUIREMENTS**

COMM 110	Fundamentals of Public Speaking.....	3 cr.
ENG 110	Composition I	3 cr.
CSCI 101	Introduction to Computers	3 cr.
MATH 101	Pre-Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience.....	3 cr.

TOTAL SEMESTER CREDITS 16 CREDITS**SPRING SEMESTER 1****GENERAL EDUCATION REQUIREMENTS**

CJ 210	Introduction to Policing	3 cr.
ENG 120	Composition II	3 cr.
HPER	Health/Physical Education Requirement	2 cr.
PSYC 111	Introduction to Psychology	3 cr.
NAS 101	Ochethi Sakowin Language for Beginners	3 cr.
CJ 201	Introduction to Criminal Justice.....	3 cr.

TOTAL SEMESTER CREDITS 15-17 CREDITS**FALL SEMESTER 2****GENERAL EDUCATION REQUIREMENTS**

CJ 203	Interview & Interrogation	3 cr.
CJ 205	Indian Law	3 cr.
CJ 231	Criminal Evidence & Procedure	3 cr.
CJ 232	Administration of Justice	3 cr.
CJ 252	Criminology	3 cr.
CJ 270	Introduction to Corrections	3 cr.

TOTAL SEMESTER CREDITS 15-18 CREDITS**SPRING SEMESTER 2****GENERAL EDUCATION REQUIREMENTS**

CJ 220	Criminal Law	3 cr.
CJ 245	Survey of Forensic Sciences	4 cr.
CJ 260	Legal Ethics	3 cr.
CJ 265	Trial Techniques.....	3 cr.
CJ 297	Criminal Justice/Lay Advocate/Paralegal Internship/Capstone Experience	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.

TOTAL SEMESTER CREDITS 15-18 CREDITS**SUMMER SEMESTER****GENERAL EDUCATION REQUIREMENTS**

CJ 206	Civil Law I: Contracts & Torts	3 cr.
CJ 207	Civil Law II: Will, Probate, & Property Law.....	3 cr.

TOTAL SEMESTER CREDITS 3-6 CREDITS
TOTAL DEGREE REQUIREMENTS 68 CREDITS

Appendix E**Current BACHELOR OF SCIENCE – CRIMINAL JUSTICE PROGRAM**

By teaching the fundamentals of criminal justice and critical and creative thinking skills, the Criminal Justice program is designed to endow students with the fundamental knowledge to move on to a four-year institution of higher learning or enter careers in one of the major components of the American or Tribal criminal justice systems – law enforcement, the courts, or corrections – or allied fields.

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 and Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers	3 cr.
HUMANITIES or	SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Music, Native	
	American Studies, Criminal Justice, Economics, Geography,	
	Human Services, Political Science, Psychology, or Sociology	
HEALTH/PHYSICAL EDUCATION		2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	Any four-hour laboratory science course.....	
Total General Education Requirements		33 CREDITS

CORE REQUIREMENTS

CJ 201	Introductions to Criminal Justice	3 cr.
CJ 203	Interviewing & Interrogation	3 cr.
CJ 205	Indian Law	3 cr.
CJ 220	Criminal Law	3 cr.
CJ 231	Criminal Evidence & Procedure	3 cr.
CJ 232	Administration of Justice	3 cr.
CJ 245	Survey of Forensic Sciences	4 cr.
CJ 252	Criminology	3 cr.
CJ 260	Legal Ethics.....	3 cr.
CJ 265	Trial Techniques	3 cr.
CJ 297	Criminal Justice Internship/Capstone Experience	3 cr.
CJ 297	Criminal Justice Internship/Capstone Experience	3 cr.
Elective	101/200 Level	3 cr.
Total Core Requirements		40 CREDITS

PROFESSIONAL CORE REQUIREMENTS

CJ 325	Constitutional Law.....	3 cr.
CJ 330	Criminology Theory	3 cr.
CJ 351	Traditional Tribal Justice and Peacemaking.....	3 cr.
CJ 354	Tribal and Contemporary Criminal Court Systems.....	3 cr.
CJ 425	Tribal Sovereignty in Contemporary Supreme Court Jurisprudence	3 cr.
CJ 435	Restorative Justice	3 cr.
CJ 497	Senior Internship.....	3 cr.
CJ 498	Criminal Justice Capstone	1 cr.
CJ Electives	300+ Level.....	12 cr.
Any Electives	300+ Level.....	9 cr.
NAS Elective	300+ Level.....	3 cr.
Research/Writing Elective		
	CJ 411 Research Methods or ENGL 300/400 Level	3 cr.

Total Professional Core Requirements49 credits

TOTAL DEGREE REQUIREMENTS 122 CREDITS

Appendix F**Current BACHELOR OF SCIENCE – CRIMINAL JUSTICE PROGRAM
COURSE SEQUENCE****FALL SEMESTER 3****GENERAL EDUCATION REQUIREMENTS**

CJ 330	Criminological Theory.....	3 cr.
CJ 325	Constitutional Law.....	3 cr.
BAD 343	Grant Writing.....	3 cr.
CJ 353	Tribal and Contemporary Criminal Court Systems.....	3 cr.
NAS 300+	Elective	3 cr.

TOTAL SEMESTER CREDITS 15 CREDITS**SPRING SEMESTER 3****GENERAL EDUCATION REQUIREMENTS**

ENGL 342	Research Writing in the Disciplines.....	3 cr.
CJ 339	Introduction to Forensic & Criminal Psychology	3 cr.
CJ 300+	Elective	3-6 cr.
Any 300+	Elective	3-4 cr.

TOTAL SEMESTER CREDITS 12-13 CREDITS**FALL SEMESTER 4****GENERAL EDUCATION REQUIREMENTS**

CJ 425	Tribal Sovereignty in Contemporary Supreme Court Jurisprudence	3 cr.
CJ 435	Restorative Justice	3 cr.
CJ 300+	Elective	3-6 cr.
Any 300+	Elective	3-4 cr.

TOTAL SEMESTER CREDITS 12-16 CREDITS**SPRING SEMESTER 4****GENERAL EDUCATION REQUIREMENTS**

CJ 411	Research Methods.....	3 cr.
CJ 300+	Elective	3-6 cr.
CJ 422	Cyber Crime, Dark Web, Law & Public Policy	3 cr.
CJ 497	Senior Internship.....	3 cr.
CJ 498	Criminal Justice Capstone	1 cr.

TOTAL SEMESTER CREDITS 16 CREDITS

Appendix G

Teach-out Sequence ASSOCIATE OF SCIENCE – CRIMINAL JUSTICE PROGRAM

By teaching the fundamentals of criminal justice and critical and creative thinking skills, the Criminal Justice program is designed to endow students with the fundamental knowledge to move on to a four-year institution of higher learning or enter careers in one of the major components of the American or Tribal criminal justice systems – law enforcement, courts, or corrections – or allied fields.

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 and Beyond	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE		3 cr.
<i>Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, or Sociology</i>		
HEALTH/PHYSICAL EDUCATION		2 cr.
<i>Any two (2) one-hour courses or any one (1) two-hour course</i>		
LABORATORY SCIENCE Any four-hour laboratory science course		4 cr.
Total General Education Requirements.....		33 CREDITS

CORE REQUIREMENTS

CJ 201	Introductions to Criminal Justice.....	3 cr.
CJ 202	Introduction to Law Enforcement and Corrections.....	3 cr.
CJ 203	Interviewing & Interrogation	3 cr.
CJ 205	Indian Law	3 cr.
CJ 210	Introduction to Policing.....	3 cr.
CJ 220	Criminal Law	3 cr.
CJ 231	Criminal Evidence & Procedure	3 cr.
CJ 232	Administration of Justice.....	3 cr.
CJ 245	Survey of Forensic Sciences	4 cr.
CJ 252	Criminology.....	3 cr.
CJ 260	Legal Ethics.....	3 cr.
CJ 265	Trial Techniques.....	3 cr.
CJ 297	Criminal Justice Internship/Capstone Experience	3 cr.
CJ Elective	Criminal Justice Elective	3 cr.
CJ 270	Introduction to Corrections	3 cr.
Elective	101/200 Level	3 cr.
Total Core Requirements.....		37 CREDITS
TOTAL DEGREE REQUIREMENTS.....		70 CREDITS

Appendix H

Teach-out Sequence ASSOCIATE OF SCIENCE – CRIMINAL JUSTICE PROGRAM COURSE SEQUENCE FALL SEMESTER 1

GENERAL EDUCATION REQUIREMENTS

CJ 201	Introduction to Criminal Justice	3 cr.
ENG 110	Composition I.....	3 cr.
CSCI 101	Introduction to Computers	3 cr.
MATH 102	Intermediate Algebra or higher	4 cr.
PSYC 100	First Year Learning Experience	3 cr.

TOTAL SEMESTER CREDITS 16 CREDITS

SPRING SEMESTER 1

GENERAL EDUCATION REQUIREMENTS

CJ 210	Introduction to Policing.....	3 cr.
ENG 120	Composition II	3 cr.
HPER	Health/Physical Education Requirement.....	2 cr.
SOC/HUM	Any Humanities or Social & Behavioral Science Elective	3 cr.
NAS 101	Ochethi Sakowin Language for Beginners	3 cr.
COMM 110	Fundamentals of Public Speaking	3 cr.

TOTAL SEMESTER CREDITS 15-17 CREDITS

FALL SEMESTER 2

GENERAL EDUCATION REQUIREMENTS

CJ 203	Interview & Interrogation.....	3 cr.
CJ 205	Indian Law	3 cr.
CJ 231	Criminal Evidence & Procedure	3 cr.
CJ 232	Administration of Justice.....	3 cr.
CJ 252	Criminology.....	3 cr.
CJ 270	Introduction to Corrections	3 cr.

TOTAL SEMESTER CREDITS 15-18 CREDITS

SPRING SEMESTER 2

GENERAL EDUCATION REQUIREMENTS

CJ 220	Criminal Law	3 cr.
CJ 245	Survey of Forensic Sciences	4 cr.
CJ 260	Legal Ethics.....	3 cr.
CJ 265	Trial Techniques.....	3 cr.
CJ 297	Criminal Justice/Lay Advocate/Paralegal Internship/Capstone Experience	3 cr.

SOC 120 Transitions-Graduation & Beyond..... 2 cr.

TOTAL SEMESTER CREDITS 15-18 CREDITS

(OPTIONAL) SUMMER SEMESTER 2

GENERAL EDUCATION REQUIREMENTS

CJ 206	Civil Law I: Contracts & Torts	3 cr.
CJ 207	Civil Law II: Will, Probate, & Property Law	3 cr.

TOTAL SEMESTER CREDITS 3-6 CREDITS

TOTAL DEGREE REQUIREMENTS..... 70 CREDITS

Appendix I**Teach-out sequence BACHELOR OF SCIENCE – CRIMINAL JUSTICE PROGRAM**

By teaching the fundamentals of criminal justice and critical and creative thinking skills, the Criminal Justice program is designed to endow students with the fundamental knowledge to move on to a four-year institution of higher learning or enter careers in one of the major components of the American or Tribal criminal justice systems – law enforcement, the courts, or corrections – or allied fields.

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 and Beyond.....	2 cr.
NAS 101 or	Ochethi Sakowin Language I.....	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
CSCI 101	Introduction to Computers	3 cr.
HUMANITIES or	SOCIAL & BEHAVIORAL SCIENCE	3 cr.
	Select any one (1) course from: Arts, English, History, Humanities, Music, Native	
	American Studies, Criminal Justice, Economics, Geography,	
	Human Services, Political Science, Psychology, or Sociology	
HEALTH/PHYSICAL EDUCATION		2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	Any four-hour laboratory science course.....	
Total General Education Requirements		33 CREDITS

CORE REQUIREMENTS

CJ 202	Introduction to Law Enforcement & Corrections.....	3 cr.
CJ 203	Interviewing & Interrogation	3 cr.
CJ 205	Indian Law	3 cr.
CJ 220	Criminal Law	3 cr.
CJ 231	Criminal Evidence & Procedure	3 cr.
CJ 232	Administration of Justice	3 cr.
CJ 245	Survey of Forensic Sciences	3 cr.
CJ 252	Criminology	3 cr.
CJ 260	Legal Ethics.....	3 cr.
CJ 265	Trial Techniques	3 cr.
CJ 297	Criminal Justice Internship/Capstone Experience.....	3 cr.
CJ 297	Criminal Justice Internship/Capstone Experience.....	3 cr.
Elective	101/200 Level	3 cr.
Total Core Requirements		40 CREDITS

PROFESSIONAL CORE REQUIREMENTS

CJ 325	Constitutional Law.....	3 cr.
CJ 330	Criminology Theory	3 cr.
CJ 351	Traditional Tribal Justice and Peacemaking.....	3 cr.
CJ 353	Criminal Law II	3 cr.
CJ 425	Tribal Sovereignty in Contemporary Supreme Court Jurisprudence	3 cr.
CJ 435	Restorative Justice	3 cr.
CJ 497	Senior Internship.....	3 cr.
CJ 498	Criminal Justice Capstone	1 cr.
CJ Electives	300+ Level.....	12 cr.
Any Electives	300+ Level.....	9 cr.
NAS Elective	300+ Level.....	3 cr.
Research/Writing Elective		
	CJ 411 Research Methods or ENGL 300/400 Level	3 cr.

Total Professional Core Requirements49 credits

TOTAL DEGREE REQUIREMENTS 121 CREDITS

Appendix J**Teach-out sequence BACHELOR OF SCIENCE – CRIMINAL JUSTICE PROGRAM
COURSE SEQUENCE****FALL SEMESTER 3****GENERAL EDUCATION REQUIREMENTS**

CJ 330	Criminological Theory.....	3 cr.
CJ 325	Constitutional Law.....	3 cr.
BAD 343	Grant Writing.....	3 cr.
CJ 353	Tribal and Contemporary Criminal Court Systems.....	3 cr.
NAS 300+	Elective	3 cr.

TOTAL SEMESTER CREDITS 15 CREDITS**SPRING SEMESTER 3****GENERAL EDUCATION REQUIREMENTS**

ENGL 342	Research Writing in the Disciplines.....	3 cr.
CJ 339	Introduction to Forensic & Criminal Psychology	3 cr.
CJ 300+	Elective	3-6 cr.
Any 300+	Elective	3-4 cr.

TOTAL SEMESTER CREDITS 12-13 CREDITS**FALL SEMESTER 4****GENERAL EDUCATION REQUIREMENTS**

CJ 425	Tribal Sovereignty in Contemporary Supreme Court Jurisprudence	3 cr.
CJ 435	Restorative Justice	3 cr.
CJ 300+	Elective	3-6 cr.
Any 300+	Elective	3-4 cr.

TOTAL SEMESTER CREDITS 12-16 CREDITS**SPRING SEMESTER 4****GENERAL EDUCATION REQUIREMENTS**

CJ 411	Research Methods.....	3 cr.
CJ 300+	Elective	3-6 cr.
CJ 422	Cyber Crime, Dark Web, Law & Public Policy	3 cr.
CJ 497	Senior Internship.....	3 cr.
CJ 498	Criminal Justice Capstone	1 cr.

TOTAL SEMESTER CREDITS 16 CREDITS