



# Native American Studies Bachelor of Arts Degree Program

PROGRAM PROPOSAL  
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## Introduction

To fulfill Sitting Bull College's mission to build the intellectual capital of the Standing Rock people and community, the Native American Studies Division has explored the development of a Bachelor's degree program in Native American Studies (NAS). During this exploration process, we have met with a 20-member NAS advisory committee, conducted student, alumni, and community surveys, and observed trends regarding Native American Studies in private, state, and tribally controlled colleges and universities. Through these efforts, we have determined that a Bachelor's degree program in Native American Studies will effectively serve the needs of this community. This proposal describes the rationale behind our proposal, the efforts to build this degree program in Native American Studies, and Sitting Bull College's capacity to move forward with an application to the Higher Learning Commission (HLC).

## Rationale of Bachelor's Degree in Native American Studies

Sitting Bull College has determined a need for a Bachelor's Degree program in Native American Studies for the following reasons:

*Trends in NAS:* There are four interrelated trends that signal the need for a BA program in NAS at Sitting Bull College.

- First, beginning in the 1960s, Native peoples have founded and developed Tribal Colleges and Universities as a means to “prepare their students to live productively in two very different worlds”—the Indian, and the non-Indian world (Stein, 18). “It had to be that way,” argues W.J. Stein (2009), “if [Native] peoples were to survive with some semblance of whom they really were and are, and were to protect what they had retained of their homelands and sovereign rights into the twenty-first century” (18). Thus, Tribal Colleges and Universities were founded to protect, maintain, and develop tribal cultures, as well as facilitate standard post-secondary education. The institution of a BA in NAS would serve as one way that SBC could continue this mission.
- Second, non-tribally controlled institutions of higher education have also recognized the value of Native American Studies. There is a growing demand across the United States and Canada for Native American, First Nations, and other Indigenous Studies programs as part of a larger movement to increase awareness about Native peoples' histories, cultures, and contributions to the world and reverse negative stereotypes about Native peoples in mainstream media and education (Morris 2015). This demand has been in response to the fact that mainstream college and universities have most often only worked to serve the educational needs of white students. In recent years, as Taner (1999) recounts, “universities have [since] learned the importance of responding to the needs of all of their constituents and encouraging Native representation within all levels of university governing bodies and in the lecture halls” (291). Currently, multiple academic journals are dedicated to publishing Native American Studies research, these include, but are not limited to, *Wičazo Ša Review*, *American Indian Quarterly*, the *Native American*

*Indian Culture and Research Journal*, and *Studies in American Indian Literatures*.

Further, Native American Studies scholars have recently organized the Native American and Indigenous Studies Association (NAISA). NAISA holds an annual conference, which is growing rapidly. Its last meeting in 2013, had more than 900 attendees (NAISA 2016). A BA in NAS program at Sitting Bull College would enable SBC students to participate in this trend in Native Studies research and knowledge production.

- Third, studies in education have indicated a positive link between Native American Studies and student achievement. For example, in their 1986 study among Očhéthi Šakówiŋ college students, Huffman, Sill, and Brokenleg identify that students who retain a greater sense of their traditional cultural identity and heritage, “seem to have a better chance for achievement in college than their nontraditional counterparts” (7). More recently, a Stanford study in education has recorded that Ethnic Studies courses (which can include Native American Studies courses), help boost school attendance and academic performance among at risk high school students (Donald 2016).
- While studies have highlighted a significant link between student identity/culture and student academic performance, recent studies have also highlighted the loss of Native identity/culture in Native communities today. One of the most-clear examples of this is in Očhéthi Šakówiŋ language maintenance. The Lakota Language Consortium has announced that the number of Lakota speakers has decreased by around 66% in the past 10 years (Lakota Language Consortium 2016). While, one of Sitting Bull College’s institutional outcomes reads, “Students will gain an understanding and appreciation for Native American cultures,” students will not be able to experience the benefits of Očhéthi Šakówiŋ language, culture, and identity, let alone understand and appreciate them, if Očhéthi Šakówiŋ teachings and language are no longer known. The BA program in NAS would introduce students to Očhéthi Šakówiŋ knowledge as a means of preserving, maintaining, and developing that knowledge as well establishing in those students a greater sense of identity and self-worth.

*Dearth of NAS Degree Offerings in Area:* There are no programs in the area that offer a BA in NAS. One of the closest programs is at Black Hills State University, which is nearly 250 miles away from Fort Yates. Currently students can earn a BA in General Studies with an emphasis in Native American Studies, but cannot major in Native American Studies. SBC offers a unique learning experience for students by incorporating the culture of the Očhéthi Šakówiŋ people within its curriculum and campus functions. With this in mind, there is desire to demonstrate that SBC sees the utmost value in Očhéthi Šakówiŋ language, history, value systems, and intellectualism by offering a Bachelor’s degree in Native American Studies.

*Interest in NAS BA:* Our surveys have indicated much interest in a BA in NAS program among students, alumni, and Standing Rock community members.

- Twenty-one students took the student survey. Sixteen students indicated they were at least somewhat interested in obtaining a BA in NAS, even though eight of those students indicated that they were in their third or fourth year of the program

(and thus unlikely to switch majors). Further, twelve students indicated they hope to enroll in our program within the next two years.

- SBC alumni have expressed interest in obtaining their BA in Native American Studies. While only seven alumni took the survey, five said they would have been interested or very interested in a NAS BA degree if it were available during their time here. Additionally, six alumni indicated they hope to return to SBC and enroll in our program within the next two years.
- Nearly half of the 150 individuals from the community said they would be at least somewhat interested in obtaining a BA in NAS from Sitting Bull College. Seventeen people indicated they would be very interested in the program. Sixty-nine individuals indicated they hope to enroll in our program within the next two years. (Thirty-eight individuals indicated they hope to enroll within one year, and thirty-one people indicated they hope to enroll between one and two years).

*Expand Definition of NAS:* There is a need to re-define what Native American Studies means among Standing Rock community members.

- Members of our community advisory committee, as well as other participants in the survey, understand Native American Studies broadly, to include topics in history, tribal governance, federal Indian policy, and philosophy, as well as language. Indeed, it is its interdisciplinary nature that makes this program so valuable to the SBC community.
- However, some of the participants signaled that they understand Native American Studies to mean simply Native language-learning; and, therefore, some of these participants did not see Native American Studies as useful in their field of employment. For example, one participant, who works as a case manager, wrote that they did not believe a BA in NAS would be beneficial in their field of employment because “there are not native speakers coming in for help.” A coordinator for the National Environmental Policy Act indicated that they thought a BA in NAS would “not [be] something that we would utilize year round [because we] would only need translations for signs and our signs only get updated every few years. So in this case we can simply ask someone from our education department to translate as needed.” Both of these participants indicate that they understand Native American Studies to be simply Očhéthi Šakówiŋ language-learning. Further, the first statement indicates that the participant sees no use for the language, if there no one else speaks it, while the second statement indicates that the language is only needed for signage. These statements contradict what other community members and scholars have to say about the importance of indigenous language.
- When asked about the importance of the Očhéthi Šakówiŋ language, members of our advisory committee indicated that, rather than simply providing a means of communicating with traditional Očhéthi Šakówiŋ language speakers, Očhéthi Šakówiŋ language-learning should be understood as a means of developing a Native perspective that they believe will better serve the Standing Rock community.
  - For example, Advisory Committee member John Red Bear explains, “Understanding and speaking language will revitalize us by identifying who we are. Then we would know where we come from, where are going, and [it] will determine our survival.”

- Mike Little Bear writes, “I feel the language is important to an individual. Since it is a living language and grounds a person. To give an individual his/her identity back, which I feel many people struggle with living in a world of chaos and confusion.” And Tom Redbird notes, “The Lakota language is very important because it is the only way to teach the values, identity, way of life. Ceremonies, inipi, spiritual ways.”
- Our committee’s responses are in line with what academic experts in language revitalization have to say about the importance of language. As Joshua Fishman (2010) recognizes, there is a great link between the language one speaks and one’s understanding of self and place in the world, or identity. And Dr. Leanne Hinton (2001) writes, “Language choice is part of the right of indigenous peoples to their own land, to autonomy, and to cultural and economic self-determination” (4). Yet, the community survey data shows that some community members do not recognize the inherent connections among Očhéthi Šakówiŋ language and Očhéthi Šakówiŋ identity and Očhéthi Šakówiŋ political autonomy. By offering an interdisciplinary program, the NAS division hopes to help students identify and analyze these connections.

*Need to Recognize and Validate Očhéthi Šakówiŋ Knowledge:* There is also a need to officially recognize and validate Očhéthi Šakówiŋ teachings as knowledge that is on par with academic knowledge. Community survey participants implied that while institutions and employers may recognize the importance of Očhéthi Šakówiŋ teachings, they often can only hire people with some sort of official degree. Yet, there is currently no degree that recognizes such knowledge as worthy of a college degree. As one community member notes in their survey, “there are many people with knowledge of our ways and who are very wise however sometimes [the kinds of knowledge they possess] don’t fit with any of the degree plans that SBC offers.” The BA in NAS provides one way for the community to officially recognize Očhéthi Šakówiŋ teachings as equivalent to other kinds of academic knowledge. Another survey participant sees this potential in a BA in NAS program and explains, “[A BA in NAS would] reinforce what I already know, and would provide me with collegiate credentials.”

## Program Mission, Outcomes, and Role at SBC

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

*Program Student Learning Outcomes:* The NAS BA program will facilitate the achievement of Sitting Bull College’s overall mission to build intellectual capital and promote economic and

social development by preparing students to be community-centered leaders. Upon completion of the BA in NAS program,

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

*Role of Program at Sitting Bull College:* The institutional mission of Sitting Bull College reads as follows: “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 BA in NAS helps fulfill SBC’s institutional mission by helping students not only learn and understand Očhéthi Šakówiŋ culture, values and language, but also by helping students apply such knowledge as a means of overcoming the challenges that our communities face today.

## Degree Plan and Course Overview

*Description of Program Courses:* The NAS BA program will offer upper-level courses in Očhéthi Šakówiŋ language, history, culture, politics, and art, as well as comparative courses that situate the Očhéthi Šakówiŋ people within larger North American and global frameworks. Further, the NAS BA program will offer many applied courses, internships, cross-listed courses and other opportunities for students to develop the knowledge, skills, and confidence to become leaders in Native communities. By allowing students to take many courses outside of NAS, this program will encourage students to apply NAS knowledge and skills in other academic disciplines. Finally, the NAS program will ensure continued connections with the Standing Rock community by involving community members and leaders whenever possible, including in determining assessment plans, and holding at least three community events every semester.

### *Proposed Degree Requirements:*

#### **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.
PSYC 100	First Year Learning Experience .....	3 cr.
SOC 120	Transitions-Graduation & Beyond .....	2 cr.
NAS 101	Lakota/Dakota for Beginners .....	4 cr.
CSCI 101	Introduction to Computer Applications .....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE	.....	6 cr.
	Select any two (2) courses from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION	.....	2 cr.
	Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE	.....	8 cr.
	Any two (2) four-hour laboratory science courses	

**Total General Education Requirements ..... 41 credits**

**CORE REQUIREMENTS**

NAS 102*	Lakota/Dakota for Elementary.....	4 cr.
NAS 201*	Lakota/Dakota for Pre-Intermediates.....	4 cr.
NAS 202*	Lakota/Dakota for Intermediates.....	4 cr.
NAS	HISTORY.....	3 cr.
	NAS 108, NAS 109, or (other NAS history course)	
NAS	ARTS.....	3 cr.
	ART 145, ART 146, ART 245, ART, 246, ART 247, NAS 110, or NAS 213	
NAS	GOVERNMENT.....	3 cr.
	NAS 203, or NAS 109 (if not taken already for history req), or CJ 205	
NAS 208	Lakota/Dakota Tradition, Philosophy, and Spirituality.....	3 cr.
NAS	Očhéthi Šakówiŋ Teachings I.....	1 cr.
NAS	Očhéthi Šakówiŋ Teachings II.....	1 cr.
NAS	Očhéthi Šakówiŋ Teachings III.....	1 cr.
NAS	Očhéthi Šakówiŋ Teachings IV.....	1 cr.
ELECTIVES	.....	12 cr.
<b>Total Core Requirements.....</b>		<b>40 credits</b>

**PROFESSIONAL CORE REQUIREMENTS**

NAS 301*	Lakota/Dakota for Advanced-Intermediates.....	4 cr.
NAS 302*	Lakota/Dakota for Proficient Learners.....	4 cr.
NAS 421	Lakota/Dakota Social and Kinship Systems.....	3 cr.
NAS 431	History of Traditional Lakota/Dakota Leadership and the Ithanchan.....	3 cr.
	Or NAS 411 Lakota/Dakota History	
NAS 311	Native American Women.....	3 cr.
NAS ???	Native Sovereignty and Decolonization.....	3 cr.
NAS 498	Senior Capstone Internship.....	1 cr.
NAS Electives ( # 300+ level).....		9 cr.
Electives (300+ level).....		21 cr.
<b>Total Applied Learning core Requirements.....</b>		<b>45 credits</b>

**Total Degree Requirements:..... 126 credits**

\* Cross-listed with 4 credits of sequenced LDL intensive courses.

Required NAS Courses and contributions to program outcomes:

COURSE	Description	Total Credits
NAS 498 Senior Capstone	Internship in greater SRST community at 3 hrs week. Contributes to “challenges” and “teachings” outcomes	1
NAS 200 level Očhéthi Šakówiŋ Teachings	These courses help transmit knowledge of the Očhéthi Šakówiŋ sacred rights. Contributes to all three outcomes	4 credits
NAS 400 level	This course gives an	3 credits

Native Sovereignty and Decolonization	overview of the interpretations of and challenges to tribal sovereignty, as well as theories and practices of decolonization. Contributes to “challenges” and “teachings” outcomes	
NAS 101-302 Očhéthi Šakówiŋ Language	Language sequence develops student to Očhéthi Šakówiŋ language proficiency Contributes to “language” outcome.	4 credits, each= 24 credits
NAS History requirement	These courses take an in-depth look at NA history as well as the ways histories are produced. Contributes to “teachings” and “challenges” outcomes.	3 credits
NAS 431 History of Traditional Lakota/Dakota Leadership and the Ithanchan	This course examines Očhéthi Šakówiŋ leadership and government institutions before colonization. Contributes to “teachings,” “challenges,” and “language” outcomes.	3 credits
NAS 208 Lakota/Dakota Tradition, Philosophy, and Spirituality	This course provides an introduction to Očhéthi Šakówiŋ teachings. Contributes to “teachings” and “language” outcomes.	3 credits
NAS 311 Native American Women	This course examines the role of Native women and gender in Native American Studies. Contributes to “teachings” and “challenges” outcomes.	3 credits
NAS 421 Lakota/Dakota Social and Kinship Systems	This course provides an in-depth look at Očhéthi Šakówiŋ ways of relating to other people and peoples. It contributes to “teachings” and “language” outcomes.	3 credits
NAS 204 Native American Governments	These courses provide an introduction to the ways in which tribal governments relate to US state and US	3 credits

	federal governments. Contributes to “challenges” outcomes.	
NAS Art Requirement	This requirement provides a way for students to engage with Očhéthi Šakówiŋ teachings in a hands-on way. Contributes to “teachings” and possible “language” outcomes depending on what course is taken.	3 credits

## Target Audience and Recruitment

*Who:* The bachelor’s degree in Native American Studies is designed for students passionate about preserving, maintaining and developing Očhéthi Šakówiŋ communities, in a manner that adheres to Očhéthi Šakówiŋ values.

*Why:* Native peoples in the United State face challenges that no other political, ethnic, or racial group face. By stressing Očhéthi Šakówiŋ teachings, the NAS program not only helps facilitate the intergenerational transmission of traditional knowledge that is currently at risk of dying out, the program also enables students to analyze the world through an Očhéthi Šakówiŋ perspective. In this way, the BA in NAS program will help students develop the skills to think critically about the challenges Native peoples face, and become leaders in their communities.

*Recruitment:* Native American Studies plans to recruit students of all adult ages. We plan to recruit at high school in the greater Standing Rock community and in other Očhéthi Šakówiŋ networks. We plan to use social media, email, phone, and in-person meetings/presentations to recruit. It’s worth emphasizing that, because we are at a tribal college, and are located on the Standing Rock Sioux Reservation, our program will attract Očhéthi Šakówiŋ students who wish to restore or strengthen their connection to their Native nation.

## Employing the NAS Degree

*NAS knowledge needed in workforce:* Community surveys have indicated that there is simply a need for more individuals who know and can share the kinds of knowledge that the NAS Bachelor’s degree program would provide. Of the 139 participants that answered the question, 106 (76%) indicated that a degree in Native American Studies would benefit someone in their field of employment. It’s worth noting that four participants (who are counted as part of the “unsure” category”) indicated that a full degree in NAS was perhaps not needed, nevertheless college courses in NAS would help someone in their field of employment.<sup>1</sup> Survey participants were also

<sup>1</sup> One participant suggested that a BA minor in NAS should be available rather than a full degree. In some fields of employment where a specific kind of degree is needed, such as in education, it is understandable why an NAS BA degree may not seem that desirable. However, 80% of the 97 participants in education indicated that a degree in NAS would benefit someone in their field. This data seems to suggest that an education degree with heavy emphasis (or perhaps a minor) in NAS would be a beneficial program.

asked how they see NAS benefitting someone in their field of employment. Answers to this question highlight the fact that a NAS BA degree could serve the community in multiple ways by benefitting employees in multiple fields.

- In the field of education, the survey data indicates that a BA in NAS would serve the Standing Rock community by benefiting both the teachers and the students.
  - More specifically, participants noted that an NAS degree would help teachers connect with their students. For example, one participant from education wrote, “I absolutely think [the NAS BA degree] would [benefit someone in Education]. I work with students who predominantly identify as Native, especially Lakota/Dakota. Learning more about their culture allows me to learn how to ally and partner with them better to create a different world.” Similarly, another participant in education wrote: “Yes [a BA in NAS] would [help someone in my field]. [A person with this degree] would be able to understand more of the things that happened in the past is affecting everything now.”
  - Participants in education also highlighted how a degree in NAS, or perhaps more knowledge of NAS material would help them design their own curriculum to better serve their students. As one participant comments, “Yes, I do think a degree in Native American Studies would be beneficial. Having teachers trained in teaching Native American Studies benefits all students. Learning different cultures and languages enables students to expand their knowledge and understand more about the diversity of the world.” Another participant wrote: “Yes [a degree in NAS would benefit someone in my field of employment]. It will make learning more interesting if Native American culture is incorporated into the discussion.” Likewise, another participant wrote, “[With a BA in NAS] I think that I could incorporate some Native American Studies in the curriculum that I teach.”
  - Further, Sitting Bull College Curriculum Committee Member Tim Krahler, who has formally worked as a school administrator in the area, reported that as an employer of Social Studies teachers he would have given preference to a teacher with a Native American Studies background over someone with a general Social Studies focus. This is because information about the social constructions that impact Native reservations, including Standing Rock, is not taught in general Social Studies programs.<sup>2</sup>
- Community members who work for the tribal government also took the survey. Their responses demonstrate that a BA in NAS degree would benefit a student looking to work for the tribe multiple ways and in many different kinds of jobs.
  - This survey data highlighted that a BA in NAS would have immediate, practical applications for graduates seeking employment. For example, a participant working in tribal housing believes a BA in NAS would help someone in their field of employment because “the majority of individuals can

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<sup>2</sup> Reported in Curriculum Committee Meeting on April 8<sup>th</sup> 2016.

possibly have a fluent Lakota/Dakota/nakota person living in their home. Most of the actions revolve around the native culture, specifically on their interactions with non-natives, which sometimes get misconstrued.” A person working in the tribal Historic preservation office notes, “the Tribal Historic preservation Office needs people who understand their culture, history, language and way of life to protect our land base.” A tribal program director notes, “[an education in NAS] shows the development of federal policies; how they have led back to the idea of self-governance, and 638 contracting.” Moreover, a program coordinator writes, “Yes [a BA in NAS would benefit someone in my field of employment.] I work for the tribe in a field where you need to understand federal policies, tribal governance, and most importantly, the public we serve here.” Similarly, a program director notes, “Yes [a BA in NAS would benefit someone in my field of employment], especially new younger employees, as they would come in with an understanding of Tribal Sovereignty and its implications.” And one participant, who works in the Health or Medical fields, notes, “[A BA in NAS] will help [someone working for the tribe] understand some cultural conflicts, how the Tribal government system works, and history of the people we are trying to serve.” These responses demonstrate how education in NAS could directly impact the work experience of tribal employees in various fields of employment, because an NAS degree would provide not only insight into Native life, but also a working knowledge of the policies and laws that effect Native life today.

- Survey data also highlights the ways a BA in NAS could benefit employees by bolstering their individual and community identities. As one participant, who works as a data coordinator, writes, “I think taking a native american studies course as well as a language course would be important for all tribal employees who are native, so we all can help strengthening our communities & tribe.” Another program coordinator believes a BA in NAS would benefit someone in their field of employment because they “feel it is important to maintain our identity as a people and to understand who we are and where we came from. Our values and ideals should carry on in our lives.” Statements like these reveal that an NAS education could help strengthen a student’s individual Native identity, as well as the community’s identity.
- Finally, at a recent meeting held on March 23<sup>rd</sup> 2016, the Native American Advisory Committee agreed that a BA degree in NAS from Sitting Bull College should be required for anyone seeking a seat in tribal council. This agreement signals the value of a NAS education and its applicability in everyday Native life.

*Job Opportunities:* Because of its interdisciplinary nature, students graduating with a bachelor’s degree in NAS could find employment or continue their education in a variety of fields, including but not limited to, law and policy, community development, education, tribal governance, administration, human resources.

Below is a selection of recent (spring 2016) job openings on Lakota/Dakota reservations that require or prefer applicants to have a background in Native American Studies:<sup>3</sup>

- Residential Technician, Lake Oahe Group Home, Standing Rock Sioux Tribe
- Case Manager/ND Office Child Protection Services, Standing Rock Sioux Tribe
- Case Manager/SD Office Child Protection Services, Standing Rock Sioux Tribe
- High School Language/Culture teacher, Standing Rock Community Schools
- Elementary Language/Culture teacher, Standing Rock Community Schools
- Residential Life Manager – Dormitory, Cheyenne Eagle Butte School
- Cultural & Traditional Leader (Jr. High School) ,Cheyenne Eagle Butte School
- Community Health Representative, Cheyenne River Sioux Tribe CHR
- Executive Director, Cheyenne River Sioux Tribe Wisdom Keepers
- Office Manager, Executive Secretary, Cheyenne River Sioux Tribe Legal Department
- Public Defender, Cheyenne River Sioux Tribe Public Defender’s Office
- Also, as more and more Očhéthi Šakówiŋ language and culture maintenance programs get off their feet, there will be more and more employment opportunities for graduates of Sitting Bull College’s NAS program, which emphasizes Očhéthi Šakówiŋ language proficiency. For example, every year the Lakota Language nest and immersion school in Fort Yates will open up at least one full-time teaching position, and multiple part-time, assistant, or substitute positions for proficient Očhéthi Šakówiŋ language speakers.

Below is a short selection of recent (Spring 2016) job openings that are located off reservations, nevertheless still require or prefer applicants with a background in Native American Studies or related field.

In North Dakota and South Dakota:<sup>4</sup>

- Collaboration and Training Coordinator, Partnerships with Native Americans Rapid City, SD
- Native American Cultural Coordinator, Volunteers of America, Dakotas - Sioux Falls, SD
- Service Coordinator Partnerships With Native Americans - Rapid City, SD
- Archeologist, Bureau of Land Management, Dickinson, North Dakota
- ALCC - NPS Career Institute Interns, Knife River Indian Villages National Historic Site
- Native American Program Liaison, Grand Forks , ND

Outside of North Dakota and South Dakota:<sup>5</sup>

- Director, First Nations Center, Indiana University, Bloomington, Indiana

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<sup>3</sup> These job openings were listed on the Cheyenne River Tribal Employment page, and the Standing Rock Tribal Employment page. Some positions may have been removed, once they were filled.

<sup>4</sup> These positions are listed at the following website:

<http://www.indeed.com/jobs?q=Native+American&l=South+Dakota&start=40>

<sup>5</sup> Most of these positions are listed at the following website: <https://www.naisa.org/job-postings/blog/page-17.html>

- Anne Ray Internship for Museum Studies, Indian Arts Research Center, Santa Fe, New Mexico
- Associate Curator, Tweed Museum of Art at UMD, Duluth, Minnesota
- Dartmouth College Director of the Native American Program, Hanover, New Hampshire
- Repatriation Coordinator, University of Massachusetts Amherst

In addition, Native American Studies is a growing field in higher education. Students graduating with a BA in Native American Studies from Sitting Bull College could surely continue their education in Native American Studies at any of the many private and state institutions, in both the USA and Canada, offering higher degrees in NAS or a related discipline. There are multiple fellowships available for Native students who wish to continue their education at the graduate level, and Sitting Bull College faculty are prepared to help students navigate this process.

## Program Feasibility

*Resources:* The NAS division at Sitting Bull College currently employs two full-time faculty and at least 2 adjunct faculty every year. In addition, several full-time faculty in other SBC divisions (in Education and Environmental Science primarily) teach and are willing to teach courses in NAS or cross-list courses in NAS. As part of a tribal college that is located on an Očhéthi Šakówiŋ reservation, our program is in a great position to work with community members in developing courses that facilitate the transmission of Očhéthi Šakówiŋ teachings and will thus help students face the challenges that are unique to Native peoples.

*Limitations:* Očhéthi Šakówiŋ knowledge traditional knowledge has been deemed invaluable to the Standing Rock community. The NAS bachelor's program has been designed in order to help facilitate the intergenerational transmission of such knowledge. Moreover, in working to preserve, maintain, and develop Očhéthi Šakówiŋ knowledge, this NAS program will rely heavily on adjunct faculty from the community. Yet, many of these faculty will be bearers of traditional Očhéthi Šakówiŋ knowledge that is not often recognized in formal academic institutions. These individuals may not have degrees or other accolades otherwise required to teach college class. For example, someone with intimate knowledge of Očhéthi Šakówiŋ women's ceremonies may, or may not, have a college, or even high school, degree. Because of this, one of the great limitations of this program will be negotiating ways to adequately recognize and compensate community members who do not have academic degrees, but who are nevertheless willing and able to share their traditional knowledge as adjunct faculty.

## Faculty Needed

Because this program seeks to provide students with a truly interdisciplinary and well-rounded education in Native American studies, the NAS program will need to provide courses in both academic knowledge, and "traditional" knowledge. To facilitate the transmission of traditional knowledge, the NAS BA program will need to hire more instructors from the community who have knowledge and experience with Očhéthi Šakówiŋ teachings and practices. The NAS advisory committee has agreed to help in recruiting suitable instructors for the specific

Očhéthi Šakówiŋ traditional knowledge classes. Because most of the individuals whom we will call upon to teach these classes do not have the required master's degree, NAS faculty will be listed as instructor on record. Moreover, NAS faculty will seek out and secure funding from various fellowships and grants, such as the Jacobsen or Phillips Fund grant that can be used to compensate those individuals who share their knowledge with our students but who cannot be hired as adjunct faculty.

Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Faculty Required for program	2 full time 24 credit hours adjunct	2 full time 36 credit hours adjunct	2 full time 48 credit hours adjunct	2 full time 48 credit hours adjunct	2 full time 48 credit hours adjunct

## Program Budget

Costs for the program will include salaries for full time and adjunct faculty, Lakota Language Dictionaries for Faculty computers and for computer labs, memberships and travel to relevant academic conferences, and costs for routine community meetings and events.

Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Salaries	\$61,050	\$68,590	\$76,390	\$82,300	\$83,800
Fringe	\$15,198	\$17,148	\$19,098	\$20,575	\$20,950
Supplies & Equipment	\$3,600	\$3,600	\$3,600	\$1,800	\$1,800
Technology	\$120	\$60	\$60	0	0
Membership	\$400	\$400	\$400	\$400	\$400
Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Total	\$82,368	\$91,798	\$101,548	\$107,075	\$108,950
Minimum # Students*	9	10	11	12	12

\*Based on \$1,800 per full time student per semester (\$3,600 per year), and \$6,000 in ISC. This also assumes no stop-outs and 100% retention

### *Program Costs Breakdown*

- Salaries
  - Full time Faculty #1: MA 27 credit hours increment 6 in year 2016-2017, PhD year 2019-2020
  - Adjunct Faculty: 12 credits @ \$550 per credit hour
- Fringe 25% of Salaries
- Supplies and Equipment
  - Supplies

- Course Supplies will paid for by student lab fees
  - Sound/ Media Lab: 1 computer and 2 headsets= \$900, 2 each year for first 3 years.  $900 \times 2 = 1800$ / year for first three years.
- Community Event: (6 events)
  - Honoraria One speaker per event at \$100 x 6= \$600 year
  - Food \$200 per event x6 = \$1,200 year
  - Total: \$1,800 per year
- Technology
  - Lakota Language Dictionary: \$30 each
    - Year 1: for 2 faculty and 2 sound lab computers= \$120
    - Year 2: for 2 sound lab computers= \$60
    - Year 3: for 2 sound lab computers= \$60
    - Costs for updates included in initial payment
- Membership
  - Native American and Indigenous Studies Association \$100 per FT faculty per year
  - American Society for Ethnohistory \$100 per Full-time faculty per year
- Travel: Total per faculty per year \$1,200
  - Travel 1,000 per faculty
  - Total: \$1,200 per faculty

## Non-Financial Resources Needed

Outside of funding, the BA in NAS will require the following:

- Flexibility around internships and courses, especially those taught by community members as adjunct faculty
- Faculty to teach cross-listed courses
- Language teacher training
- NAS course re-naming for continuity
- Official partnerships with SBC library, where historical documents and other archives may be housed, accessed, and produced.
- Lab hours (we need to teach applied knowledge, so we need more student contact hours than just in a classroom for some classes.)
- Classroom space for classes, and community meetings
- Means of student transportation to off-campus class sites.

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