

Sitting Bull College Education Division

Program Review

December 2024

Submitted by Chris Fried, Juliana Taken Alive and Jessie Talley

Contents

ABSTRACT.....	3
PROGRAM DESCRIPTION.....	5
1. Describe the Role of the Program within Sitting Bull College	5
2. Current Staff in Program	31
3. Program Productivity Summary	33
4. Program Revenue	36
5. Program Budget:	37
6. Advisory Board	38
PROGRAM SELF EVALUATION	39
A. Faculty	39
B. Student Relations.....	41
C. Curriculum Content, Design, Delivery	43
D. Assessment findings and Analysis.....	45
E. Institutional Support.....	49
E. Obstacles/Previous Findings.....	50
F. Other.....	51
PROGRAM PLANNING	53
A. Identify Trends:	53
B. Articulation Issues:.....	54
C. New/Revised goals and objectives:	54
D. Additional Resources:	55
Appendix A Faculty Satisfaction Survey	56

ABSTRACT

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, 2016, and 2023 for associates, bachelor's and then master's degrees.

The education division is designed to provide a program that meets the needs of traditional, non-traditional, and full-time employed students who drive or live long distances to attend classes. Therefore, classes are offered in the evenings, on-line, traditional face-to-face, and in a hybrid format. The ND-ESPB and the National Council for Accreditation of Teacher Education standards suggest that faculty have a course load of no more than 12 credits per semester. During the last five academic years, the SBC Education division faculty carried the average course load: Derek Stewart 14 credits, Travis Frank 15 credits, Chris Fried 16 credits. Adjunct faculty are contracted to teach only one or two courses each semester. In the past five years we have had the services of seven different individuals who have served as adjunct instructors for our undergraduate and graduate programs.

Sitting Bull College Teacher Education division had minimal changes in faculty but there were changes in curriculum and standards since the last program review. Dr. Chris Fried, Dr. Derek Stewart, and Dr. Travis Frank had been with the department for a number of years. Dr. Stewart left the program at the end of the 23-24 school year and Juliana Taken Alive was hired in January of 2024.

The Division continues to use their advisory board, 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. We have gone through ESPB accreditation using new CAEP (Council for the Accreditation of Educator Preparation) standards. 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.

Changes have taken place in the Core Academic Skills for Educators (CORE) Assessment several times over the past five years. New exams in reading, writing, and math were created and new cut scores established. A waiver process was also created for programs to implement at their choosing. ESPB allows teacher education programs to grant students a waiver from taking or passing the CORE exams. Programs can use an ACT subscore for reading, writing and math. Programs can also choose to identify courses from their degree plan that allows students to demonstrate mastery of the material covered on each of the CORE exams. Sitting Bull College teacher education program uses the following guidelines for waivers to the CORE exams.

- A teacher education student does not have to pass the reading, writing or math CORE exam provided they have a B or above the following courses: Writing (English I), Reading, (English II) Math (College Algebra).

PROGRAM DESCRIPTION

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

- Mission Statement

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 and students who attend Sitting Bull College, 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 practicums. 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. The candidates begin their opportunity for active learning and social constructional knowledge through their experiences in the K-12 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 where within local knowledge is valued. Student teacher handbook and evaluation forms address the conceptual framework.

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. Implementation 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 within traditional mainstream pedagogy.

3. Curriculum evaluation of each program and course offerings to determine the amount of Lakota knowledge included in each course within the department.
4. Continued revisions to the assessment plans that identifies program outcomes, clinical practice/practicum, electronic portfolio, and other assessment tools.
5. Implementation of new CAEP (Council for the Accreditation of Educator Preparation) standards used by the Education Standards and Practice Board (ESPB) for program certification through the state of North Dakota.

Previously the majority of classes were offered in a traditional classroom setting. Since the COVID-19 pandemic the program courses have transitioned to an online and hybrid format. Through the use of our current technology in MySBC, Zoom, Microsoft Teams, Google Hangout and other software, we have been able to meet the changing needs of the majority of our students in providing fully online or hybrid options for coursework for each program. 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. They also uploaded education standards from North and South Dakota departments of education, journal articles, and video's used in class. All instructors completed the Quality Management (QM) training focused on developing and delivering quality online courses in the 23-24 academic year. The division continues to look for a balance of courses to meet the needs of our students who work full time while attempting to complete their degree as well as the full time student whose main focus is their coursework.

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. We are currently in the midst of

the fourth cohort of students in the master's program. These courses have also shifted from being offered in the evenings or through a hybrid format to a mostly online or Zoom format. Students are required to attend an orientation to the program on campus before each cohort program begins.

- Courses and Degrees Offered

Program Outcomes:

Associate of Science

1. The candidate will demonstrate discipline, content knowledge, pedagogical and professional knowledge, and skills/dispositions needed to educate all learners through field and practicums.
2. The candidate will demonstrate and use formal and informal assessment strategies to evaluate and ensure the continuous development of the diverse learner.
3. The candidate will be a reflective thinker who continually evaluates the effects of his/her choices and actions on others and who seeks opportunities to serve the community and grow professionally.
4. The candidate will demonstrate knowledge and sensitivity of global cultures/ethnicities, and an awareness of diverse learning styles, with a focus on Ojethi Sakowin culture and language.
5. The candidate will demonstrate the ability to integrate tools of instructional and assistive technology into teaching and professional practice

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	Ojethi Sakowin Language I	3 cr.
NAS 103	Introduction to Ojethi 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 33 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 66 CREDITS

Program of Study

A suggested program of study, understanding a student enters ready for the level shown here. This sequence would allow the student to complete the program in two years with a summer term.

Fall Term 1

PSYC 100	First Year Learning Experience.....	3 credit hours
ENGL 110	Composition I.....	3 credit hours
MATH 102	Intermediate Algebra or higher.....	4 credit hours
CSCI 101	Introduction to Computer Applications.....	3 credit hours
ECE 210	Intro to Early Childhood Education.....	2 credit hours
ECE 211	Intro to Assessment.....	1 credit hours
Total Credits		16 credit hours

Spring Term 2

ENGL 120	Composition II.....	3 credit hours
NAS 101	Lakota/Dakota Language I.....	3 credit hours
PYSC 111	Intro to Psychology.....	3 credit hours

		Laboratory Science.....	4 credit hours
HPER		Health/Physical Education	2 credit hours
ECE	228	Developing Learning Environments.....	2 credit hours
Total Credits			17 credit hours

Summer Term 3

COMM	110	Fundamentals of Public Speaking.....	3 credit hours
ECE	252	Stages of Child Development	3 credit hours
Total Credits			6 credit hours

Fall Term 4

ECE	233	Pre K Methods and Materials.....	3 credit hours
ECE	213	Language and Literacy Development.....	3 credit hours
SPD	200	Exceptional Children.....	3 credit hours
ECE	238	Child, Family, and Community Relations.....	3 credit hours
ENGL	238	Children's Literature.....	3 credit hours
Total Credits			15 credit hours

Spring Term 5

ECE	236	Social/Emotional Development & Guidance.....	2 credit hours
		NAS/Humanities/Social Behavioral Electives.....	3 credit hours
ECE	254	Early Childhood Curriculum & Methods.....	2 credit hours
ECE	297	ECE Internship.....	3 credit hours
SOC	100	Transitions-Graduation & Beyond.....	2 credit hours
Total Credits			12 credit hours

Total Degree Requirements..... 66 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	Ochethi Sakowin Language I	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
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.
Humanities/Social & Behavioral Science Elective		3 cr.
Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)		
Or any humanities or social & behavioral science course		
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		40 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 **62 CREDITS**

Program of Study

A suggested program of study, understanding a student enters ready for the level shown here. This sequence would allow the student to complete the program in two years with a summer term.

Fall Term 1

PSYC 100	First Year Learning Experience.....	3 credit hours
ENGL 110	Composition I.....	3 credit hours
MATH 102	Intermediate Algebra or higher.....	4 credit hours
CSCI 101	Introduction to Computer Applications.....	3 credit hours
EED 250	Intro to Education.....	2 credit hours
EED 298	Pre-Professional Experience.....	1 credit hours

Total Credits

16 credit hours

Spring Term 2

ENGL 120 Composition II..... 3 credit hours

NAS 101 Lakota/Dakota Language I..... 3 credit hours

Laboratory Science..... 4 credit hours

PYSC 111 Intro to Psychology..... 3 credit hours

HPER Health/Physical Education 2 credit hours

Total Credits

15 credit hours

Fall Term 3

COMM 110 Fundamentals of Public Speaking..... 3 credit hours

EED 254 Classroom Management..... 3 credit hours

Laboratory Science..... 4 credit hours

SPD 200 Exceptional Children..... 3 credit hours

PSYC 250 Developmental Psychology..... 3 credit hours

Total Credits

16 credit hours

Spring Term 4

MUSC 100 Music Appreciation or NAS 110 Ocheti Sakowin Song and Dance..... 3 credit hours

EED 262 Strategies, Methods & Observation in Teacher Education..... 4 credit hours

NAS Native Studies/Humanities Elective..... 3 credit hours

EED 297 Teacher Education Internship..... 3 credit hours

SOC 100 Transitions-Graduation & Beyond..... 2 credit hours

Total Credits

15 credit hours

Total Degree Requirements..... 62 credits

**Course Requirements Bachelor of Science Degree
Program Outcomes**

Bachelor of Science

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 development of the diverse learner.
3. Candidates will be a reflective thinker who continually evaluates the effects of his/her choices and actions on others and who seeks opportunities to serve the community and grow professionally.
4. Candidates will demonstrate knowledge and sensitivity of global cultures/ethnicities, and an awareness of diverse learning styles, with a focus on Ojethi Sakowin culture and language.
5. Candidates will demonstrate the ability to integrate technology tools into teaching and professional practice.

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	Ojethi Sakowin Language I Introduction to Ojethi Sakowin Language, Culture & History	3 cr.
NATIVE AMERICAN STUDIES ELECTIVE		3 cr.
Select any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)		Sele
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		123 CREDITS

Program of Study

A suggested program of study, understanding a student enters ready for the level shown here. This sequence would allow the student to complete the program in four years with one summer term.

Fall Term 1

PSYC	100	First Year Learning Experience.....	3 credit hours
ENGL	110	Composition I.....	3 credit hours
MATH	103	College Algebra.....	4 credit hours
CSCI	101	Introduction to Computer Applications.....	3 credit hours
ECE	210	Intro to Early Childhood Education.....	2 credit hours
ECE	211	Intro to Assessment.....	1 credit hours
Total Credits			16 credit hours

Spring Term 2

ENGL	120	Composition II.....	3 credit hours
NAS	101	Lakota/Dakota Language I.....	3 credit hours
		Laboratory Science.....	4 credit hours
ECE	228	Developing Learning Environments.....	2 credit hours
PYSC	111	Intro to Psychology.....	3 credit hours
HPER		Health/Physical Education	2 credit hours
Total Credits			17 credit hours

Summer Term 3

COMM	110	Fundamentals of Public Speaking.....	3 credit hours
------	-----	--------------------------------------	----------------

ECE	252	Stages of Child Development.....	3 credit hours
Total Credits			6 credit hours

Fall Term 4

ECE	233	Pre K Methods and Materials.....	3 credit hours
ECE	213	Language and Literacy Development.....	3 credit hours
SPD	200	Exceptional Children.....	3 credit hours
ECE	238	Child, Family, and Community Relations.....	3 credit hours
ENGL	238	Children's Literature.....	3 credit hours
Total Credits			15 credit hours

Spring Term 5

ECE	236	Social/Emotional Development & Guidance.....	2 credit hours
ECE	254	Early Childhood Curriculum & Methods.....	2 credit hours
ECE	297	ECE Internship.....	3 credit hours
SOC	100	Transitions-Graduation & Beyond.....	2 credit hours
NAS		NAS/Humanities/Social Behavioral Elective	3 credit hours
Total Credits			12 credit hours

Fall Term 6

EED	290	Art for Elementary Teacher	2 credit hours
		Laboratory Science.....	4 credit hours
EED	260	Educational Psychology.....	3 credit hours
ECE	304	Foundations of Early Childhood.....	3 credit hours
ECE	310	Developmental Disorders	3 credit hours
Total Credits			15 credit hours

Spring Term 7

ECE	330	Observation/Assessment Techniques in ECE.....	3 credit hours
ECE	322	Administration & Leadership in ECE.....	3 credit hours
ECE	337	Inclusion in ECE Settings.....	3 credit hours
ECE	362	Early Childhood Humanities.....	2 credit hours
EED	447	Multicultural Education	3 credit hours

Total Credits			14 credit hours
<u>Fall Term 8</u>			
ECE	325	Reading & Language Arts Methods.....	4 credit hours
ECE	428	Issues in Early Childhood Education.....	3 credit hours
ECE	315	Early Childhood Math & Science Methods.....	3 credit hours
ECE	338	Play &The Social Environment in ECE.....	2 credit hours
ECE	320	Early Childhood Social Studies Methods.....	3 credit hours
Total Credits			15 credit hours
<u>Spring Term 9</u>			
ECE	497	Early Childhood Internship/Field Study.....	12 credit hours
EED	498	Senior Capstone.....	1 credit hours
Total Credits			13 credit hours
Total Degree Requirements.....			123 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 Introduction to Ochethi Sakowin Language, Culture & History	3 cr.
NATIVE AMERICAN STUDIES ELECTIVE		3 cr.
ct any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)		Sele
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

37 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

126 CREDITS

A suggested program of study, understanding a student enters ready for the level shown here. This sequence would allow the student to complete the program in four years with one summer term.

Fall Term 1

PSYC	100	First Year Learning Experience.....	3 credit hours
ENGL	110	Composition I.....	3 credit hours
MATH	103	College Algebra.....	4 credit hours
CSCI	101	Introduction to Computer Applications.....	3 credit hours
ECE	210	Intro to Early Childhood Education.....	2 credit hours
ECE	211	Intro to Assessment.....	1 credit hours
Total Credits			16 credit hours

Spring Term 2

ENGL	120	Composition II.....	3 credit hours
NAS	101	Lakota/Dakota Language I.....	3 credit hours
		Laboratory Science.....	4 credit hours
ECE	228	Developing Learning Environments.....	2 credit hours
PYSC	111	Intro to Psychology.....	3 credit hours
HPER		Health/Physical Education	2 credit hours
Total Credits			17 credit hours

Summer Term 3

COMM	110	Fundamentals of Public Speaking.....	3 credit hours
ECE	252	Stages of Child Development.....	3 credit hours
Total Credits			6 credit hours

Fall Term 4

ECE	233	Pre K Methods and Materials.....	3 credit hours
ECE	213	Language and Literacy Development.....	3 credit hours
SPD	200	Exceptional Children.....	3 credit hours
ECE	238	Child, Family, and Community Relations.....	3 credit hours
ENGL	238	Children's Literature.....	3 credit hours
Total Credits			15 credit hours

Spring Term 5

ECE	236	Social/Emotional Development & Guidance.....	2 credit hours
ECE	254	Early Childhood Curriculum & Methods.....	2 credit hours
ECE	297	ECE Internship.....	3 credit hours
SOC	100	Transitions-Graduation & Beyond.....	2 credit hours
NAS		NAS/Humanities/Social Behavioral Elective	3 credit hours
Total Credits			12 credit hours

Fall Term 6

EED	290	Art for Elementary Teacher	2 credit hours
		Laboratory Science.....	4 credit hours
EED	260	Educational Psychology.....	3 credit hours
ECE	304	Foundations of Early Childhood.....	3 credit hours
ECE	310	Developmental Disorders	3 credit hours
Total Credits			15 credit hours

Spring Term 7

ECE	330	Observation/Assessment Techniques in ECE.....	3 credit hours
ECE	322	Administration & Leadership in ECE.....	3 credit hours
ECE	337	Inclusion in ECE Settings.....	3 credit hours
ECE	362	Early Childhood Humanities.....	2 credit hours
EED	447	Multicultural Education	3 credit hours
ECE	338	Play &The Social Environment in ECE.....	2 credit hours
Total Credits			16 credit hours

Fall Term 8

ECE	325	Reading & Language Arts Methods.....	4 credit hours
ECE	428	Issues in Early Childhood Education.....	3 credit hours
ECE	315	Early Childhood Math & Science Methods.....	3 credit hours
ECE	496	Action Research in Early Childhood Education.....	3 credit hours
ECE	320	Early Childhood Social Studies Methods.....	3 credit hours
Total Credits			16 credit hours

Spring Term 9

ECE	495	Foundations of Action Research in ECE.....	12 credit hours
EED	498	Senior Capstone.....	1 credit hours
Total Credits			13 credit hours
Total Degree Requirements.....			123 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	Ochethi Sakowin Language I	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
NATIVE AMERICAN STUDIES ELECTIVE		3 cr.
	ct any courses from Native American Studies or Lakhotiyapi/Dakhotiyapi (100/200 level)	Sele
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.
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		50 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

126 CREDITS

Program of Study

A suggested program of study, understanding a student enters ready for the level shown here. This sequence would allow the student to complete the program in four years with one summer term.

Fall Term 1

PSYC	100	First Year Learning Experience.....	3 credit hours
ENGL	110	Composition I.....	3 credit hours
MATH	103	College Algebra.....	4 credit hours
CSCI	101	Introduction to Computer Applications.....	3 credit hours
EED	250	Intro to Education.....	2 credit hours
EED	298	Pre-Professional Experience.....	1 credit hours
Total Credits			13 credit hours

Spring Term 2

ENGL	120	Composition II.....	3 credit hours
NAS	101	Lakota/Dakota Language I.....	3 credit hours
		Laboratory Science.....	4 credit hours
PYSC	111	Intro to Psychology.....	3 credit hours
HPER		Health/Physical Education	2 credit hours
Total Credits			15 credit hours

Fall Term 3

COMM	110	Fundamentals of Public Speaking.....	3 credit hours
EED	254	Classroom Management.....	3 credit hours
		Laboratory Science.....	4 credit hours
SPD	200	Exceptional Children.....	3 credit hours
PSYC	250	Developmental Psychology.....	3 credit hours
Total Credits			16 credit hours

Spring Term 4

MUSC	100	Music Appreciation or NAS 110 Ocheti Sakowin Song and Dance.....	3 credit hours
SOC	100	Transitions-Graduation & Beyond.....	2 credit hours
NAS		NAS/humanities/Behavioral Science Elective.....	3 credit hours
EED	262	Strategies, Methods & Observation in Teacher Education.....	4 credit hours

EED	297	Teacher Education Internship.....	3 credit hours
Total Credits			15 credit hours
<u>Fall Term 5</u>			
EED	290	Art for the Elementary Teacher.....	2 credit hours
EED	277	Math for the Elementary Teacher I.....	3 credit hours
ENG	238	Children’s Literature.....	3 credit hours
EED	260	Educational Psychology.....	3 credit hours
EED	325	Methods of Teaching Language Arts in the Elementary School.....	2 credit hours
		Laboratory Science.....	4 credit hours
Total Credits			17 credit hours
<u>Spring Term 6</u>			
HIST	103	American History to 1865 or NAS History course.....	3 credit hours
EED	278	Math for the Elementary Teacher II.....	2 credit hours
EED	301	Integrating Technology into the Classroom.....	2 credit hours
EED	447	Multicultural Education.....	3 credit hours
EED	305	Methods of Teaching in the Elementary, Middle or Secondary School.	3 credit hours
EED	330	Methods of Teaching Reading in the Elementary School.....	3 credit hours
Total Credits			16 credit hours
<u>Summer Term 7</u>			
EED	220	Geography for teachers.....	3 credit hours
EED	256	Foundations of Education.....	3 credit hours
Total Credits			6 credit hours
<u>Fall Term 8</u>			
EED	315	Methods of Teaching Math in the Elementary School.....	2 credit hours
EED	350	Curriculum, Planning, Delivery & Assessment in the School Setting....	2 credit hours
EED	335	Methods of Teaching Music in the Elementary School	2 credit hours
EED	310	Methods of Teaching Science in the Elementary School.....	2 credit hours
EED	320	Methods of Teaching Social Studies in the Elementary School.....	2 credit hours
EED	345	Methods and Materials of Teaching Physical Education.....	2 credit hours

EED	450	Reading Theory & Process.....	3 credit hours
Total Credits			15 credit hours
<u>Spring Term 9</u>			
EED	497	Student Teaching in the Elementary School.....	12 credit hours
EED	498	Senior Capstone.....	1 credit hours
Total Credits			13 credit hours
Total Degree Requirements.....			126 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	Ochethi Sakowin Language I	3 cr.
NAS 103	Introduction to Ochethi Sakowin Language, Culture & History	
NATIVE AMERICAN STUDIES ELECTIVE		3 cr.
		Sele
ct 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

40 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	139 CREDITS

Program of Study

A suggested program of study, understanding a student enters ready for the level shown here. This sequence would allow the student to complete the program in four years with one summer term.

Fall Term 1

PSYC 100	First Year Learning Experience.....	3 credit hours
ENGL 110	Composition I.....	3 credit hours
MATH 103	College Algebra.....	4 credit hours
CSCI 101	Introduction to Computer Applications.....	3 credit hours
EED 250	Intro to Education.....	2 credit hours
EED 298	Pre-Professional Experience.....	1 credit hours
Total Credits		16 credit hours

Spring Term 2

ENGL 120	Composition II.....	3 credit hours
NAS 101	Lakota/Dakota Language I.....	3 credit hours
ENS 113	Introduction to Environmental Science	4 credit hours
HPER	Health/Physical Education	2 credit hours
PYSC 111	Intro to Psychology.....	3 credit hours
Total Credits		15 credit hours

Fall Term 3

COMM	110	Fundamentals of Public Speaking.....	3 credit hours
EED	254	Classroom Management.....	3 credit hours
BIOL		Biology Core Requirement	4 credit hours
NAS		NAS/Humanities/Behavior Science Elective.....	3 credit hours
PSYC	250	Developmental Psychology.....	3 credit hours
Total Credits			16 credit hours

Spring Term 4

MATH	107	Precalculus.....	5 credit hours
BIOL	150	Biology Core requirement	4 credit hours
EED	256	Foundations of Education.....	3 credit hours
PHYS		Physics core requirement.....	4 credit hours
Total Credits			16 credit hours

Fall Term 5

SPD	200	Exceptional Children.....	3 credit hours
CHEM	115	Introduction to Chemistry.....	4 credit hours
GEOL/ENS		Geology Core requirement.....	4 credit hours
EED	260	Educational Psychology.....	3 credit hours
EED	301	Integrating Technology into the Classroom.....	2 credit hours
Total Credits			16 credit hours

Spring Term 6

BIOL		Biology Core requirement	3 credit hours
MATH	210	Statistics	3 credit hours
CHEM	116	Introduction to Organic and Biochemistry.....	4 credit hours
EED	350	Curriculum, planning, delivery, and assessment	2 credit hours
EED	447	Multicultural Education.....	3 credit hours
Total Credits			15 credit hours

Fall Term 7

GEOL/ENS	Geology Core requirement.....	4 credit hours
BIOL	Biology core requirement	3 credit hours
CHEM	Chemistry Core Requirement.....	4 credit hours
BIOL	Biology core requirement	3 credit hours
EED 495	Teaching Reading in the Content Area.....	2 credit hours
Total Credits		16 credit hours

Spring Term 8

SED 400	Methods and Materials of Secondary Science Education.....	4 credit hours
BIOL	Biology core requirement	4 credit hours
GEOL	Geology Core requirement	4 credit hours
SED 390	School Science Safety.....	2 credit hours
Total Credits		14 credit hours

Fall Term 9

SED 497	Student Teaching in the Secondary School	12 credit hours
EED 498	Senior Capstone	1 credit hours
SOC 100	Transitions-Graduation & Beyond	2 credit hours
Total Credits		15 credit hours

Total Degree Requirements..... 139 credits

Course Requirements Master's Degree**Program Outcomes**

1. The candidate will demonstrate advanced knowledge, skills, and dispositions.
2. The candidate will understand, develop, and apply research and research methods through effective communication relevant to the advanced field of study using effective communication through writing.
3. The candidate will demonstrate a deepened understanding of the study of the role of schools in society and the development of positive-relationship partnerships with families and the larger community through effective communication and the implementation of programs, services, events, and/or best practices.

4. The candidate will demonstrate a deepened understanding and apply advanced teaching strategies and models of teaching relevant to the advanced field of study, in order to meet the needs of students.
5. The candidate will demonstrate various methods of integrating current, appropriate instructional technologies.
6. The candidate will demonstrate practicum performance via a field experience that shows evidence of the potential impact on P-12 student learning using varied assessments.
 - a. Determine and apply sound pedagogical practices to meet the needs of all students as learners and of the learning environment.
 - b. Demonstrate a deepened understanding of curriculum theory, design, and delivery.
 - c. Determine, apply, and reflect on multiple means of assessing and evaluating diverse students' learning.
 - d. Demonstrate professional experience and growth as educational leaders and supervisors and curriculum and instruction strategists for the purpose of preparing teachers for different roles in schools.

**MASTER OF EDUCATION
CURRICULUM AND INSTRUCTION**

CORE REQUIREMENTS

EED 501	Advanced Foundations in Education	2 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	2 cr.
EED 527	Statistics	3 cr.
EED 528	Educational Assessment	3 cr.
EED 530	Curriculum Design	2 cr.
EED 540	Education Law & Ethics	3 cr.
EED 550	Advanced Integration of Technology into the Classroom	3 cr.
EED 560	Field Experience	1 cr.
Total Core Requirements		29 credits

SPECIALIZATION/EMPHASIS COURSES (MUST TAKE A MINIMUM OF 3 CREDITS IN RESEARCH OR SCHOLARLY SUBJECT AREAS)

EED 570	Research Seminar I	1 cr.
EED 571	Research Seminar II	2 cr.
EED 580	Scholarly Project Seminar I	1 cr.
EED 581	Scholarly Project Seminar II	2 cr.
Total Specialization/Emphasis Requirements		3 credits
TOTAL DEGREE REQUIREMENTS		32 CREDITS

Program of Study

A suggested program of study, understanding a student enters ready for the level shown here. This sequence would allow the student to complete the program in two years with one summer term.

Fall Term 1

EED	501	Advanced Foundations of Education.....	2 credit hours
EED	525	Critique and Design of Research.....	2 credit hours
EED	526	Research Writing.....	2 credit hours
Total Credits			6 credit hours

Spring Term 2

EED	520	Multicultural Education: Theory and Practice.....	3 credit hours
EED	527	Statistics.....	3 credit hours
Total Credits			6 credit hours

Summer Term 3

EED	510	Differentiated Instruction.....	2 credit hours
EED	522	Models of Teaching and Learning.....	3 credit hours
EED	530	Curriculum Design.....	2 credit hours
EED	570/580	Research/Scholarly Project Seminar I	1 credit hour
Total Credits			8 credit hours

Fall Term 4

EED	528	Educational Assessment	3 credit hours
EED	560	Field Experience	1 credit hours
EED	571/581	Research/Scholarly Project Seminar II	2 credit hours
Total Credits			6 credit hours

Spring Term 5

EED	540	Education Law and Ethics.....	3 credit hours
EED	550	Advanced Integration of Technology into the Classroom.....	3 credit hours
Total Credits			6 credit hours
Total Credits			32 credit hours

2. Current Staff in Program

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

Juliana Taken Alive (adjunct and full time January 2024)
B.S. University of Mary
M.S. Northern State University
25 years of experience in a variety of education settings
Adjunct instructor and now full time instructor teaching 12-15 credits per semester

Jessie Talley (Full time August 2024)
B.S. Sitting Bull College
M.Ed. University of Mary
22 years experience in a variety of educational settings.

Mafany Mongoh (adjunct masters)
B.S. University of Buea
M.S. North Dakota State University
Ph.D North Dakota State University
15 years Science Instruction SBC

Tomi Kay Phillips (adjunct masters)
B.S. University of Mary

M.S. University of North Dakota
Ed.D University of Mary
28 years educational experience in K-12 setting
Part time instructor teaching 3 graduate credit course

Renee Froelich (adjunct)
B.S. Minot State University
M.M. University of Mary
South Dakota State University
15 years 9-12 English Instruction and 15 years SBC English Instruction

David Souhrada (adjunct)
B.S. Dakota State University
M.S. Northern State University
10 years teaching experience in K-12 schools

Cami Luger (adjunct)
B.S. Sitting Bull College
M.Ed Sitting Bull College
18 years teaching experience in K-8 setting
Part time instructor teaching 3 credits a semester when needed

Mary Fried (adjunct)
B.S Black Hills State University
M.S. University of South Dakota
23 year teaching experience in K-8 settings
Part time instructor teaching 3 credits a semester when needed

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

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 2019 program report, there was a decrease of full-time instructors from four to three in the fall of 2019 with the resignation of Linda Black Elk. Because the work to obtain approval from ESPB and HLC for a master's degree in Curriculum and Instruction had been

completed and the program was up and running, Linda's position was not replaced. Dr. Fried, Dr. Stewart and Dr. Frank taught courses during each academic year along with one or at times two adjunct instructors. The use of adjunct instructors varied depending on the needs of each program and the needs of the students in their coursework. Dr. Fried, Dr. Stewart and Dr. Frank consistently taught full loads between 12-15 credits and in some semesters did teach over those credit loads to meet student needs. During the 2019-20 academic year was the COVID pandemic. In the spring of 2020 all courses transitioned to an online or Zoom format, leading us to a transition in how we taught classes and worked with students. After the initial COVID pandemic the program number fluctuated from a high of 45 to a low of 26 enrolled students. The largest program on paper is the Masters program because of students continuing to work on their research projects. The associates in teacher education consistently has the most full time students enrolled. The table and chart below represent program enrollment over the last five years. Dr. Chris Fried, Dr. Derek Stewart and Dr. Travis Frank taught together for eight years in the program. In the summer of 2023 Dr. Stewart resigned and Dr. Fried and Dr. Frank taught courses along with three adjunct instructors. Juliana Taken Alive was hired in January of 2024 to fill Dr. Stewarts position. Dr. Frank resigned in the summer of 2024 and Jessie Fischer was hired in August of 2024 to fill his position.

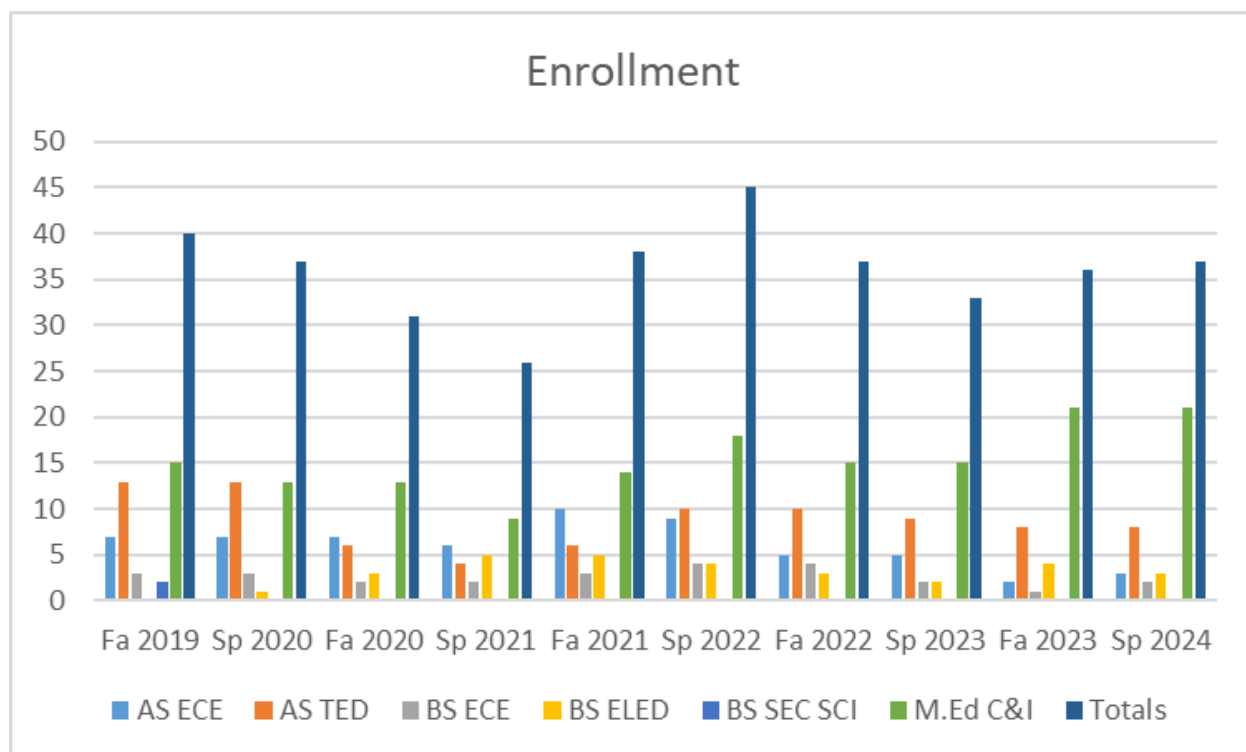
3. Program Productivity Summary

- Enrollment Success

Enrollment by degree:

Program	Fa 2019	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022	Sp 2023	Fa 2023	Sp 2024
AS ECE	7	7	7	6	10	9	5	5	2	3
AS TED	13	13	6	4	6	10	10	9	8	8
BS ECE	3	3	2	2	3	4	4	2	1	2
BS ELED	0	1	3	5	5	4	3	2	4	3
BS SEC SCI	2	0	0	0	0	0	0	0	0	0

M.Ed C&I	15	13	13	9	14	18	15	15	21	21
Totals	40	37	31	26	38	45	37	33	36	37



Graduation data:

Program	19-20	20-21	21-22	22-23	23-24
AS ECE	0	1	2	1	1
AS TED	6	0	0	2	3
BS ECE	3	1	0	0	1
BS ELED	0	1	2	0	4
BS Science	2	0	0	0	0
M.Ed C&I	0	0	0	2	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 2019 there were 40 students enrolled in all education programs while in the spring of 2024 there were 37 students enrolled in all education programs. In examining student enrollment there was low enrollment during the spring of 2021 with 26 students and a high enrollment in the Spring of 2022 with 45. There was a wide variety of enrollment during this

five year period that could be connected to the COVID pandemic. The lowest enrollment was during the 20-21 academic year with 31 and 26 students enrolled in the fall and spring semesters. During this time instruction was done in a combination of ways including face-to-face with six feet of social distancing, online and through Zoom. The decline in enrollment during this academic year can be attributed to the insecurity around COVID and people choosing to stay home or restrict their movements during that time. The other academic years showed steady enrollment in the mid to upper 30's and two semesters in the 40's. There were a number of students who were enrolled in continuing education in the masters program while they worked to complete their research requirements. These students were not full time students but did add to the students enrollment count. The Elementary Ed associate and bachelor programs continue to enroll the most students with Early Childhood coming in second. The secondary science program continues to have very little interest with two students enrolled and completing in the fall of 2019 but no others enrolled since then. The student graduation numbers reflect the enrollment trends with a high of 11 students graduating from all programs in 19-20 and in 23-24 with single digit graduates in 20-21, 21-22, and 22-23 academic years. Because of COVID and the low enrollments and students stopping out, graduation numbers took several years to recover. 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.

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 14 students who graduated with their bachelor's degree in elementary education, early childhood, and secondary science 13 of them are teaching or working in 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. One year after graduation students also complete a completter survey rating their perception of their first year in the classroom.

4. Program Revenue

Academic Year	Revenue		Tuition	Total
	Fall ISC	Spring ISC		
2019-2020	\$122,000	\$126,000	\$143,400	\$391,400
2020-2021	\$92,000	\$82,000	\$109,200	\$283,200
2021-2022	\$100,000	\$116,000	\$112,800	\$328,800
2022-2023	\$92,000	\$100,000	\$82,500	\$274,500
2023-2024	\$60,000	\$56,000	\$100,200	\$191,400

Tuition is based on enrollment @ \$1,800 per academic year

ISC is based on enrollment divided by 2 and multiplied by \$8,000 per student

Program income in the past five years has fluctuated with student enrollment. Program income was highest during the 2019-2020 school year at \$391,400 and was at the lowest during the 2023-2024 school year at \$191,400. The 2019-2020 academic year did have the highest student enrollment with 40 students in the fall and 37 students in the spring semesters. The 2020-2021 academic year gave us the lowest enrollment of students at 31 fall semester and 26 in the spring semester. This did not correlate to the lowest amount of revenue though as that occurred during the 2023-2024 academic year where student enrollment was similar to 2021-2022 and 2022-2023 academic year. Students enrolled in the masters program were not all enrolled full time as many students were taking continuing credits. Undergraduate student enrollment does more accurately reflect the changes in the amount of revenue that is reflected in the table. An Office of Indian Education Professional Development grant called the Indigenous Educator Preparation Program (IEPP), provided qualifying students with a living stipend and did help with recruitment efforts in the program and an increase in revenue during the 2021-2022

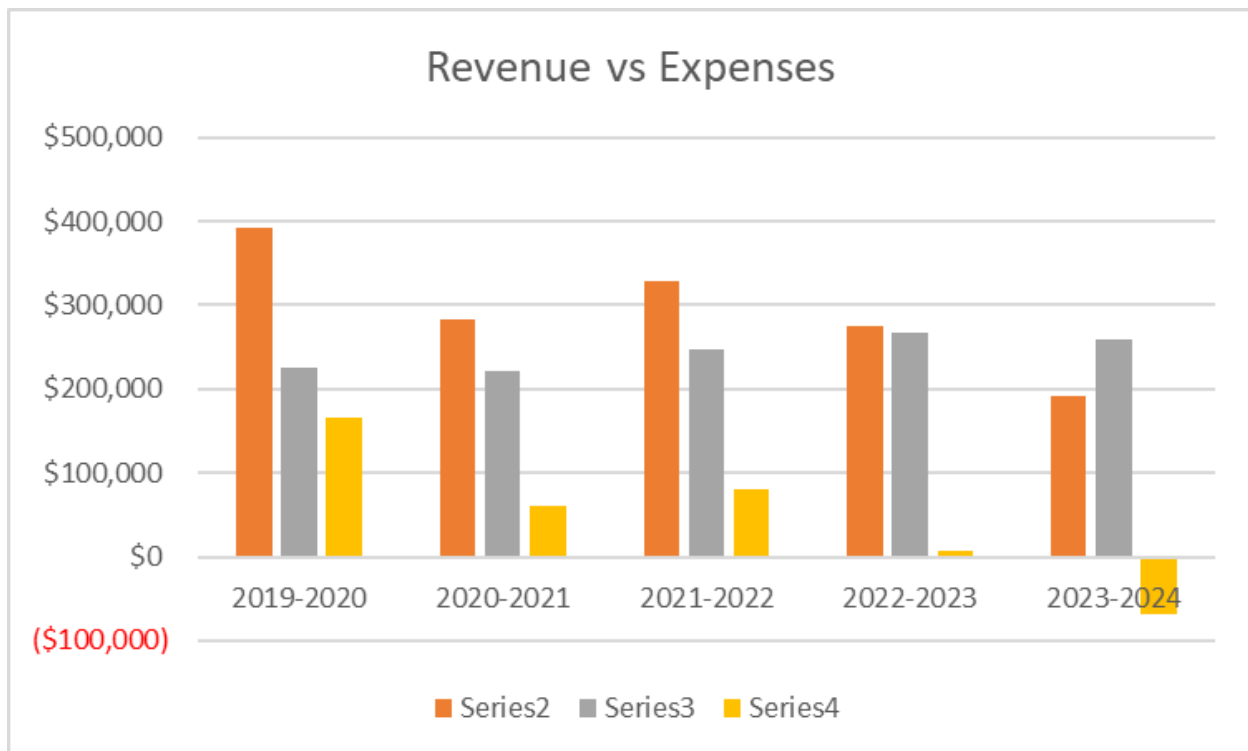
academic year. Recruitment continues to be a priority through visits to schools, brochures, email and Facebook communication.

5. Program Budget:

Academic Year	Expenses				Total
	Salary	Fringe Travel Supplies	Travel	Supplies	
2019-2020	\$186,600	\$37,320	\$573	\$437	\$224,930
2020-2021	\$185,330	\$37,066			\$222,396
2021-2022	\$204,050	\$40,810	\$901	\$1,500	\$247,261
2022-2023	\$221,781	\$44,356	\$686	\$477	\$267,300
2023-2024	\$212,669	\$42,534	\$3,654	\$525	\$259,382
Salary - Title III Part A, General Fund Education, TNA, TNA2, College Fund, NATRI					

Academic Year	Revenue versus Expenses		
	Revenue	Costs	Profit
2019-2020	\$391,400	\$224,930	\$166,470
2020-2021	\$283,200	\$222,396	\$60,804
2021-2022	\$328,800	\$247,261	\$81,539
2022-2023	\$274,500	\$267,300	\$7,200
2023-2024	\$191,400	\$259,382	(\$67,982)

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. The trend continued during the current program review as the budget grew by \$40,000 over a period of four years before it decreased by \$10,000 during the 2023-2024 academic year, which reflected the hiring of a new instructor in the spring of 2024. The program showed a profit from academic years 2019-2020 through 2022-2023 while it showed a loss during the 2023-2024 academic year. Faculty salaries, fringe, travel and supplies during the program report time period have been partially funded through multiple grants from the Office of Indian Education and the American Indian College Fund. In the chart below Series2 represents revenue, Series3 represents expenses and Series4 represents profit or loss.



6. Advisory Board

The Education division invites administrators and teachers from each of the nine Standing Rock Reservation area schools as well as the Early Childhood, Head Start and Early Childhood Tracking Directors and teachers. Additional members include Tribal Education Manager, BIA Education Line Officer, and Lakota Language Director. Sitting Bull College teacher education 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 where assessment data is shared as well as program updates. The program relies on the advisory board to approve new ideas from the program as well as take input from the board on new ideas.

PROGRAM SELF EVALUATION

A. Faculty

1. Communication: Faculty, as well as adjunct faculty, communicate with each other face-to-face, through email, text message, phone, OneDrive, Google Drive and the faculty shared file on the SBC network. The education division meets to review student progress, program assessment, and retain accreditation from ESPB and Higher Learning Commission, on a regular basis. Faculty meet twice per semester officially and also as needed if it is required. The faculty attended workshops, including the CAEP conference by Dr. Frank and a brain-based learning conference that was attended by Dr. Travis Frank and Dr. Derek Stewart. All faculty and adjunct faculty continue to read educational journals, books, internet articles. Dr. Chris Fried and Dr. Derek Stewart have presented at several local events for K-12 schools on the Standing Rock reservation, including the reservation-wide professional development event that occurs each fall. Dr. Fried has attended multiple project director meetings both virtually and in person. Dr. Fried has also attended the North Dakota Indian Education Summit for multiple years as a presenter and attendee.

All Education division full-time and adjunct faculty have the highly qualified certification through master's degrees and all three of the full-time faculty have doctoral degrees including Dr. Chris Fried, Dr. Travis Frank, and Dr. Derek Stewart. Juliana Taken Alive, the newest faculty member, is ABD in her doctoral program, just needing to finish her dissertation. 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. All instructors completed the Quality Management (QM) training around developing and delivering quality online courses in the 23-24 academic year. The division continues to look toward student needs in how to balance courses for students that work full time and attempt to complete their degree as well as the full time student whose main focus is their coursework. Faculty are offering online and hybrid courses within the program.

2. Observation and Evaluation: 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.
3. Faculty Satisfaction Survey: (See Appendix A for full results) Overall program faculty and adjunct Instructors are satisfied with the department and how it operates. There are 25 questions on the survey and none of the questions received a mean score below three on the five point scale. The strongest areas in the survey indicated that the Instructors believed there were high standards of teaching connected to the program and that

instruction and content was relevant and keeping up with the trends in teacher education. Instructors also felt confident in the development of curriculum for the programs and courses they taught. Another strong point in the survey was the ability to meet the needs of students through scheduling of courses.

There were a couple of areas in the survey where average scores were in the three range, indicating neither agreement or disagreement with the question. It is worth noting that these areas should be analyzed to see if improvements can be made. Adjunct instructors who took the survey indicated that at times there was a lack of communication from the director and some of the procedures were not quite clear for submitting grades or working through MySBC. Selection of textbooks for courses was also an area that scored lower on the survey as at times newer or updated textbooks were not available or adjunct faculty did not have the opportunity to select the textbooks for the course they taught as the director had already selected the book for the course.

B. Student Relations

1. **Faculty Accessibility:** 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 course 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, online through Zoom or over a phone call. All faculty currently have voicemail and email linked to their cell phones, and do share their cell phones on course syllabi, allowing students to reach

faculty even if they are not in their office. Because of the COVID pandemic, faculty have become proficient in using Zoom to connect with students, opening up the opportunity for students and faculty to connect at a variety of times.

2. Program Delivery: The division takes into account our students when scheduling courses and also when planning for instruction. During the fall of 2019 the division offered 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. When the COVID pandemic hit, the program began the process of moving a majority of the program courses to an online or zoom format to meet the needs of a socially distant world. Beginning with the 2021-2022 academic year, the program offers courses in either an online, hybrid or face-to-face format based on student need and access. Graduate courses have been moved to an online or hybrid format using zoom to accommodate students based on distance from Fort Yates and also students living in multiple time zones.
3. Program success and impact: Students who have graduated from our division with their bachelor degrees 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 and completing surveys. 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 as they prepare to enter the classroom. Membership in the North Dakota Association of Colleges with Teacher Education (NDACTE) also provides information on changes to education licensure at the

state level. 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.

C. Curriculum Content, Design, Delivery

1. Curriculum, course and design review: 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. All syllabi were updated to reflect the CAEP and InTASC standards that are being used by ESPB for program accreditation. A grant from the American Indian College Fund allowed each course in the elementary and early childhood programs to be audited for the incorporation of Lakota Language and culture into activities, lectures, and assignments. Faculty did a self assessment of the courses they taught, and then Dr. Derek Stewart met with local elders where they provided

guidance with stories, language, activities or suggestions to help the faculty with the needs in each course. All education courses have a focus on how the topic impacts Native American students and also 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.

2. Program courses: 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. Changes have taken place in the Core Academic Skills for Educators (CORE) Assessment several times of the past five years. New exams in reading, writing, and math were created and new cut scores were also created. A waiver process was also created for programs to implement at their choosing. ESPB allows teacher education programs to grant students a waiver from taking or passing the CORE exams. Programs can use an ACT subscore for reading, writing and math or programs can choose to identify courses from their campus that the student can demonstrate a mastery of the material that would be on each of the CORE exams. Sitting Bull College teacher education program uses the following guidelines for waivers to the CORE exams.

- A teacher education student does not have to pass the reading, writing or math CORE exam provided they have a B or above the the following courses: Writing (English I), Reading, (English II) Math (College Algebra)”

3. Native American Culture: A grant from the American Indian College Fund allowed each course in the elementary and early childhood programs to be audited for the incorporation of Lakota Language and culture into activities, lectures, and assignments. Faculty did a self assessment of the courses they taught, and then Dr. Derek Stewart met with local elders where they provided guidance with stories, language, activities or suggestions to help the faculty with the needs in each course. All education courses have a focus on how the topic impacts Native American students and also 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.

D. Assessment findings and Analysis

1. Collection and review of outcomes: 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 degrees students must complete an electronic portfolio which is presented to a panel of instructors. The portfolios are scored by each member of the program and if a student scores low, (score of two 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.

2. Summary of findings: 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 program and secondary science programs and Travis completes the master's program. Faculty then come together to discuss and analyze information from each of the programs. Averages from the program assessment committee are included in the tables below.

Curriculum and Instruction Assessment

Year/program	Type of Measurement	Findings	Analysis of Findings	Recommended Actions	Composite Average
19-20 C&I		No Report	No Report	No Report	No Report
20-21 C&I		2.83	3.0	2.67	2.83
21-22 C&I	2.25	2.13	1.88	2.13	2.09
22-23 C&I	2.13	2.88	2.38	2.38	2.15

23-24 C&I	2	3	3	2	2.2
-----------	---	---	---	---	-----

Bachelors of Elementary Education Assessment

Year/program	Type of Measurement	Findings	Analysis of Findings	Recommended Actions	Composite Average
19-20 EED		No Report	No Report	No Report	
20-21 EED		2.8	2.6	2.6	2.67
21-22 EED	2.5	2.5	1.88	2	2.22
22-23 EED	1.86	1.29	1.14	1.14	1.17
23-24 EED	2	3	3	2	2.2

Bachelors of Early Childhood Assessment

Year/program	Type of Measurement	Findings	Analysis of Findings	Recommended Actions	Composite Average
19-20 ECE		No Report	No Report	No Report	
20-21 ECE		3	3	3	3
21-22 ECE	2.14	.43	.29	1.57	.94
22-23 ECE	2.14	.43	.29	1.57	.94
23-24 ECE	2	3	3	2	2.2

Associate of Teacher Education Assessment

Year/program	Types of Measurement	Findings	Analysis of Findings	Recommended Actions	Composite Average
19-20 TED		No Report	No Report	No Report	
20-21 TED		3	2.33	2.33	2.56
21-22 TED	2.5	2.33	2.17	1.83	2.21

22-23 TED	1.86	1	1	.86	1
23-24 TED	2	3	2	2	2.2

Associate of Early Childhood Assessment

Year/program	Type of measurement	Findings	Analysis of Findings	Recommended Actions	Composite Average
19-20 ECE		No Report	No Report	No Report	
20-21 ECE		3	2.67	3	2.89
21-22 ECE	2.63	2.5	2.25	2.38	2.44
22-23 ECE	2.14	.43	.29	.86	.8
23-24 ECE	2	3	3	2	2.2

Changes from assessment during this program review include the following. A distribution of program assessments to include more assessment throughout each program, rather than during student teaching in the bachelors program. It also suggests the use of the portfolio presentations in the associates and bachelors program. This was evident in the 2022-2023 assessment as the programs scored low, except the master's program, because of the low number of graduates which resulted in very minimal data being able to be analyzed and reported upon. Other changes during this program review include 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, incorporation of indirect assessments, use of electronic lesson plans, and technology incorporation into multiple courses to meet needs of students preparing to teach in local schools.

E. Institutional Support

1. Facilities, equipment and technology: 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 in one classroom, and projectors. Faculty have access to an OWL for use in a classroom when using Zoom with a face-to-face setting, faculty have dual monitors, headsets, and microphones for use in class and also when they have zoom classes. Faculty also have access to screen pal for recording videos as well as other recording and uploading software, such as YouTube, for video production. SBC IT department is very supportive and responsive to issues that may arise when working with students in online courses or through MySBC. The classrooms in the FSC building are adequate when face to face courses are held.
2. Student services: 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 physical 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. Forty five percent of students indicated that they do use the library website to conduct research and look for information while the other 55% use search engines to find the information they need. The library provides many online and academic opportunities for students to find resources and material and Instructors often provide links to the library 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.

3. Professional Development: SBC does provide opportunities for faculty to attend conferences as needed. In the past five years faculty have attended workshops, including the CAEP conference by Dr. Frank and a brain based learning conference that was attended by Dr. Travis Frank and Dr. Derek Stewart. All faculty and adjunct faculty continue to read educational journals, books, internet articles. Dr. Chris Fried and Dr. Derek Stewart have presented at several local events for K-12 schools on the Standing Rock reservation, including the reservation wide professional development event that occurs each fall. Dr. Fried has attended multiple project director meetings for OIE grants both virtually and in person. Dr. Fried has also attended the North Dakota Indian Education Summit for multiple years as a presenter and attendee.

E. Obstacles/Previous Findings

1. Difficult obstacles: Overall there have been few obstacles that have occurred during this program review period. One area of difficulty has been getting graduate students to complete thesis work in a timely manner after their coursework has been completed. During the last year of the program review, 23-24, the change in faculty was a bit difficult as there was a shortage of an instructor for one semester and other faculty complications within the department in the spring semester.

Recruitment of students is a priority but not an obstacle. It is worth mentioning that recruiting students into teacher education can be difficult at times, even with programs to provide stipend support, living expenses, and tuition. A specific recruitment plan for the education department is being developed.

2. Improvement: Changes were made to the graduate program coursework setup to provide students the opportunity to work on their thesis earlier in the sequence of courses in order for them to have time to complete their thesis before the end of the program. This change has not fully been completed but early indication is that students are much farther along than others cohorts were after year one.

Challenges with faculty turnover can be difficult to manage but both positions have been filled as indicated earlier in this report. Juliana Taken Alive was hired in January of 2024 and Jessie Talley was hired in August of 2024 to fill our vacant positions. Each of these instructors have completed their Ph.D coursework and are currently working on their dissertations. Within a year the department will once again have all three instructors with their doctoral degrees.

F. Other

1. Program Contribution to other SBC programs: The education program has courses that students from other programs can take to fulfill requirements. The general studies program has the most students who take courses within the education program. Students often take several of our 300 and 400 level courses to help complete their degree.

Education program students also take a number of Native American Studies courses to bolster their understanding of Lakota/Dakota culture, history, music and language, all of which can be used in the classroom as teachers.

2. Successful aspects of the program: In the fall of 2020 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. Up to 20 students could be part of the program and 13 were identified and began participation in the grant in the spring semester of 2021 in the programs of secondary science, early childhood, and elementary education. Eight 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. Three students received tuition, book and fee support while working full time in school settings. At the end of the spring 2024 semester, eight students had completed their bachelor's degrees and are teaching in area schools. Two students will complete the program during the 2024-2025 academic year. The grant required a work payback agreement so students would work in schools with a significant number of Native American students.

The education department was also awarded a grant from the American Indian College Fund to support curriculum development and revision, student support and faculty training. The most successful aspect of this grant was that each course in the elementary and early childhood programs were audited for the incorporation of Lakota Language and culture into activities, lectures, and assignments. Education faculty did a self assessment of the courses they taught, and then Dr. Derek Stewart met with local elders where they provided guidance with stories, language, activities or suggestions to help the faculty with the needs in each course. This process and audit form can be a foundation for other faculty that would like to conduct a self-reflection on their courses. All education courses have a focus on how the topic impacts Native American students and also 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.

3. Co Curricular activities: During the 2022-2023 academic year the division started the teacher education club again with limited success as participation from students was not consistent. Students were interested in the opportunity to be part of an extracurricular 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. The club has continued to meet each academic year since with limited success, partially due to lack of leadership from faculty and continued difficulty getting students to engage in meetings. Faculty will continue to try to incorporate events for students to participate in, including attending state Indian education summits in North and South Dakota. Funding from grants that were previously mentioned have supported students attending these events, but again participation has been poor with only one or two students attending each event during the last three academic terms.

PROGRAM PLANNING

A. Identify Trends:

The biggest trend that we have discovered over this program review period is that students want the ability and opportunity to take classes in an online or hybrid format. Students have indicated they appreciate that they have the opportunity to work and take courses at the same time. Other students have indicated that they like that they do not have to travel each day to campus for class as it also saves them money on fuel. There are still students who attend full-time as students who do not work. We do offer the hybrid option for courses so they can come to campus and class. The online and hybrid

courses are evaluated each semester for setup and as it is somewhat new, the adjustment of the delivery and setup is still being perfected.

In the 2023-2024 academic year the ND legislature passed a law requiring higher education teacher education programs to incorporate the “Science of Reading” into their courses to prepare students who teach reading to understand and use this theory in their classrooms. As this mandate came to pass at the end of the program reporting window, there was a small amount of work done on this which included a curriculum map to address the standards of the Science of Reading and show which courses in our program address these standards. Work will continue to implement this mandate in the next program review cycle.

B. Articulation Issues:

Currently there are no articulation agreements with any institutions or organizations. There are MOU’s with a number of local school districts for the education program and the schools to work together in support of teacher education.

The education program is approved through the Education Standards and Practice Board until the Spring of 2026 when an accreditation audit will take place to check on progress of areas in the last accreditation visit in spring of 2023 that needed to be addressed.

C. New/Revised goals and objectives:

The Division has a standing goal of increasing enrollment by ten 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. Continued analysis of course delivery (online and hybrid) and setup in MySBC happens each semester to try and ensure that students are receiving delivery of material and experiences in the best way possible. A recruitment plan specific to the education program is being developed.

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 out 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 closely follows 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.

D. Additional Resources:

Currently no additional resources are needed.

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 = 6)

- 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 the 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 = 4.0
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 = 3.5
Strongly Agree/Agree = 75%
Strongly Disagree/Disagree = 0%
- 8) Communication among faculty in the program is frequent, interactive, and effective.
Mean score = 4.0
Strongly Agree/Agree = 75%
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 = 50%
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 = 4.0
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 = 3.50
Strongly Agree/Agree = 75%
Strongly Disagree/Disagree = 25%