

Graduate Education Department Program Review (Academic Year 2014-15)

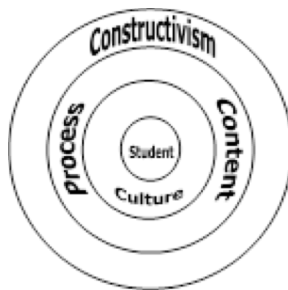
Section 1. Introduction

Education Department Program Description

Sinte Gleska University's Education Department is dedicated to preparing teachers who will be able to address the challenges presented in today's global, multicultural society and classrooms. Department faculty members are dedicated to modeling student-centered and constructivist-based teaching and learning using a culturally relevant and researched-based curriculum.

The program is best described through the use of the department's conceptual framework.

CONCEPTUAL FRAMEWORK



Based in part on the research by Martin Brooks and Jacqueline Gennon Brooks and the wisdom of Lakota elders, the conceptual model and mission statement provide a strong foundation for the education of future teachers.

By placing the **student** in the center of the framework, one must realize that the knowledge, skills, and beliefs that students bring to the program must be honored. By building on the students' prior knowledge and experiences, future teachers are provided a culturally relevant model that will allow them to pass this honoring on to the students that they will teach.

Culture is the second component of the framework. Through an understanding of one's own culture, other cultures can be respected. Modeling culturally relevant pedagogy in the Education Department's courses is a key factor to the satisfaction and success of Sinte Gleska University graduates.

When the idea for a conceptual framework was being considered, it was understood that there had to be a specific **process** that reflected the Lakota culture and values in the development of the program, the teaching of the courses, and the field experiences and internships that students would be required to complete. The

content was expected to be culturally-relevant and based upon the traditions of the past, their connections to the present, and the implications for the future, as is stated in the department's mission statement. This meant that cultural values and teachings had to be incorporated in traditionally western European thought taught in textbooks.

By looking at a process in which students would be held responsible for their own learning, for modeling the Lakota values, and for the realization that learning is a life-long journey, the **constructivist model** became the fourth, and outer circle, of the framework. This conceptual framework and mission statement provide a strong foundation upon which the program is structured.

Degree Plans

The Education Department at Sinte Gleska University consists of the following programs based on a constructivist model of education:

Masters of Education

- Educational Administration (P-8)
- Educational Administration (7-12)
- K-12 Reading Specialist
- Early Childhood Special Education
- Curriculum and Instruction

All status sheets (degree plans) can be found on the Sinte Gleska University website at www.sintegleska.edu

A Chronology of the History of the Education Department

1971 - Sinte Gleska University opened its doors to its first 156 students with 16 classes taught by volunteer teachers.

1972 - Sinte Gleska College became a charter member of the American Indian Education Consortium (AIHEC), as one of six founding institutions.

1977 – **Sinte Gleska College is granted status as a candidate for accreditation by the North Central Association of Colleges and Schools.**

1979 – Bachelors degree programs in Human Services and Elementary Education approved for offering at SGC by South Dakota Board of Regents.

1983 – Sinte Gleska College becomes the first tribally chartered college to be accredited at both the associate and bachelor degree levels.

1989 – **Eleven students graduate with a Masters Degree in Education. SGC is the first tribally chartered college approved to offer graduate courses.**

1992 – Sinte Gleska College, in a special traditional ceremony, attains University status.

2008 – Fourteen Canadian students from Red Crow Community College and Old Sun Community College earned M.Ed. K-12 Reading Specialist certification through academic delivery agreements with Sinte Gleska University.

2010 – The Education Department retains certification status following a program review by the SD Department of Education. Collaboration between the Education and Human Services Graduate Departments resulted in state approval of a School Counseling program.

2011 - Arne Duncan, US Department of Education Secretary, served as the keynote speaker for SGU's graduation ceremony.

2013 - President Lionel Bordeaux was honored for 40 years of service and dedication to SGU during the 43rd Annual Founders' Celebration and Wacipi.

2015 - Encompass and Bear Claw contracted for construction of the Education and Student Union buildings. Cost for the two projects is 2.2 million dollars.

Education Department Mission Statement

The Education Department of Sinte Gleska University improves the learning process of ALL children through the development of effective facilitators of knowledge, understanding and values. This mission includes planning that relates to understanding of the past, its connections to the present, and the implications for the future. The mission contributes to tribal autonomy and cultural strength. It also contributes to individual development that is characterized by reflective thought, self-development, and a life-long seeking of wisdom.

The mission of the Education Department consists of four strands:

One addresses the need for effective facilitators of a journey of the wakanyeja (children). This includes an understanding that, even as shown in the terminology, children are sacred. Therefore, in the early years of learning, there will be a pedagogy that is grounded in the Lakota culture and leans to a life-long search of the ultimate goal, woksape (wisdom).

Graduates in education will be committed to the Lakota wisdom of looking ahead for seven generations. Consequently, planning is based on this tradition, especially as it affects children. This includes looking to the past so that the traditions and values of today are understood and transmitted to the future. The pedagogy espoused by the Education Department is respectful of the values of the Lakota and are based in past tradition and are requisite for the future.

The Teacher Education Program will assist Sinte Gleska University in strengthening tribal culture and government. This includes the teaching of the four Lakota virtues: Woksape (wisdom); Woohitika (bravery); Wowacintanka (fortitude); and Wacantognaka (generosity).

Educators in reservation classrooms will promote the ideals of tribal sovereignty and self-determination.



SINTE GLESKA UNIVERSITY EDUCATION DEPARTMENT

MASTERS OF EDUCATION PROGRAM

APPLICATION FOR ADMISSION



NAME: _____ **SGU ID NUMBER:** _____

ADDRESS: _____ **CELL NUMBER:** _____

_____ **HOME NUMBER:** _____

EMAIL: _____ **WORK NUMBER:** _____

CURRENT TEACHING CERTIFICATE INFORMATION: (Attach a copy of the certificate to the application)

State Issued: _____ **Expiration Date:** _____

Endorsement(s): _____

REFLECTIVE ESSAY: Attach a copy of this essay to the application. Your essay should provide information to the following questions or statements:

1. Why do you seek admission to this program?
2. Describe your professional experiences and how these experiences have prepared you for a graduate program.
3. Describe your short-term and long-term educational goals.

REFERENCES: Seek letters of reference from 3 – 5 people who can describe your abilities as an educator, your preparation for graduate level work and your commitment to the education profession. These letters may be hand delivered or mailed to: Sinte Gleska University; Attention: Cheryl Medearis, Education Department Chair; PO Box 105; Mission, SD 57555.

Please return this application and required documents to:

**Sinte Gleska University
Graduate Teacher Education Department
Attention: Cheryl Medearis, Education Department Chair
PO Box 105
Mission, SD 57555**

Teacher Placement

Sinte Gleska University does not provide a formal teacher or administrative placement service. Students are encouraged to search job listings in local papers or at the South Dakota Placement Center; 306 East Capitol; Pierre, SD 57555. Information is also available at <http://www.asbsd.org>.

Curricular Changes

While all programs within the department are reviewed and data sets from employers, student course evaluations, and recruitment and retention numbers are analyzed on a yearly cycle, no significant changes have taken place within the last two academic years. Administration, faculty and students realize that programs must change to meet new demands of the area schools; therefore, the program and degree plans are constantly being revised.

Section 2. Program Alignment with College Mission and Purposes

Sinte Gleska University Mission Statement

Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation and culture, **concerned about the future**, and willing to work to see the institution grow. It provided each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal needs. Sinte Gleska University graduates will **help determine the future development and direction of the tribe and its institutions**. The mission of Sinte Gleska University is to plan, design, implement and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota people, in order **to facilitate individual development and tribal autonomy**.

Graduate Education Department Mission Statement

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The Teacher Education Program will assist Sinte Gleska University in strengthening tribal culture and government. This includes the teaching of the **four Lakota virtues**:

Woksape (wisdom); Woohitika (bravery); Wowacintanka (fortitude); and Wacantognaka (generosity).

Educators in reservation classrooms will promote **the ideals of tribal sovereignty and self-determination**.

The Graduate Education Department's Alignment with the SGU Mission Statement

The Mission Statement of the Graduate Education Department directly aligns with the mission statement of the university in that both missions provide a model for Indian-controlled education and are rooted in cultural values. Both missions reflect individual development for all people and tribal autonomy. Words that are in bold print give evidence of the alignment between both missions.

The Graduate Education Department's Alignment with Wolakota

As written in the SGU Catalog and numerous handbooks, "Wolakota means to act and behave with ultimate respect, harmony, peace, and friendship" characteristics we model in education classrooms with the expectation that the same behavior will be emulated in the classrooms of future teachers.

The department's mission statement reflects the premise that "respect is to hold all people (especially elders) in high esteem" and to "praise them for their wisdom and integrity." Also reflected in the department's mission is that "traditional values should always be upheld because the youth look up to the older generations as models" and we expect our graduates, the teachers of future generations, to be positive role models to their family members and to their students.

Program Learning Outcomes Alignment With the SGU and Department Missions:

The Program Learning Outcomes were developed with both missions and Wolakota at the forefront. All must work in concert in order to be reinforced within SGU classrooms and in the future classrooms of our graduates.

Program Learning Outcomes for the Graduate Education Department are:

1. Graduates will be able to apply knowledge of the cognitive, social, physical, emotional and cultural characteristics of students they will teach.
2. Graduates will demonstrate cultural values that represent the program's conceptual model, mission, and the overall mission of SGU.
3. Graduates will demonstrate leadership that is culturally relevant and equity proficient.
4. Graduates will model a personal code of ethics and professional leadership capacity.
5. Graduates will demonstrate the knowledge, skills, and dispositions needed to assess and analyze student learning, make appropriate accommodations to instruction to create a positive learning environment for all students.
6. Graduates will effectively communicate with others (e.g., verbal, non-verbal, written, and technology-based).
7. Graduates will possess skills and sensitivity to collaborate with families, colleagues and community agencies

Section 3. Alignment with Community Needs

There is a shortage of teachers, program directors, and administrators at the national level, an even greater shortage in the state of South Dakota and especially in low-income, isolated areas such the schools on and surrounding the Rosebud Reservation.

An article published at <http://www.educationnews.org/> gives statistics about how the teacher shortage in K-12 schools in South Dakota is raising alarms. Many schools have been unable to recruit highly qualified teachers, directors and administrators to their schools, and many new and veteran teachers and administrators leave the profession for better paying jobs in the private sector.

Labor Department Information

May 2015 State Occupational Employment and Wage Estimates for South Dakota (<http://www.bls.gov/oes>)

11-9032 Education Administrators, Elementary and Secondary School - Plan, direct, or coordinate the academic, administrative, or auxiliary activities of public or private elementary or secondary level schools.

Employment estimate and mean wage estimates for this occupation:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Mean wage RSE (3)
235,110	0.6 %	(4)	\$92,940	0.5 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Annual Wage (2)	\$59,070	\$72,380	\$90,410	\$111,820	\$131,310

[\(4\)](#)

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Elementary and Secondary Schools	230,010	2.75	(4)	\$93,120
Local Government (OES Designation)	970	0.02	(4)	\$96,810
Educational Support Services	910	0.55	(4)	\$87,400
State Government (OES Designation)	900	0.04	(4)	\$90,520
Child Day Care Services	490	0.06	(4)	\$52,910

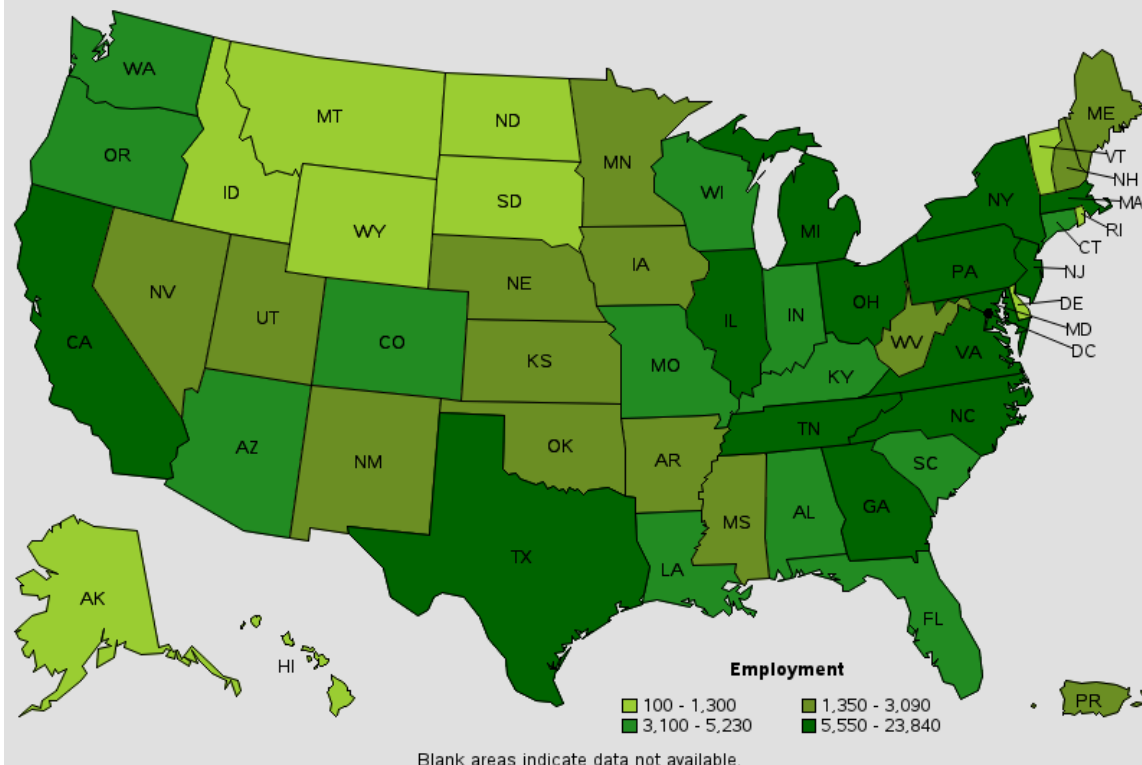
Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<u>Elementary and Secondary Schools</u>	230,010	2.75	(4)	\$93,120
<u>Educational Support Services</u>	910	0.55	(4)	\$87,400
<u>Religious Organizations</u>	340	0.18	(4)	\$87,060
<u>Child Day Care Services</u>	490	0.06	(4)	\$52,910
<u>Other Residential Care Facilities</u>	100	0.06	(4)	\$74,870

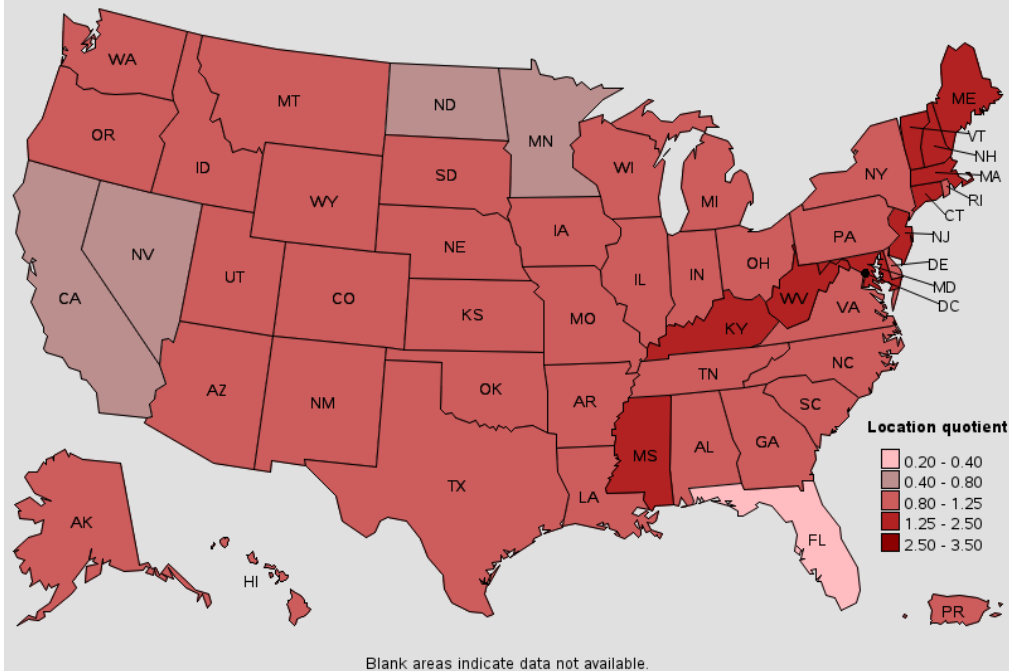
Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<u>Colleges, Universities, and Professional Schools</u>	230	0.01	(4)	\$101,610
<u>Technical and Trade Schools</u>	30	0.02	(4)	\$99,890
<u>Local Government (OES Designation)</u>	970	0.02	(4)	\$96,810
<u>Elementary and Secondary Schools</u>	230,010	2.75	(4)	\$93,120

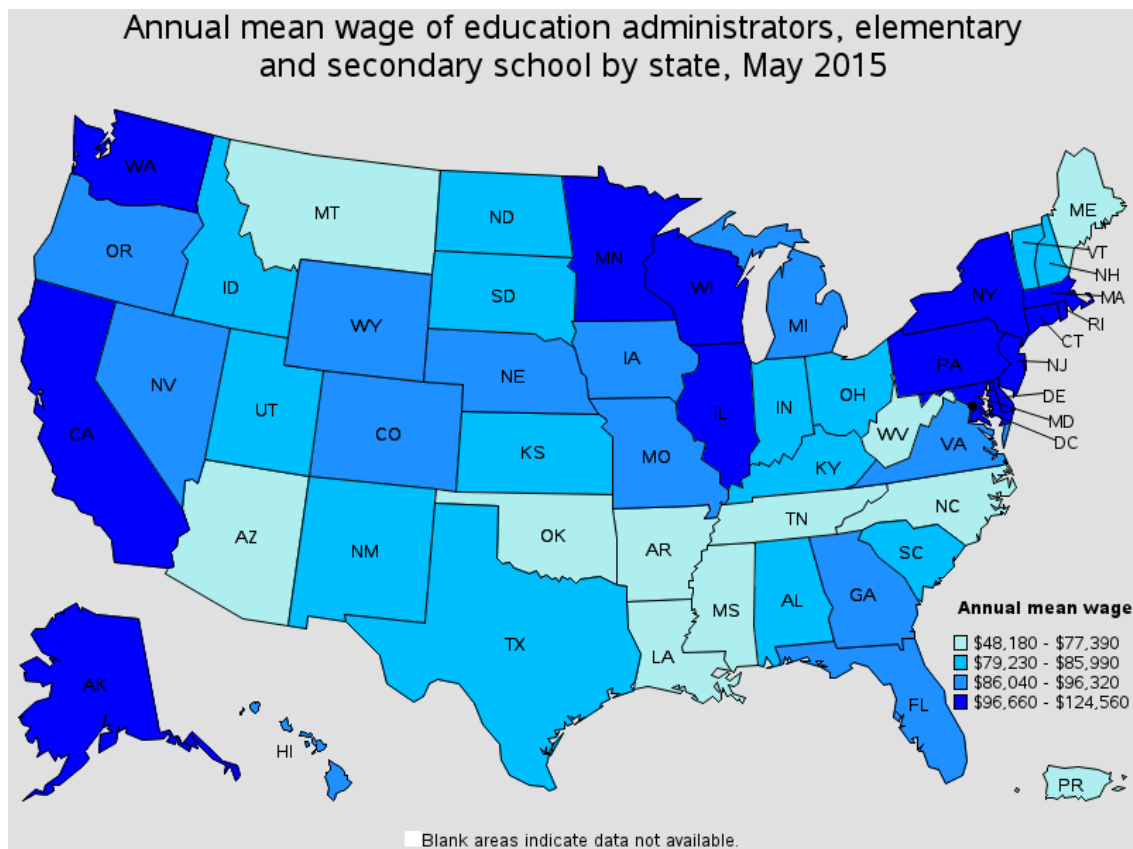
Employment of education administrators, elementary and secondary school by state, May 2015



Location quotient of education administrators, elementary and secondary school by state, May 2015



States with the highest concentration of jobs and location quotients in this occupation:



Department Partnerships/Relationships

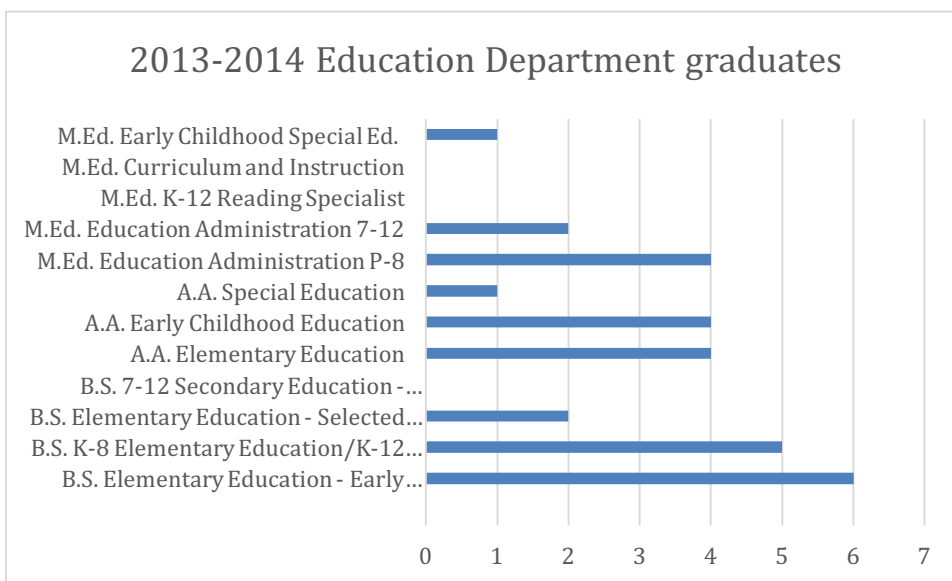
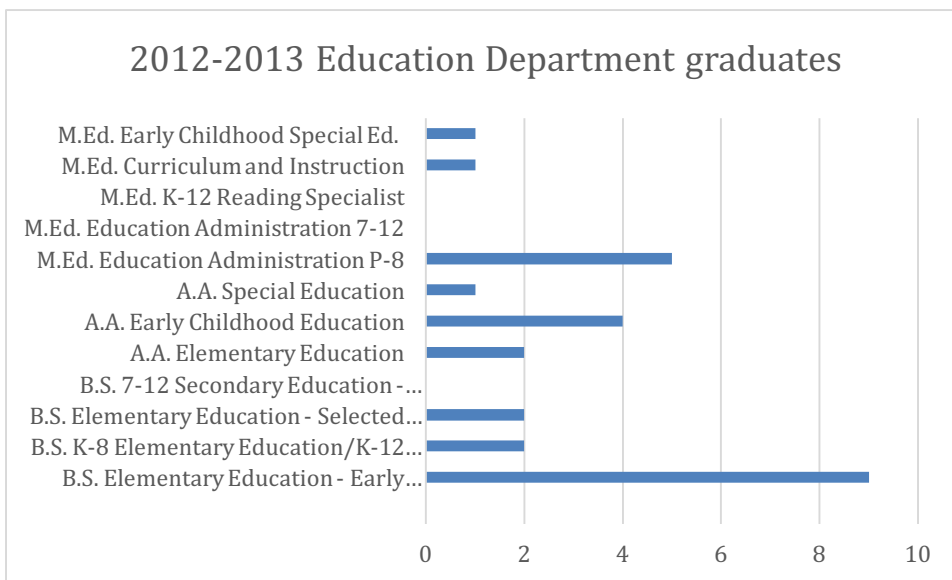
The Undergraduate and Graduate Education Department maintains many relationships with area educational programs such as Teach for America, Boys and Girls Club of the Rosebud, the SGU Daycare, and the Rosebud Head Start and Early Head Start Programs.

The Graduate Education program has current partnerships with the following entities that provide internship or practicums for students in the program:

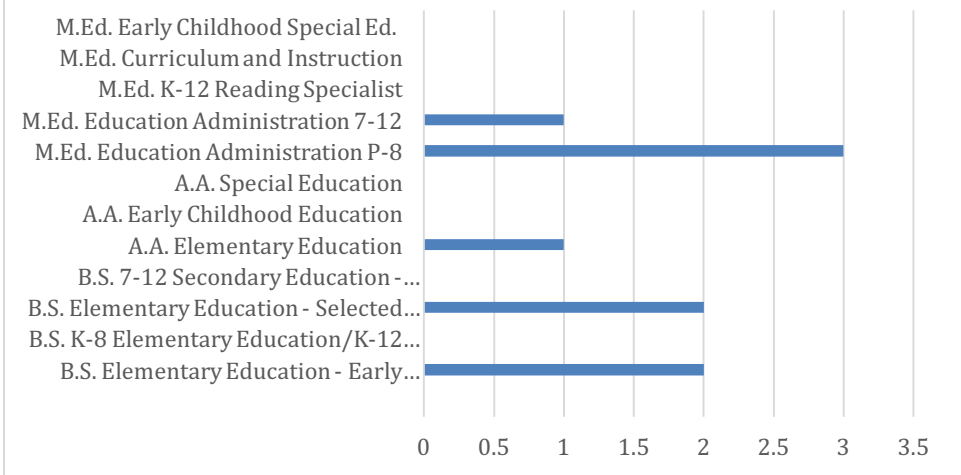
- Todd County School District
- St. Francis Indian School
- White River School District
- Marty Indian School

Section 4. Student Participation and Success

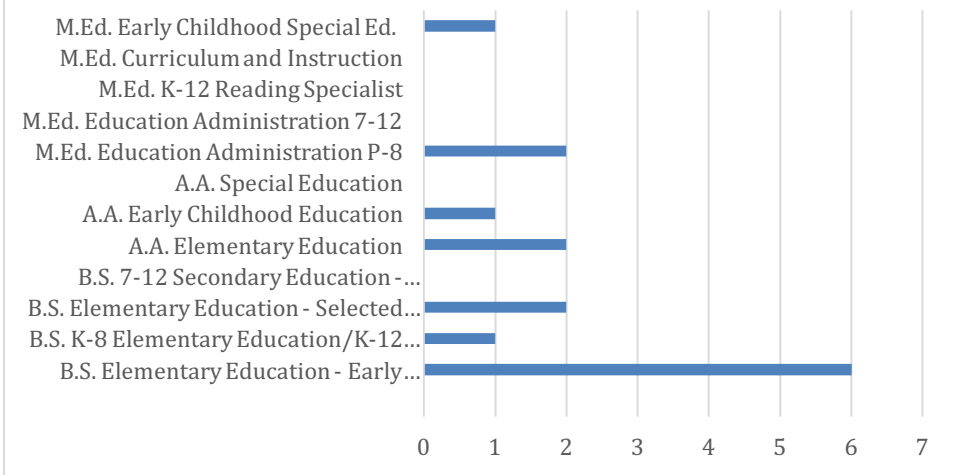
1. 2013-2016 Education Department graduation data



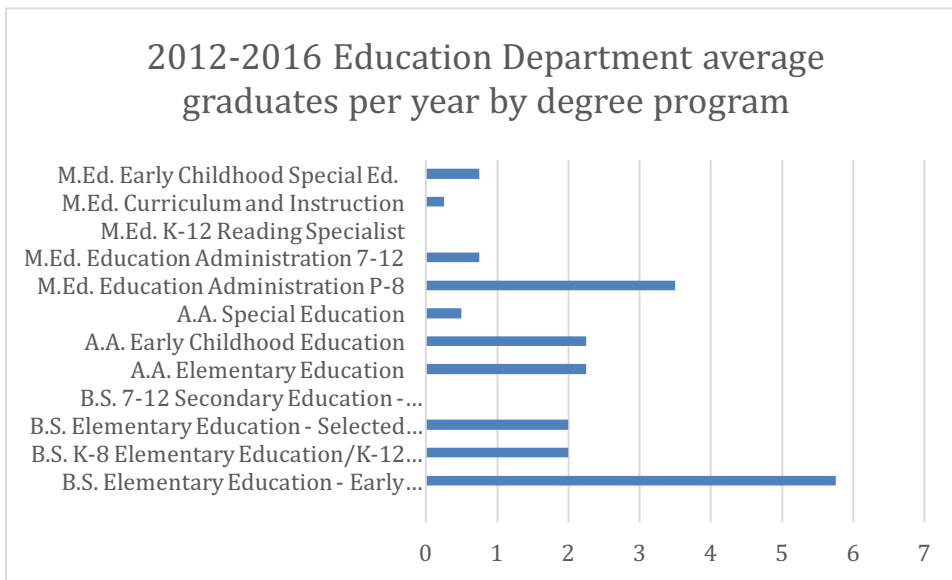
2014-2015 Education Department graduates



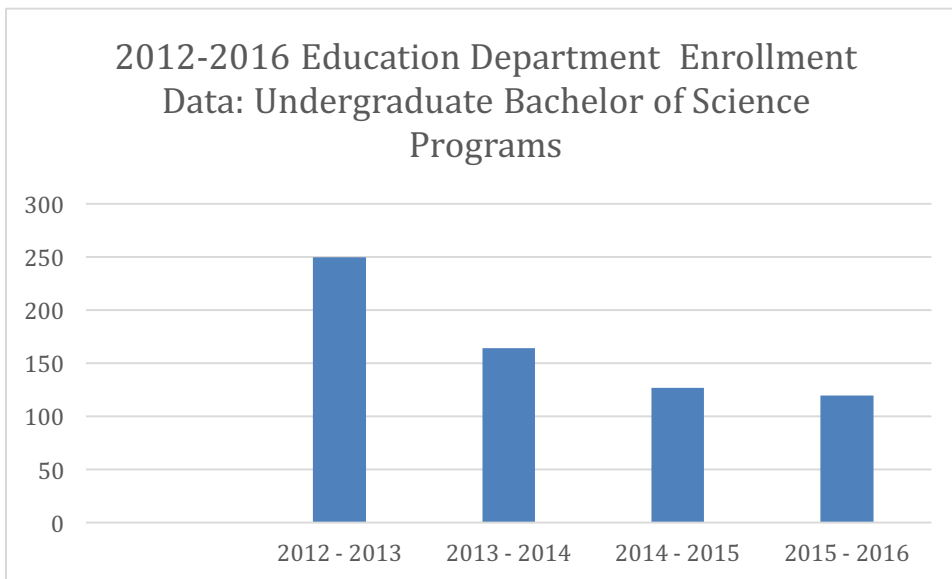
2015-2016 Education Department graduates



2. 2012-2016 Education Department average graduates per year by degree program

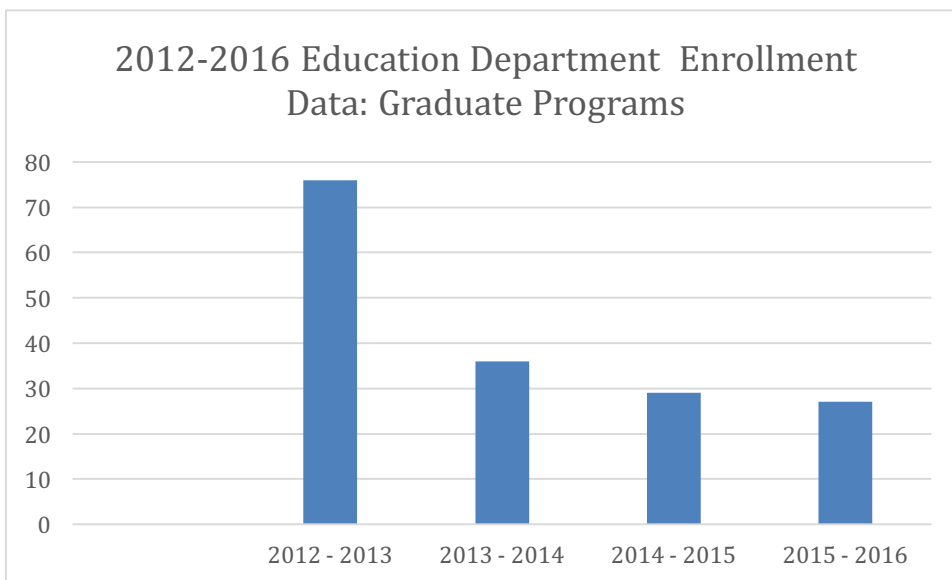


3. 2012-2016 Education Department Enrollment Data: Undergraduate Bachelor of Science Programs



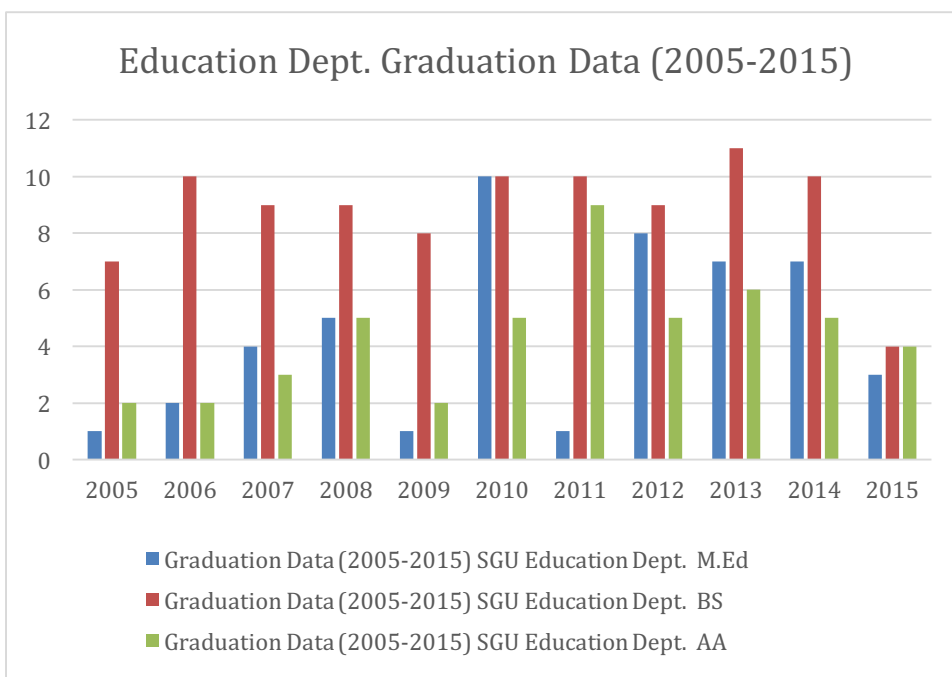
Average enrollment (2012-2016): 165

4. 2012-2016 Education Department Enrollment Data: Graduate Programs

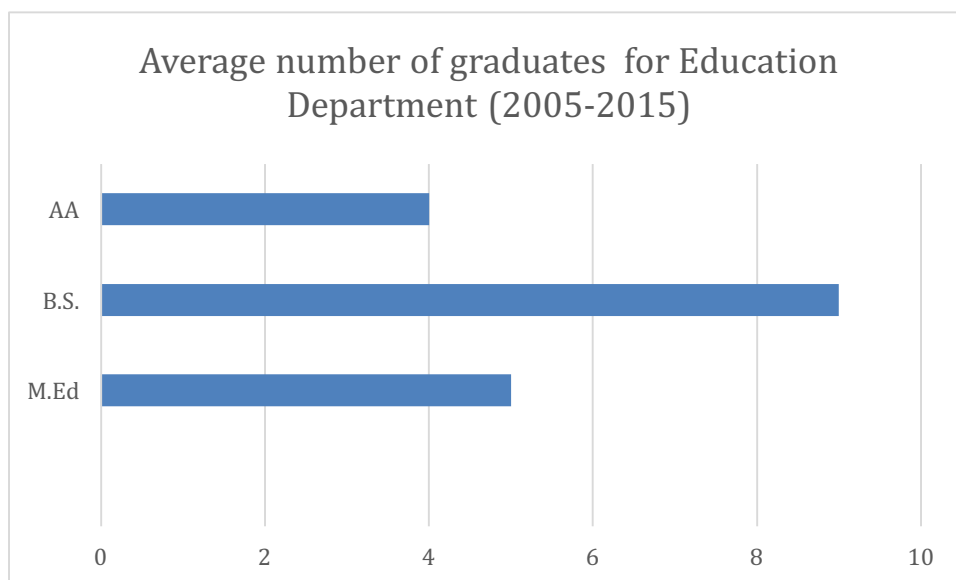


Average enrollment (2012-2016): 42

5. Graduation Data (2005-2015) SGU Education Dept.



6. Average number of graduates for Education Department (2005-2015)



Education Department Enrollment Data Undergraduate Bachelor of Science Programs

Undergraduate	Enrolled	Graduated
2015- 2016	120	9 projected
2014- 2015	127	4
2013- 2014	164	13
2012- 2013	250	13

Graduate Programs

Graduate	Enrolled	Graduated
2015- 2016	27	3 projected
2014- 2015	29	3
2013- 2014	36	7
2012- 2013	76	7

ANALYSIS: Department members will continue to collect four-year trend data on program size each year and make it available to the Provost Leadership Council, the President's Council and to the Finance Department during the budgeting process. Based on the data it is evident that the Department and the University need to improve recruitment effort

Graduation Data (2005-2015)

SGU Education Dept.				Off-Site Education			
<u>Year</u>	<u>M.Ed</u>	<u>BS</u>	<u>AA</u>	<u>Year</u>	<u>M.Ed</u>	<u>BS</u>	<u>AA</u>
2005	1	7	2	2005	NA	7	7
2006	2	10	2	2006	NA	4	7
2007	4	9	3	2007	NA	7	6
2008	5	9	5	2008	14	15	4
2009	1	8	2	2009	NA	NA	5
2010	10	10	5	2010	NA	1	2
2011	1	10	9	2011	NA	NA	2
2012	8	9	5	2012	NA	1	2
2013	7	11	6	2013	NA	2	5
2014	7	10	5	2014	NA	3	1
2015	3	4	4	2015	NA	0	7
TOTAL	49	97	48	TOTAL	14	40	48

Graduation/Employment Data

Bachelor of Science Undergraduate Programs

Undergraduate	Graduated	Employed in Area of Study
2014-2015	4	100%
2013-2014	10	100%
2012-2013	11	100%
2011-2012	8	100%
2010-2011	10	100%

Graduate Programs

Graduate	Graduated	Employed in Area of Study
2014- 2015	3	100%
2013- 2014	7	100%
2012- 2013	7	100%
2011- 2012	8	100%
2010- 2011	1	100%

ANALYSIS: Based on the data, employment of our graduates continues to remain stable. Through an analysis of graduates, data revealed that there was 100% employment rate in the area of study following the first year of graduation.

Courses Offered for Non-degree Seeking Students

The Graduate Education Department offers courses that are required for all teachers seeking South Dakota Teacher Certification. Teachers who are certified in states other than South Dakota, and those candidates with the Teach for America program, must take the following courses in order to be certified to teach in South Dakota schools:

- ED 339 – Indian Education (Graduate course not required by SD Dept. of Education)
- ED 547 – Human Relations: A Multicultural Perspective

Section 5. Program Learning Outcomes and Curriculum and Instruction

Program Review

Program review for Sinte Gleska University's undergraduate and graduate programs began with a review and revamping of the student learning outcomes (SLOs) by the faculty, Assessment Director and Department Chair, who also serves as a faculty member and VP of Academic Affairs. All general education courses, required courses, elective courses for concentration areas, practicums, internships, and national licensure exams were given consideration during the curriculum mapping exercise for determining program learning outcomes (PLOs).

During the mapping exercise, we selected the common practice of using an "I" to indicate the point at which students were introduced to the outcome; an "R" where the outcome is reinforced and are given opportunities to practice the outcomes (ie: methodology courses); and the "M" was used to indicate the point in which students will demonstrate mastery ie: practicum and internship courses). An "A" indicates the point where evidence is collected and analyzed for program-level assessment. Through discussion and analysis of the program outcomes, we ensured that each outcome was assessed and evidence collected to measure effectiveness.

As part of the process, we wanted to ensure that each faculty member, both fulltime and adjunct, had input into how individual course outcomes were aligned with program learning outcomes. Once the mapping was done, we published the information on the Sinte Gleska University website www.sintegleska.edu

Curriculum Map K-12 Reading Specialist

Courses	Graduates will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach.	Graduates will demonstrate cultural values that represent the program's conceptual model, mission, and the overall mission of SGU.	Graduates will demonstrate leadership that is culturally relevant and equity proficient.	Graduates will model a personal code of ethics and professional leadership capacity.	Graduates will demonstrate the knowledge, skills, and dispositions needed to assess and analyze student learning, make appropriate accommodations to instruction to create a positive learning environment for all students.	Graduates will effectively communicate with others (e.g., verbal, non-verbal, written, and technology-based).	Graduates will possess skills and sensitivity to collaborate with families, colleagues and community agencies
EDR 600	I			I		I	
EDR 601		I		I			
ED 610	I	I	I	I	I	I	I
ED 620	R	R	R	R	R	R	R
ED 630	R	R	R	R	R	R	R
ED 640	I	I	I	I	I	I	I
ED 641	I	I	I	I	I	I	I
ED 642	R	R	R	R	R	R	R
ED 643	R	R	R	R	R	R	R
ED 644	R	R	R	R	R	R	R
ED 645	M	M	M	M	M	M	M
ED 646	M, A	M, A	M, A	M, A	M, A	M, A	M, A
Portfolio	A	A	A	A	A	A	AA

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected

Curriculum Map Curriculum and Instruction

Courses	Graduates will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach.	Graduates will demonstrate cultural values that represent the program's conceptual model, mission, and the overall mission of SGU.	Graduates will demonstrate leadership that is culturally relevant and equity proficient.	Graduates will model a personal code of ethics and professional leadership capacity.	Graduates will demonstrate the knowledge, skills, and dispositions needed to assess and analyze student learning, make appropriate accommodations to instruction to create a positive learning environment for all students.	Graduates will effectively communicate with others (e.g., verbal, non-verbal, written, and technology-based).	Graduates will possess skills and sensitivity to collaborate with families, colleagues and community agencies
EDR 600	I			I		I	
EDR 601		I		I			
ED 610	I	I	I	I	I	I	I
ED 620	R	R	R	R	R	R	R
ED 630	R	R	R	R	R	R	R
ED 631	I	I	I	I	I	I	I
ED 633	R	R	I	I	R	R	R
ED 635	R	R	R	R	M, A	R	R
ED 637	M, A	M, A	M, A	M, A	M, A	M, A	M, A
ED 639	R	R	R	R	R	R	R
ED 642	R	R	R	R	R	R	R
ED 643	R	R	R	R	R	R	R
Portfolio	A	A	A	A	A	A	AA

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Curriculum Map Early Childhood Special Education

Courses	Graduates will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach.	Graduates will demonstrate cultural values that represent the program's conceptual model, mission, and the overall mission of SGU.	Graduates will demonstrate leadership that is culturally relevant and equity proficient.	Graduates will model a personal code of ethics and professional leadership capacity.	Graduates will demonstrate the knowledge, skills, and dispositions needed to assess and analyze student learning, make appropriate accommodations to instruction to create a positive learning environment for all students.	Graduates will effectively communicate with others (e.g., verbal, non-verbal, written, and technology-based).	Graduates will possess skills and sensitivity to collaborate with families, colleagues and community agencies
EDR 600	I			I		I	
EDR 601		I		I			
ED 610	I	I	I	I	I	I	I
ED 620	R	R	R	R	R	R	R
ED 630	R	R	R	R	R	R	R
ED 650	I	I	I	I	I	I	I
ED 652	R	R	I	I	R	R	R
ED 654	R	R	R	R	R	R	R
ED 656	R	R	R	R	R	R	R
ED 658	R	R	R	R	R	R	R
ED 660	M, A	M, A	M, A	M, A	M, A	M, A	M, A
Portfolio	A	A	A	A	A	A	A

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Curriculum Map P - 8 Educational Administration

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EDR 600	I			I		I	
EDR 601		I		I			
Elective							
EDAD 660	I	I	I	I	I	I	I
EDAD 661	R	R	R	R	R	R	R
EDAD 662	R	R	R	R	R	R	R
EDAD 663	R	R	I	I	R	R	R
EDAD 664	R	R	R	R	R	R	R
EDAD 665	R	R	R	R	R	R	R
EDAD 667	R	R	R	R	R	R	R
EDAD 668	R	R	R	R	R	R	R
EDAD 669	M, A	M, A	M, A	M, A	M, A	M, A	M, A
Portfolio	A	A	A	A	A	A	A

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected

Curriculum Map 7 - 12 Educational Administration

Courses	Graduates will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach.	Graduates will demonstrate cultural values that represent the program's conceptual model, mission, and the overall mission of SGU.	Graduates will demonstrate leadership that is culturally relevant and equity proficient.	Graduates will model a personal code of ethics and professional leadership capacity.	Graduates will demonstrate the knowledge, skills, and dispositions needed to assess and analyze student learning, make appropriate accommodations to instruction to create a positive learning environment for all students.	Graduates will effectively communicate with others (e.g., verbal, non-verbal, written, and technology-based).	Graduates will possess skills and sensitivity to collaborate with families, colleagues and community agencies
EDR 600	I			I		I	
EDR 601		I		I			
Elective							
EDAD 660	I	I	I	I	I	I	I
EDAD 662	R	R	R	R	R	R	R
EDAD 663	R	R	I	I	R	R	R
EDAD 664	R	R	R	R	R	R	R
EDAD 665	R	R	R	R	R	R	R
EDAD 667	R	R	R	R	R	R	R
EDAD 668	R	R	R	R	R	R	R
EDAD 670	M, A	M, A	M, A	M, A	M, A	M, A	M, A
Portfolio	A	A	A	A	A	A	A

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected

At the end of each program, students complete a portfolio that contains artifacts aligned with the program's learning outcomes and national standards (ie: CEC standards for the Early Childhood Special Education program, IRA standards for the K-12 Reading program, and ISLLC standards for the educational administration programs). Portfolios are assessed using a rubric that is aligned with the standards.

Another integral part of our program review was to look at enrollment numbers for each program and compare those numbers to the number of degrees awarded in a five-year period. This information is used for recruiting and retention, as well as for allocating resources for each program.

Current Syllabi

All current syllabi are included in the **Appendix section as Exhibit 2.**

Composite of Student Evaluations for Spring Semester 2016

All composites of Student Evaluations are included in the **Appendix section as Exhibit 3.**

Section 6. Human, Financial, and Physical Resources

PROGRAM HUMAN RESOURCES (FACULTY)						
Instructor	FT / A Status	Degree/Known Expertise	Strength to Program	PD Accomplished or Attended	Active SGU Committee Membership	Community Service Completed
Medearis, Cheryl Faculty and Chair	FT	M.Ed. Elementary Education; B.S Elementary Education; Early Childhood Special Education endorsement	Public school teaching experience	SGU Professional Development Presenter; Attendance at HLC presentations; Program Review presentation; Higher Learning Commission Conference April 2016	Department Chairs; President's Council; Provost's Leadership Team; Faculty Council (non-voting); Tokatakiya Scholarship Committee; Strategic Planning Committee	Indian Education Summit Committee Member; Indian Education Advisory Member; Relay for Life
Leneagh Michael	FT	M.Ed P-8 Educational Administration; B.S. Elementary Education – Math & Science	Public school and university teaching experience	SGU Professional Development Presenter; Attendance at HLC presentations; Program Review presentation	Alternate Department Chairs; Tokatakiya Scholarship Committee; Strategic Planning Committee	Volunteer for Tiwahe Glu Kinipi program

Bizardi, Roberta	A	Education Specialist (Ed.S.); M.Ed. in Curriculum Design; BS Elementary Education	Public school teaching and administrative experience	Language Arts & Writing Standards; School & District Improvement Committees; Building Leadership Team	N/A	Cub Scout Den Leader; Mission Little League Officer; St Charles Borrow Parish Council
Bordeaux Debra	A	M.Ed P-8 Educational Administration; BS Elementary Education	Public School teaching experience; administrative experience; grants management	Attendance at HLC presentations; Program Review presentation	President's Council; Provost's Leadership Team; Faculty Council	Maintenance of community partnerships between SGU, local school districts & Head Start; Northern Plains Indian Art Market
Bordeaux Linda	A	M.Ed. Elementary Education; M.S. Elementary Administration; B.S. Elementary Education	Public school teaching and administrative experience	All TCSD preschool & inservice professional development activities	N/A	Church activities and committees; partnerships with businesses to meet educational needs
Elwood, Steven	A	Masters in Secondary Education & Administration; Masters in Secondary Ed. Curriculum & Instruction; BS Secondary Education – Social Studies	Public school teaching and administrative experience		N/A	

Engel, Amy	A	M.Ed Elementary Education B.S. K-8 Elementary Education/K-12 Special Education	Public school teaching experience; expertise in teaching children with exceptionalities; National Board Certification	Building Leadership Team; NSACA Conference (2002); SCERTS Conference (2005); NCSC Committee of Practice July 2014 & 2015	N/A	Partners in Policy Advocacy; Special Olympics
Schuyler, Stephanie	A	B.S. Elementary Education – Early Childhood Education	Public school teaching experience; expertise in Early Childhood Special Education	All TCSD preschool & inservice professional development activities	N/A	See attached resume
Strain, Peri	A	M.Ed Curriculum and Instruction; M.Ed 7-12 Educational Administration; BS Secondary Education	Public school teaching and administrative experience; expertise in area of Indian Education	Vice President of CAIRNS; All WRSD preschool & inservice professional development activities	N/A	WRSD Basketball Team timekeeper; Lakota cultural activities
Tinant, Patricia	A	Bachelor of Arts Elementary Education –Child Development	Public school teaching experience; expertise in reading	Balanced Literacy & Guided Reading & Six Traits Writing Committees	N/A	Lakeview Community Activities

a) Describe how the staffing of your program is meeting the needs of your program; include any gaps you anticipate needing to address.

Staffing for the Education Department meets the needs of the program because we have a wonderful cadre of adjunct professors from which to select. The majority of the adjunct professors are graduates of Sinte Gleska University's Education program, and many have earned a Masters in Education or other relevant degree. At this time, the department has only one fulltime professor; therefore, the greatest gap is not having another fulltime faculty member with a doctorate degree.

b) How well are your physical resources meeting your needs, which may include space, equipment, supplies and technology? How well is your budget meeting yours needs?

At the present time, we have adequate physical space; however, the department has been approved for new classrooms and office space attached to the current Student Services Building where the majority of our classes are held. We have adequate equipment and supplies, but lack in the area of technological teaching aids. Our laptop computers that are used by students are nearing the end of their productive lives. Currently, the department's budget is meeting our needs.

Section 7. Program Recommendations

Based on the information provided in this program review summarize the strengths of the program. Secondly, describe the challenges faced by the program. Provide recommendations for direction of the program in the next four years. Describe the human, physical and financial resources needed to accomplish the mission of the program.

Strengths

The foundation of the Graduate Education Department is a conceptual framework that models a culturally relevant pedagogy that emphasizes the Lakota culture and values. The conceptual framework places the *wakanyeya* (children) at the center and recognizes the importance of honoring their prior knowledge, experiences, and beliefs; future teachers are provided with a culturally relevant model that will allow them to pass this honoring on to the students that they will teach.

The Graduate Education Department understands and respects the profound challenges that many Native American students face throughout their educational journey.

Another strength lies within the multicultural student body and faculty that includes: Lakota, students from other tribes, and a diverse mixture of Non-Native American students.

As verified by employment data, the vast majority of our graduates are hired to teach in area schools, both on, and surrounding, the Rosebud Reservation. Many students who

complete their undergraduate degrees continue their educational journeys into the masters programs available at Sinte Gleska University.

Sinte Gleska University and the Undergraduate and Graduate Education Departments have developed partnerships with surrounding tribal and public schools. In years past, Sinte Gleska University's Education Department Chair and faculty worked with other tribal colleges, namely, Sitting Bull College and United Tribes Technical College, to help them build capacity for their Bachelor of Science programs in elementary and special education.

Challenges that face the Graduate Education Department Program

Poverty:

An article published at http://rapidcityjournal.com/news/nation-s-top-three-poorest-counties-in-western-south-dakota/article_2d5bb0bc-44bf-11e1-bbc9-0019bb2963f4.html states the Todd County had the second highest poverty rate (49.1%) in the U.S. in 2012. Sinte Gleska University is located within the boundaries of Todd County, South Dakota.

Insufficient academic readiness:

An article published at <http://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html? r=1> gives statistics on educational attainment of each school district in the U.S. The article's interactive statistics show that the Todd County School District's students scored 3.1 grade levels below the national educational attainment average. Historically, the majority of Sinte Gleska University's students come from this school district. Likewise, graduates from the Bachelor of Science and Masters of Education programs work in this, and surrounding, districts.

Recruitment:

Open enrollment policy leads to skewed recruitment and retention data. From Program Review and Strategic Planning meetings, we can a solid understanding that more active recruitment is necessary to improve our numbers in both programs.

Funding:

Underfunded university programs lead to: shortage of qualified faculty and overall university employees, shortage of technology and teaching materials/resources. Challenges continue to be the low cost of teacher pay which does not encourage people to enter the teaching profession.

Four-Year Direction Recommendation

Within the next four years, we must increase our faculty in our M.Ed. program to include professors with doctoral degrees.

As stated in the funding section, adding fulltime faculty would be a helpful; however student numbers are going to dictate the end result. We are faced with the challenge of hiring highly qualified teachers based on Higher Learning Commission mandates. The need

to fully staff the education department with three full time faculty, preferably with doctoral degrees and one administrative assistant would be ideal. This will result in a decrease in the number adjunct faculty, who bring a wealth of experience to our programs.

Through program review, we will analyze relevant data and resources to optimize/minimize our degree and course offerings.

Goals for the upcoming academic year are:

- to increase the department's enrollment numbers through increased recruitment efforts;
- to seek funding sources to provide scholarship opportunities for education department students; and
- to build Sinte Gleska University's Graduate Education department into a national leader in research on Native American education.

Resources needed to reach the goals:

- Adequate program funding
- Adequate staffing
- Adequate staff salaries
- University, student, local k-12 schools, community/tribe sharing in the direction and providing support