Sinte Gleska University
Rosebud Sioux Reservation
Rosebud, South Dakota

Self-Study Report 2013
Dedication

The 2013 Self-Study Report of Sinte Gleska University is dedicated to the memory of

Dr. Julia Lambert, SGU Board of Regents Elder Member

Dr. Gerald Mohatt, Sr., First President of Rosebud College Center/Sinte Gleska College

Dr. Godfrey Loudner, Chair, Arts & Sciences Department

Margaret Waln, Director, ABE/GED Department

Dr. Schuyler Houser, Scott Bordeaux Leadership Institute

Dr. David Weisser, Science and Environmental Science Instructor

Gerald Lang, Science and Environmental Science Instructor

Kim Wilczinski-Weisser, Manager, SGU Greenhouse

who provided leadership and guidance toward our achievement of our educational goals on the Rosebud Reservation. Pilaunya pelo.
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Institutional Overview

Sinte Gleska University is a tribally chartered institution of higher education located in south central South Dakota on the Rosebud Sioux Indian Reservation. Sinte Gleska University was founded in 1970 to preserve and teach tribal culture, history and language and to seek innovative and effective strategies to address the myriad social, economic and educational concerns confronting the Sicangu (Burnt Thigh) Lakota Oyate.

The origins of Sinte Gleska University can be traced to dissatisfaction among tribal leaders who believed that off-reservation higher education institutions failed to respond to the unique needs of the Indian student. The founders of Sinte Gleska University wanted to create a tribal higher education institution that was responsible for the delivery of postsecondary educational programs and opportunities on behalf of the Lakota people that was of, by and for our tribal communities.

Article 7—FORT LARAMIE TREATY OF 1868

In order to insure the civilization of the Indian entering into this treaty, the necessity of education is admitted, especially of such of them as are or may be settled on said agricultural reservations, and they therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school; and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with; and the United States agrees that for every thirty children between said ages who can be instructed or compelled to attend school, a house shall be provided and a teacher competent to teach the elementary branches of English education shall be furnished, who will reside among said Indians, and faithfully discharge his or her duties as a teacher. The provisions of this article to continue for not less than twenty years.

Sinte Gleska University is a public institution and non-profit corporation of the Rosebud Sioux Tribe that provides higher education and other learning opportunities for the Sicangu Nation and surrounding communities. Since inception, Sinte Gleska University has conferred 2,200+ degrees through seven academic departments at the certificate, associate, baccalaureate and masters levels. Sinte Gleska University enrolls between 900-1,000 students each semester and employs approximately 200 individuals including 40 full-time faculty and 35 adjunct instructors. Sinte Gleska University also offers its programs through articulation agreements with Lower Brule Community College and Ihanktowan Community College; students are able to earn an associate degree at these institutions. Sinte Gleska University is governed by a five member Board of Regents, all of whom are Sicangu Lakota tribal members.

From the beginning, Sinte Gleska University was intended to be a tribal higher education institution based on the philosophy of tribal control, tribal self-determination and tribal self-destiny. To do so, the mission statement acted as a mandate and vision for Sinte Gleska University. An implicit premise of this mandate and vision is to effect change for our tribal nation.

The role of Sinte Gleska University is multi-faceted and entails an understanding of the immediate and long-range needs of the Rosebud Sioux Tribe. In this role we must provide diverse programs and community services and we must interact with tribal communities and programs to address possible areas of social, economic and resource development. In many ways Sinte Gleska University must also anticipate areas of need and provide the necessary leadership to move tribal programs, tribal communities and tribal members toward addressing those needs through student graduates, special projects and initiatives and/or ongoing program delivery.

During the past forty years Sinte Gleska University has grown in response to student needs, tribal priorities and community challenges. We are confident that our mission statement will continue to lead the work of Sinte Gleska University in the future.

In 1971 Sinte Gleska University opened the doors for tribal higher education to 150 students on the Rosebud Reservation. Associate degree courses were offered in our communities via dispersed delivery through affiliate relationships with Black Hills State University and the University of South Dakota. Early goals included accreditation, facilities acquisition/construction and annual funding appropriations for tribal colleges/universities.
During the 1980’s Sinte Gleska University became the first tribal college to attain accreditation at the baccalaureate and masters degree levels. Funding became more stabilized as a result of the Tribally Controlled Community College Assistance Act although annual appropriations never equaled the amounts authorized by Congress. Institutional facilities emerged slowly, initiated by the decision to utilize a centralized campus delivery system in Mission.

During the 1990’s new facilities were constructed including the Student Lounge, Art Institute, Heritage Center, Technology Building and Wakinyan Wanbli Building. Collectively this represented more than $11 million dollars in construction projects. Additional funding opportunities were gained in accordance with Executive Order 13021 as signed by President Clinton in 1996 which directed federal agencies to increase resource availability to tribal colleges/universities. Sinte Gleska University also entered into affiliation agreements with other tribal higher institutions to facilitate educational delivery on other reservations.

EXECUTIVE ORDER 13021—TRIBAL COLLEGES AND UNIVERSITIES
By the authority vested in me as President by the Constitution and laws of the United States of America, in reaffirmation of the special relationship of the Federal Government to American Indians and Alaska Natives, and, for the purposes of helping to:
(a) ensure that tribal institutions have access to the opportunities afforded other institutions, and have Federal resources committed to them on a continuing basis;
(b) establish a mechanism that will increase accessibility of Federal resources for tribal colleges and universities in tribal communities;
(c) promote access to high-quality educational opportunity for economically disadvantaged students;
(d) promote the preservation and the revitalization of American Indian and Alaska Native languages and cultural traditions;
(e) explore innovative approaches to better link tribal colleges with early childhood, elementary and secondary education programs; and
(f) support the National Education Goals (20 U.S.C. 5812).

/s/ William J. Clinton
The White House
October 19, 1996

The first decade of the 2000’s produced continued new construction projects; most notably the Administration Building in 2005, the Student Services Building in 2007 and the Lakota Studies Building in 2011. In 2000, a total of 75 graduates received their masters, bachelors and associate degrees and one year certificates in conjunction with our annual SGU commencement exercises. This latter number has increased to an average of 113 total graduates during the past five years (2007-2011). We estimate that our annual graduating class, by virtue of attaining a degree at Sinte Gleska University and thereafter realizing gainful employment, represents an additional $2.5—$3.0 million in earning power per year for themselves and their families.

While we are proud of our graduates and their accomplishments and the credentials and skill which they bring to the work force, Sinte Gleska University remains concerned about the overall employment market on the Rosebud Reservation. Trained tribal member professionals are needed for existing leadership positions and expanded economic development efforts are required for greater job opportunities especially within our tribal communities. Sinte Gleska University and the Rosebud Sioux Tribe must collaborate on new partnerships and initiatives to ensure long-range sustained economic growth in the future.

Another significant area of institutional growth in the past decade relates to our annual operating budget at Sinte Gleska University. In 2001, Sinte Gleska University recorded $10,728,092 in total revenue. In FY’10, this same amount was $17,381,688, an increase of $6,653,596 over the ten year period. The negative side of such growth is that 82% of our institutional revenue consists of restricted funding. With no tax base for revenue purposes and no tribal financial support, we rely primarily on tuition and fees as the major source for our General Fund revenue. During the past 10 years Sinte Gleska University has approved reasonable tuition increases and implemented different fundraising approaches and strategies in an attempt to gain additional unrestricted institutional funding and therein help address our General fund deficit situation.
The history of Sinte Gleska University is marked by progress and unprecedented achievement. Sinte Gleska University mirrors the beliefs and dreams of tribal members and tribal communities. The mission statement of Sinte Gleska University instills a hope for tribal sovereignty and tribal self-determination. Tribal members and tribal communities learn of new program opportunities and initiatives through local information dissemination and call upon Sinte Gleska University to provide leadership and advocacy to strengthen our tribal nation. After forty years of existence the Sicangu Lakota Oyate still views Sinte Gleska University as an important vehicle for advancement and for confronting problems and challenges that beset our tribal members and tribal communities.
Tribal Charter
Sinte Gleska University is a tribal higher education institution chartered by the Rosebud Sioux Tribe. The Rosebud Sioux Tribe is chartered under the Indian Reorganization Act of 1934 (Wheeler-Howard Act). Tribal, corporate and governmental authority and rights are defined pursuant to this charter. This charter also affirms the Tribe’s unique relationship to the federal government derived from pre-existing sovereign rights and treaties. The Rosebud Sioux Tribe, through its trust relationship with the federal government, has a jurisdictional status that is separate from the state of South Dakota and local governments.

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 provides 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 of the Tribe and its institutions. In sum, the mission of Sinte Gleska University is to plan, design, implement and assess postsecondary programs and other educational resources unique and appropriate to Lakota people in order to facilitate individual development and tribal autonomy.
Accreditation Statement

Sinte Gleska University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Information provided on the Statement of Affiliation Status reflects the most recent actions of the Commission. The Commission has a multi-level decision process. Any institutional changes that are currently under review are not made public until final action has been taken.

Sinte Gleska University
Box 105
Mission, SD 57555-0105
(605) 856-8100 (Main Phone)

www.sintegleska.edu
Statement of Affiliation Status

Chief Executive Officer: Mr. Lionel R. Bordeaux, President
Name change notes: Sinte Gleska Community College to Sinte Gleska College to Sinte Gleska University (2/2/92)
HLC Institution ID: 1933
Current Accreditation Status: Accredited
Candidacy Date(s): 1977
Accreditation Date(s): (1983- )
Year of Last PEAQ Comprehensive Evaluation: 2002 - 2003
Year of Next PEAQ Comprehensive Evaluation: 2012 - 2013

Last Action: 09/10/2012

Control: Tribal
Degrees Awarded (details below): Associate's, Bachelor's, Master's

Stipulations on Affiliation Status:
Accreditation at the Master’s level is limited to the Master’s degree in Elementary Education, the Master’s degree in Human Services, and 20 hours per year in Lakota Studies.

Approval of New Degree Locations:
The Commission's Expedited Desk Review Program is only available for new locations within the state and in tribal lands in neighboring states.

Approval of Distance and Correspondence Courses and Programs:
The institution has not been approved to offer its degree programs or more than four of its certificate programs through distance education or correspondence education as defined in Commission policy. Commission policy does permit the institution to offer up to four certificate programs as well as a limited number of courses leading to degree programs through distance education or correspondence education without seeking prior approval.

Reports Required:
None.

Other Visits Scheduled:
None.
History of Sinte Gleska University

In 1968, a committee was formed on the Rosebud Reservation to study the idea of creating a community college. Sicangu people wanted to provide higher education opportunities to tribal members who were not able to leave the reservation for a myriad of reasons.

In 1970, the Rosebud Sioux Tribe granted a charter to Sinte Gleska College. Sinte Gleska College was chartered to provide post-secondary and other education opportunities to area residents. The doors opened on February 3, 1971, and courses were offered under the auspices of the University of South Dakota and the University of Colorado extension division. Associate degrees were developed and approved by the State of South Dakota’s Board of Regents in 1972. The first Associate of Arts degree was awarded in August of 1973.

The University subsequently offered degrees and courses through Black Hills State College (General Studies, Education, Business Education, Lakota Studies and Social Services), and under the University of South Dakota (Nursing and Human Services). In 1978, the Bachelor’s degree in Selected Studies (Human Services-Mental Health or Criminal Justice minor and Elementary Education were implemented through cooperative agreements with the University of South Dakota and Black Hills State College, respectively.) These early relationships enabled the College to offer courses leading to degrees at both the College and through accredited institutions. In 1976, Sinte Gleska College sought and received candidacy for accreditation from the North Central Association of Colleges and Schools. Two biennial site visits in 1978 and 1980 and a final site review in 1982 enabled Sinte Gleska College to receive accreditation from the North Central Association of Colleges and Schools in the Spring of 1983.

The accreditation at the Associate and Baccalaureate levels made Sinte Gleska College the first tribal college to receive accreditation at the four-year level, and only the second to receive it at the two-year level. In 1988, Sinte Gleska College requested a focused evaluation for the purpose of accreditation approval of the offering of a Master’s degree program in Elementary Education for teachers of American Indian children. The program was approved in Spring 1989, making Sinte Gleska College the first tribal college to offer a Master’s program on an Indian reservation.

In August 1988, Sinte Gleska College began to host education forums to draw together individuals and organizations to discuss and change education and social policy. Along with these forums, the College opened public and institutional discussion in February 1991 regarding the College becoming a University. Following these discussions, Sinte Gleska College became Sinte Gleska University on February 2, 1992, in a traditional tribal ceremony. Also, the Board of Directors became the Board of Regents.

Since 1992, the University has focused efforts on increasing its endowment, building adequate facilities, and strengthening academic programs.

In 1995, the University developed a plan for the Antelope Lake Campus, east of its Mission campus. In 1996, the Rosebud Sioux Tribe granted the University 1,600 acres of land encompassing the Antelope Lake area of the Reservation for its new campus. Through a grant from the Lannan Foundation, the University built the SGU Science and Technology Center and the Wakinwan Wanbli Multipurpose Student Center, in addition to improving facilities on its Mission campus. Through efforts of the American Indian Higher Education Consortium and the Log Home Builders Council, the University and the reservation community constructed a log building dedicated to the preservation and teaching of Lakota history, culture, and language, which houses the SGU Cultural Heritage Center and Archives.

Through agreements with the Rosebud Sioux Tribe Sicangu Wicota Awanyanke, Inc., and the U.S. Department of Agriculture Rural Development Initiative, the University has built three student housing complexes on the Antelope Lake Campus. With Assistance from the Tad Beck Foundation, the University purchased a building in the city of Mission to house the SGU Art Institute classrooms and gallery. Finally, through a bequest and through tribal college construction money
from the American Indian College Fund, Lilly Foundation, and Bush Foundation, the University is constructing another three buildings on the Antelope Lake Campus in the next two years.

The Lakota Studies Department at Sinte Gleska University developed Bachelor’s degrees in the areas of Lakota language, culture, history and Cultural Resource Management, which were approved by the North Central Association in 1997. In 2001, the North Central Association approved a Master’s level degree in Cultural Resource Management.

In 2000, the University hosted a two-week series of tribal issues forums to work toward strengthening tribal programs, services and partnerships between tribal entities. Through those forums the Rosebud Sioux Tribe was able to develop a Strategic Plan to further improve the governance structures and economic development initiatives of the Sicangu Oyate.

In 2001-2002, the University began the reorganization of the governance and operational structures of the University, utilizing public meetings and staff input to update governance and policy structures of the University. As SGU looks to the future, there will be a greater emphasis on the practicing and teaching of Wolakota, the Lakota Way of Life. In 2002, President Bordeaux announced the new theme for the future of SGU: Wahope ungluwa sakapi hecel Oyate ki Wolakota gluha tokatakiya yuha unya pi kte, “Strengthening our Foundation for The People to Go Forward in the Lakota Way of Life.”

It is in looking to the early dreams of the founders of Sinte Gleska University that we will move forward in the next thirty years, providing more opportunities for community outreach and enhancement, technology-based learning, tribal nation building, and partnership building throughout the world.
Sinte Gleska (Spotted Tail) was born near the Makizita Wakpa (White River) in west central South Dakota in the Winter of 1823-1824, The Year When They Camped Near A Cornfield Because of the Severe Winter (Big Missouri River Wintercount). His father was called Tangle Hair and his mother was known as Cannupa Yuha Mani Win (Walks With A Pipe Woman). From the Sihasapa Lakota division, he belonged to one of the southern bands of the powerful Sicangu Nation (Burnt Thigh).

As a boy, Sinte Gleska was called Tatanka Napsica (Jumping Buffalo), and when he achieved warrior status, he was named Sinte Gleska. This name had been given to him because he often wore a raccoon tail, obtained as a gift from a trapper, when dressed for war or ceremonial.

Sinte Gleska rose to prominence at about the age of thirty when he was installed as an Ogle Tanka Un (Shirt Wearer), or a war leader. His credentials for achieving this honor were impressive. His shirt was said to have been adorned with over a hundred locks of hair, each representing coups, scalps taken and horses captured. As a war leader of the Southern Sicangu, Sinte Gleska was actively involved in earlier struggles with the Wasicu (white man) over their aggression and encroachments on Sicangu Territory. During his tenure as shirt wearer, Sinte Gleska, in 1855, helped bring about the end of the brief, but costly, Overland Trail War by surrendering himself along with four others to be imprisoned at Fort Leavenworth, Kansas. This occurred when the U.S. Military held seventy Sicangus captive (mostly women and children taken at the Blue Water Fight of 1855) as bargaining chips to compel the speedy surrender of the leaders and participants involved in the slaying of Grattan’s command and raids on the Overland Trail. Sinte Gleska was one of these leaders.

Sinte Gleska’s surrender and ordeal of imprisonment led the people to view this as an unselfish sacrifice for the good of the tribe, and they continued to follow him as war leader. Furthermore, eleven years after his release from confinement at Ft. Leavenworth, the Southern Sicangu remembered and elevated Sinte Gleska, now an experienced leader, to Wicasa Itancan (civil leader), the highest leadership ranking found among the Sicangu.

The impact of Sinte Gleska’s leadership during the 1860s on the southern band of the Sicangu was immediate and effective. With the full support of the tribal council, he united these fragmented bands into a cohesive unit and steered their course toward a limited degree of tolerating and accepting the presence of the Wasicu and the acculturation policies. At the close of the 1870s, Sinte Gleska extended his influence over the northern Sicangu bands when their leaders were finally pressured by the U.S. government to reside on the Great Sioux Reservation. Sinte Gleska was the overall leader.

The closing years of Sinte Gleska’s life are considered the most significant in terms of contributions made to the Sicangu Lakota, and quite possibly Native Americans in general. It was during these years that he began to look at long-range goals and the struggles that the Sicangu people were to endure. As one of the important Lakota leaders, Sinte Gleska viewed his people from the highest position and perspective. Viewing his people from his level and dealing with the U.S. government at its highest level, the Sicangu Itancan (leader) caught a brief glimpse of the future of the Sicangu.

What he foresaw in the twentieth century, due to the deteriorating condition of the Lakota and the extremely aggressive policies of the U.S. government, was shocking. Based on this observation and reaction, Sinte Gleska revealed that unless the Lakota were able to cope with this situation, they would not survive as a people. This need for survival prompted him to stress and advocate the idea of accepting the minimal, but basic, aspects of the Wasicu tool of education for
survival in the white dominated world. He optimistically envisioned that a certain portion of the Lakota population would master the Wasicus' basic skills of learning, and eventually these people would supplant the untrustworthy Wasicu working as clerks, translators, and other agency officials. This would then ensure the survival of the Lakota.

Sinte Gleska faced difficult obstacles in carrying out his idea of survival in the White dominated world. One obstacle was to sell and implement this radical idea to a people divided by an atmosphere of suspicion, fear and jealousy. He quickly overcame this by sending his reluctant grandchildren to Carlisle, in Pennsylvania, the first all-Indian boarding school sanctioned by the Bureau of Indian Affairs. Other Lakota headmen followed his example by sending their children and grandchildren to Carlisle. Later on, he withdrew his grandchildren because this system had no intention of stressing basic education that would satisfy the needs expressed by Sinte Gleska.

Although this was a major setback for Sinte Gleska, he nevertheless raised one of the first and significant issues of bilingual and bicultural education. It was this concern that set the stage for the founding of Sinte Gleska University 100 years later.

On August 5, 1881, while Sinte Gleska was returning home from an important council meeting that voted to send him to Washington, D.C. to represent the Sicangu for an unprecedented third time, Crow Dog shot and killed the Sicangu leader. The motives behind the assassination and death of Sinte Gleska are complex, controversial, and so sensitive that, for the time being, no complete picture of what occurred can be drawn.

Today, Sinte Gleska lies buried on the crest of the nearest northern hill overlooking the Rosebud Agency, where the hub of activity between the U.S. government and the Sicangu people is enacted on a daily basis. Here, too, stands Sinte Gleska University which embraces the lofty vision Sinte Gleska had for the people: that is to take up and master the skills of the White Man—hecel oyate kin nipi kte (so that the people may live.)

—Victor Douville
SGU Lakota Studies Department
Sinte Gleska University Historical Chronology

1968  Elders and community people meet to discuss the development of a college for the Sicangu Lakota Oyate.

1971  Sinte Gleska College opens its doors to 156 students with 16 classes using volunteer instructors.

1972  Sinte Gleska College becomes a charter member of the American Indian Higher Education Consortium as one of six founding institutions.

1973  First associate degrees at Sinte Gleska College earned by Jim Kaulay and Eileen LaPointe.

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

1978  Bachelor’s degree program in Human Services and Elementary Education approved for offering at Sinte Gleska College by South Dakota Board of Regents.

1979  Sinte Gleska College confers first Bachelor’s degree in Human Services to Sherman Marshall.

1983  Sinte Gleska College receives official notification of accreditation from the North Central Association of Colleges and Schools thus becoming the first tribally-chartered college to be accredited at both the associate and baccalaureate levels.

1989  Eleven students graduate with the first Master’s degrees in Education awarded at Sinte Gleska College.

1992  Sinte Gleska College, in a special traditional ceremony, changes name to Sinte Gleska University.

1994  Sinte Gleska University attains land-grant institution status.

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TRIBAL COLLEGES LAND-GRAnt INSTITUTIONS GRANT PROGRAMS

The 1994 institutions are tribally-controlled institutions of higher learning established to encourage American Indians to continue their education and to provide an environment that is culturally relevant to the student. The following 1994 land-grant institutions programs are intended to strengthen research, extension and teaching capacity in the food and agricultural sciences at these institutions:

--The Tribal Colleges Education Equity Grants Program enhances educational opportunities for Native Americans by strengthening instructional programs in the food and agricultural sciences.

--The Equity in Educational Land Grant Status Act of 1994 Program (Tribal Colleges Extension Services) provides funding for the 1994 land-grant institutions to conduct non-formal education and outreach activities to help meet the needs of Native American people.

--The Tribal College Research Grants Program assists the 1994 land-grant institutions in conducting agricultural research that address high priority concerns of tribal, national or multi-state significance.

--The Tribal Colleges Endowment Fund promotes capacity development in teaching programs in the food and agricultural sciences.
1996  The Rosebud Sioux Tribe grants 1,600 acres of land to Sinte Gleska University within Antelope community for campus expansion.

1999  Sinte Gleska University completes construction on Technology Building which becomes first facility on the SGU Antelope Lake campus.

2000  Two additional buildings completed on SGU Antelope Lake campus site: Wakin - yan Wanbli Multipurpose Building and Sicangu Cultural Heritage Center.


2005  Sinte Gleska University Administration Building completed with funding provided through the American Indian College Fund.

2007  Sinte Gleska University Student Services Building—Wayawa Ki Wicagluonihanpi Oti (Home for Honoring our Students)—completed with funding assistance from a U.S. Department of Education Title III construction grant.

2009  Sinte Gleska University conducted visits to all 20 tribal communities on the Rosebud Reservation to gather information for updated institutional planning efforts that will strengthen our tribal nation in the future.

2011  Secretary Arne Duncan, U.S. Department of Education, serves as keynote speaker at 2011 SGU Graduation.

2012  Sinte Gleska University Lakota Studies Building is completed.
Sinte Gleska University: Our Guiding Values
The buffalo was the primary animal the Lakota depended upon for survival. The skull of this animal became a significant symbol. It represents the "Lakol Wicoh'an," the traditional way of life. It also represents the "Pte Oyate," the buffalo nation and the spiritual life.

The Lakota medicine wheel represents the sacred hoop and the four directions.

The Lakota believe the eagle has a special place among the birds and animals. The four eagle feathers represent the social and spiritual significance of the number four in Lakota life.

Within the Lakota medicine wheel are the four Lakota virtues:

Woksape: Wisdom
Woohitika: Bravery
Wowacintanka: Fortitude
Wacantognaka: Generosity

Today, through education, Sinte Gleska University strives to perpetuate these values.
Wolakota (Peace): The Background of Wolakota

The term wolakota is an old term that was created and implemented out of dire necessity. It was conceived during the turbulent era of intertribal wars based on emerging tribal nations and the armed contest over resources. It was during the times when the tribal family systems were beginning to experience hardships and internal fighting because of the rapid expansion of their population and struggle over resources. Elders of the tribe began to set down rules and concepts of how to address this problem. After many years of trial and error of implementing the behavioral rules and concepts, wolakota was finally achieved.

The term wolakota can be broken down into two words or concepts, wo and lakota. Wo is a noun prefix and lakota means associates, allies or friends. The term lakota can be further analyzed into two concepts, la and kota. La is a term of endearment, usually placed at the suffix. However, la is placed at the prefix to add emphasis. Kota is an older word for friend. It is still used by the northern group, the Assiniboine and some Yanktonai members who were the original members of the Wazi Kute Division and who broke away in the mid-seventeenth century.

When kota is analyzed, the picture becomes clearer. Kota is closer to koda, the dialect of the Santee. Eventually, all of the speakers began to use their own distinct dialect by converting kota to koda, kona, and kola. Kota was retained and utilized to unite the extended family systems who tended to become more distant. Each dialect added da, na and la to kota so that each clan could still retain its close ties and yet be an autonomous entity with all privileges that members shared.

The article that ultimately cemented the close relations of these clan groups was wo. When wo is added to lakota, then the expected behavior among the Oceti Sakowin (Seven Council Fires) members was complete. The expected behavior of a Dakota, Nakota and Lakota is one of Wolakota.

Wolakota means to act and behave with ultimate respect, harmony, peace and friendship. Wolakota is a powerful deterrent to arguing, fighting, making enemies, jealousy, squabbling among relatives, and belittling people in public.

Perhaps, the ultimate symbol of wolakota is the pipe. The actual use of the pipe began with the creation of wolakota. The old traditional Lakota used to have a ceremony called tiognaka that formally established a household of their daughter or son who married and brought their mates to live with them. This procedure called for taking a live coal from the parent’s fireplace and placing it in the newly established fireplace of the household. The smoking of the pipe sealed the official establishment of tiognakapi. Moreover, the smoking of the pipe between parents and their sons or daughters and their mates meant that the new household occupants accepted the authority of the parents regarding respect based on the rules of kinship behavior. It also meant that the new household was autonomous. The original head of the household, the father, could no longer count and treat the newly established household as part of his direct membership and yet still maintain the status of a parent. This is how the Oceti Sakowin was initiated and how the pipe was used to create peace and allies of former enemies.

Wolakota and the Codes of Behavior

The Lakota society is mutual and reciprocal when behavior towards another member is carried out on a daily basis. This means that when someone gives something physical or abstract, they expect something in return immediately or later in life. Thus one had to mirror or gauge his or her reaction to another person. Giving a gift or something of value to another person requires that the recipient give something in return, immediately or later on. Doing a kind deed for a person requires that the recipient of this kind deed will return the gesture at an appropriate time. Sometimes persons giving something of value or doing a kind deed to another person do not always expect to be paid back directly: their close relatives or friends might be the recipients and that is good enough. The end purpose of this mutual and reciprocal relationship is to promote peace, good will and harmony among the people.

The most significant part of this mutuality and reciprocal relationship is the kinship system. This involves kin terming and kin behavioral relationships. The objective of kin terming is to know all relatives, the lineal, the biological, the collateral, and the affinal. The purpose of kin behavior is to achieve respect for relatives and others who are associated with relatives.
The premise of the Lakota society is based on respect, or waohola. Respect is demonstrated as observing and maintaining integrity by reacting to eye contact or excessive staring; physical contact, violating the comfort space; oral communications, excessive and inappropriate talking; and behavioral displays lacking reserve and warmth. Respect is to avoid these reactions completely or gauge them in accordance to age, gender, relations, and generation.

The following are some ways of promoting respect according to the traditional ways:

— Respect is to hold all people (especially the elders) in high esteem, honor them, venerate them, and to praise them for their probity (wisdom and integrity).

— When ideas or concepts are expressed in meetings, honor them or build on them if they seem good, especially if they came from elders or learned people.

— Never insist that your ideas are better or argue this point.

— Never speak negatively about people in public because this tends to hurt people. When you hurt people it affects their heart. The heart is a sensitive organ, and negative elements tend to build up and this poisons the mind. Decisions should be made from the mind and the heart.

— Do not walk between people who are talking in public and the audience or people who are talking to each other. Do not interfere with people talking or people who have the floor. Non interference is a virtue.

— Steer clear of confrontation as much as possible. There are ways of settling differences, and diplomacy is one way. If people are persistent, walk away. This is especially true when the people around you know that the person doing the confronting is wrong.

— Do not get up and walk out while someone is talking, except if there is an emergency. Apologize, if it is appropriate to do so.

— Allow all speakers to speak their mind without interrupting them. Listen to people or pay attention to them as a courtesy.

— Do not spread rumors. Always try to present facts or truths. Rumors will eventually become well known to people and will be taken care of in time.

— Traditional values should always be upheld because the youth look up to the older generation as models.

— Never correct, challenge, or yell at an elder in public. To do so is a sign of disrespect.

— Always treat the youth or younger generation as one of your own relations and with respect because they look up to you and emulate what you teach them.

— When in company of elders never speak out of turn, unless you are asked something.

— Never point at someone. To do so is a sign of disrespect. Remember the story of the two who pointed to the stars.

— Never threaten anyone with a pipe or ceremony. To do so will bring hurt to you and your family. Never use the pipe in public if there is negativity or potential negativity.

— As a leader, you are a spokesperson for the people and you should always trust in the people to help you make important decisions.

— Respect your leader or leaders because they deserve the respect that they have earned.
—Leaders should always look for a compromise between two irreconcilable forces. Never take sides because a leader must be able to mediate in order to make the best decision for the people.

—Have compassion for people who experience hurt.

Respect is a significant component of wolakota and is really the unifying force that helps people to be in harmony and at peace with each other. Without wolakota the results would be catastrophic and would lead our society to decadence. This is why the leaders, especially the elders of the past, conceived of wolakota and thus insured that the Lakota way of life would prevail. Today, like in the past when our society faced a similar ordeal of a collapse, our society is facing a similar meltdown because our society is moving away from the traditional respect and wolakota. Our people must go back to the center of our traditional ways by reinstalling appropriate values of waohola and wolakota hecel oyate kin nipi kte. (Respect and Peace so that the people may live.)

Sinte Gleska University Non-Discrimination Policy
Sinte Gleska University does not discriminate against qualified employees or applicants for employment on the basis of race, color, creed, sex, national or ethnic origin, physical or mental handicap, veteran status or other factors which cannot lawfully form the grounds for an employment decision. Sinte Gleska University admits qualified students regardless of sex, race, color, creed, and nationality in execution of its educational programs or institutional activities.

Discrimination complaints by students based upon any of the protected categories can be directed to Michael Benge, Student Services Director, Sinte Gleska University, P.O. Box 105, Mission, SD 57555-0105, Phone 605-856-8100 ext. 8561.

Discrimination complaints by employees or prospective employees based upon any of the protected categories can be directed to Lionel Bordeaux, President, Sinte Gleska University, P.O. Box 105, Mission, SD 57555. Phone: 605-856-8100.
The Sinte Gleska University Vision

In its goal to promote sovereignty and self-determination, Sinte Gleska University has adopted as its vision the seven basic criteria which the United Nations uses to define a sovereign nation.

1) Land—Sinte Gleska University works to teach people about the Otiwota, their homeland, the place of their birth, the place where spirits return.

2) Language—Preserving and perpetuating the Lakota language has been a standing goal of the Sicangu Lakota Nation and at Sinte Gleska University.

3) Spirituality—We demonstrate our spirituality through prayer and ceremony, through song and dance, and through our emphasis on relationship, respect and reciprocity.

4) Leadership—The University reflects the cultural heritage of our ancestors and the traditional virtues of woohitika (bravery), wacantognaka (generosity), woksape (wisdom), and wowacintanka (fortitude), which help form our Lakota universe. Within the context of those cultural and traditional values, the University’s Board, administration, staff and students are encouraged to provide classroom-based, community-based and regional and national leadership.

5) Social Systems—At its most basic, the University is a reflection of tribal social structures. It is representative of community based tribal leadership, traditional (tribal) educational systems and family support systems.

6) Economic Systems—Sinte Gleska University has begun to play an increasing role in the development of economic activity on the Reservation. The University works to develop individuals who are mindful of tribal economic systems and who will contribute to the overall improvement of the tribal nation.

7) Governance Systems—The University emphasizes the development of tribal self-governance and self-determination in its academic and community programs and through its support of tribal goals and entities.
The Sinte Gleska University Purposes

The following University purposes have evolved over the years through the self-study and assessment processes for accreditation:

1) Sinte Gleska University will serve as a bridge to off-reservation institutions by providing a successful on-reservation experience of higher education.

2) Sinte Gleska University will provide post-secondary education experiences.

3) Sinte Gleska University will work to increase the number of Indian people in middle and upper-management positions.

4) Sinte Gleska University will reflect, strengthen and develop Lakota cultural life.

5) Sinte Gleska University works to provide national leadership in tribally-controlled education.

6) Sinte Gleska University works to establish mechanisms for improving the quality of life on the Rosebud Reservation.

7) Sinte Gleska University will develop individuals who are citizens of the world, with a solid understanding of Lakota life and the ability to prosper in contemporary society.
In 2009, Sinte Gleska University, led by President Lionel Bordeaux, undertook the important and rewarding task of visiting all twenty recognized tribal communities on the Rosebud Reservation. This process was completed over a two to three month period and elicited numerous comments from tribal members. At each meeting tribal members expressed gratitude for the opportunity to share their views and perspectives regarding daily life on the Rosebud Reservation in the 21st century. Throughout the process tribal members spoke about a feeling of disconnection with tribal government and the local school systems in terms of access to services and policy development. Throughout the process Sinte Gleska University heard and gleaned information that called for the need of further growth of tribal higher education, beyond our current institutional status, on the Rosebud Reservation. Most importantly, we witnessed the desire of tribal members and tribal communities to achieve a level of personal and family empowerment that would enable a realization for improving lives and the lives of children in the future. The following is a summary of the main areas of the 2009 community visits discussion:

Cultural Preservation
Education
Economic and Business Development
Tribal Government
Family, Youth and Elder/Social Services
Health
Law and Order
Land, Natural Resources and Environment
Housing
Technology and Media
Fundraising and Resource Development
Recommendations for Sinte Gleska University

The information recorded during the 2009 Community Visits will be utilized by Sinte Gleska University for planning and development purposes.

“(Lionel) Bordeaux was, and is still, a visionary. When Stanley Red Bird conceived the idea of a college on the reservation, he called upon Lionel to help him fulfill this dream. Lionel took the challenge and for more than 30 years has dedicated every waking hour of his life to the cause. From a two-year community college in the beginning, Sinte Gleska is now a University.”
--Tim Giago, Oglala Lakota Publisher/Writer/Founder of Indian Country Today, The Lakota Times and The Native Sun News
Accreditation History
Accreditation History at Sinte Gleska University

Sinte Gleska University officially began operations by offering courses and degree programs in February of 1971 through agreements with the University of South Dakota and Black Hills State University.

In 1976 Sinte Gleska University was approved as a candidate for accreditation with the North Central Association of Colleges and Schools. In 1982 Sinte Gleska University was evaluated for initial accreditation to offer Associate of Arts degrees plus two Bachelor level degrees; specifically, the BA degree in Human Services and the BS degree in Elementary Education. Five year accreditation was granted as a result of this team visit and continued at five year intervals for a twenty year period through 2002. In 1989, following a focused evaluation and site visit, Sinte Gleska University received approval to offer a Masters program in Elementary Education. Per this action, Sinte Gleska University thus became the first tribal higher education institution to gain regional accreditation at the Masters degree program level. The 2002-03 team report noted, “this remarkable achievement needs to understood in the context of its location, its mission and its leadership”—all of which are key elements in the growth of Sinte Gleska University.

A focused evaluation for institutional change was conducted in 1996 at which time the following action was approved by the NCA Higher Learning Commission: (1) to deliver baccalaureate programs in Special Education, Art Education and Lakota Studies; (2) to remove the restriction on Bachelor’s program development; and (3) to offer off-site courses and programs within the exterior boundaries of the Lakota/Dakota/Nakota Nation which includes South Dakota, North Dakota, northern Nebraska and eastern Minnesota. The affirmation of this request for institutional change(s) provided Sinte Gleska University with the capacity to deliver degree programs that correspond to rapidly evolving tribal and student priorities and to produce graduates who are trained professionals and educators who are able to serve the best interests of tribal community development.

In December of 2001, at the request of Sinte Gleska University, an advisory team visit was conducted to review two concerns: (1) governance at Sinte Gleska University was strained by the combined actions of the Rosebud Sioux Tribal Council, the Sinte Gleska University Board of Regents and the Sinte Gleska University President; and (2) allegations existed that the events of summer 2001 brought the accreditation of Sinte Gleska University into jeopardy or that Sinte Gleska University no longer met the NCA Higher Learning Commission’s General Institutional Requirements Five, Six and Seven nor Criterion Two and Five for accreditation. Sinte Gleska University submitted a progress report on March 1, 2002 to address the site team concerns, advice and recommendations relating to institutional governance matters along with a process for “healing the institution.” The overall finding of the site team was that Sinte Gleska University was not in violation of any General Institutional Requirements nor any Criterion for Accreditation and that the actions during the summer of 2001 did not disrupt the basic ability of Sinte Gleska University to function or to achieve its institutional mission.

The 2002-03 site review stipulated that Sinte Gleska University stipulated that a focused visit pertaining to the assessment of student learning and the implementation of an effective system for institutional financial reporting and analysis be held in 2007-08. The next comprehensive evaluation was scheduled for 2012-13.

2007-08 FOCUSED VISIT

The evaluation team report for the 2007-08 Commission-mandated focused visit produced the following findings/recommendations, as herein summarized:

Assessment
• a review of written documents demonstrates that Sinte Gleska University has made adequate progress in developing plans and methodologies for the assessment of student learning;
• Sinte Gleska University has been able to hire a full-time Assessment Coordinator position;
• the composition of a SGU Assessment Committee has helped to generate broad-based support for assessment efforts;
• some of the academic departments have established mission statements, set general goals and developed learning outcomes that indicate what students ought to know, be able to do and value, as expressed in measureable terms, by time they graduate from SGU;
• the Education Department has a comprehensive assessment plan with a program matrix that organizes the distribution of outcomes across each program’s courses;
• the General Education core requirements are in place however, Sinte Gleska University must take the next steps to develop assessment and student learning outcomes plans for the General Education cores and create a matrix that assigns the outcomes and goals to specific courses;

**Sinte Gleska University must systematically expand its assessment efforts to include all of the academic offerings and must complete the development of program-level outcomes, measures and feedback strategies;
**
**a statement on General Education outcomes that support diversity experiences through cultural interactions in and outside the classroom, global awareness and appropriate use of technology is not spelled out;
**
**for assessment to be fully successful, students also need to be actively engaged in the process;


The report should present a comprehensive assessment plan that features University-wide conceptual framework for assessment, methodology for assessing student outcomes and modalities for completing the assessment feedback loop.

**Financial Reporting

• SGU has made substantial progress towards establishing and implementing an effective system for institutional financial analysis and reporting;
• a review of audited financial statements demonstrates the fact that SGU has no long-term debt;
• SGU has been quite successful in garnering financial support from various donors and federal grants for the construction of modern facilities on the Antelope Lake campus;
• the new Accounting Policies and Procedures Manual was approved by the SGU Board of Regents on January 29, 2008;
• the SGU Finance Department has 10 staff members who have worked to get the institutional financial affairs current and to establish greater fiscal control and accountability;
**SGU has been able to secure external financial support for construction of new facilities however maintenance functions entail exorbitant costs which exacerbate cash flow problems;
**SGU records large amounts of student receivables that remain uncollected—an effective collection system would help to alleviate cash flow problems;
**the cash flow dilemmas do not allow SGU an elbow room for fiscal operational flexibility;
**SGU needs to engage in aggressive fundraising in order to improve upon its cash flow situation;


**Other Accreditation Issues
The current SGU Interim Board of Regents was constituted in 2001. Appointed by the Rosebud Sioux Tribal Council, the Board has worked diligently to revise, improve and approved the policies and bylaws. Interviews with SGU officials and Board members indicate that subjecting the body to the two-year term elections of the Tribal Council constrains the ability of the Board to operate effectively or make strategic decisions about the operations of Sinte Gleska University. Worse still, the interim status of the Board members is characterized by uncertainty.

2009
A comprehensive assessment plan for Sinte Gleska University and a financial progress report, including the most recently completed audit, was submitted to the NCA Higher Learning Commission.
2010
A financial progress report, including the most recently completed audit, was submitted to the NCA Higher Learning Commission.

2011
A financial progress report, including the most recently completed audit, was submitted to the NCA Higher Learning Commission.

2012
A financial monitoring report was submitted to the NCA Higher Learning Commission for Financial Panel review in July of 2012. The Financial Panel determined that a focused visit on finances was required at Sinte Gleska University. The Higher Learning Commission scheduled the focused visit on finances for March, 2013 in conjunction with the comprehensive site team visit.
II. General Institutional Requirements
Mission

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher learning.

The mission statement of Sinte Gleska University reads as follows:

*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 provides 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 of the Tribe and its institutions. In sum, the mission of Sinte Gleska University is to plan, design, implement and assess postsecondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy.*

The mission statement of Sinte Gleska University was adopted by its Board of Regents at the onset of institutional inception in 1971. The mission statement for Sinte Gleska University is made public through inclusion in the SGU Course Catalog, SGU Student Handbook and SGU Annual Report. The mission statement of Sinte Gleska University is the crux of tribal higher education delivery and learning on the Rosebud Reservation. The mission statement speaks to the need for Sinte Gleska University to fashion a model for Indian-controlled education that facilitates individual development and tribal autonomy, preserves tribal culture and meets career and personal needs for our service constituencies.
2. It is a degree granting institution.

Sinte Gleska University offers the following degrees as described in the SGU Course Catalog:

Art Institute
AA   Fine Arts
BA   Fine Art
BS   K-12 Art Education

Arts and Science
AA   Arts and Science
AA   Physical Science
AA   Biological Science
AA   Environmental Science
BA   Liberal Arts
BS   Environmental Science
BS   Computer Science

Business and Tribal Management
AA   Business Management
BA   Business Management
   Tribal Management or Accounting Minor

Education
AA   Elementary Education
AA   Paraprofessional Studies/Elementary Education
AA   Paraprofessional Studies/Middle/Secondary Education
AA   Early Childhood Education
AA   Special Education
BS   K-8 Elementary Education-Early Childhood
BS   Secondary Education/Composite Major in History
BS   K-8 Elementary Education/K-12 Special Education
BS   K-8 Elementary Education/Selected Concentration
BS   K-8 Elementary Education/Middle School Concentration
BS   Elementary Education/Lakota Studies

Graduate Education
M.Ed. Master of Education
   K-12 Reading Specialist Program
   Education and Administration Program
   Curriculum and Instruction Track
   Early Childhood Special Education Track

Human Services
AA   Human Services
BA   Human Services
BA   Human Services/Mental Health/Psychology
BA   Human Services/Criminal Justice
BA   Human Services/Chemical Dependency

Human Services Graduate Program
MA   Clinical Mental Health Counseling
MA   School Guidance Counseling

Lakota Studies
AA   Lakota History and Culture
AA   Lakota Language
AA   Traditional Arts
AA   Creative Writing
BA   History and Culture
BA   History and Culture/Tribal Government
BA   Lakota Language/Research
BA   Lakota Language/General
BA   Lakota Language/Oratory
BS   Cultural Resource Management

Institute of Technologies
AAS  Administrative Assistant
AAS  Building Trades
AAS  Computer Technology
AAS  Data Processing
AAS  Office Technology/Legal
AAS  Office Technology/Medical
AAS  Licensed Practical Nursing
1 year certificate    Plumbing Apprenticeship
1 year certificate    Electrical Apprenticeship
1 year certificate    Building Trades
1 year certificate    Business Start Up
1 year certificate    Office Technology
1 year certificate    Computer Maintenance
1 year certificate    Data Processing
1 year certificate    Licensed Practical Nursing
Authorization

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher learning whenever it conducts its activities.

Sinte Gleska University was duly chartered by the Rosebud Sioux Tribe in January of 1971 to offer postsecondary education on the Rosebud Reservation. The authority of the Rosebud Sioux Tribe is set forth in the Rosebud Sioux Tribe Constitution as adopted pursuant to the Indian Reorganization Act of 1934. In 1983 Sinte Gleska University received approval for accreditation from the North Central Association Higher Learning Commission at both the associate and baccalaureate degree levels.

4. It has legal documents to confirm its status: not-for-profit, for-profit or public.

Sinte Gleska University is a public higher education institution and a non-profit corporation duly incorporated by the Rosebud Sioux Tribe per Tribal Resolution 71-01.
Governance

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

The SGU Board of Regents is responsible for the general governance of the corporation (Sinte Gleska University) in accordance with the SGU By-Laws. This responsibility and authority may only be exercised by the Board as a unit. Individual Regents are without power to act separately in connection with corporation business operations. Major activities within the purview of the SGU Board of Regents include participation in institutional planning, approval and adoption of institutional policies and procedures, approval of new academic programs for instructional delivery, approval of the organizational management structure, approval of annual operating budget and approval of financial depositories and check signers for Sinte Gleska University.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Sinte Gleska University is governed by the SGU Board of Regents which is comprised of appointed members who are enrolled tribal members of the Rosebud Sioux Tribe and who support the institutional mission, purposes and overall best interests of Sinte Gleska University. The SGU Board of Regents includes members who are sufficiently autonomous in their public roles and responsibilities from the daily administration of Sinte Gleska University in order to maintain the integrity of institutional operations.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The SGU Board of Regents, as per its By-Laws, properly delegates responsibility for day-to-day management and leadership of Sinte Gleska University to SGU officers who are responsible for implementation of the policies and directives adopted by the Board. The President is the chief executive and administrative officer of Sinte Gleska University.

8. Its governing board authorizes the institution’s affiliation with the Commission.

The SGU Board of Regents authorizes our institutional affiliation with the North Central Association Higher Learning Commission.
Faculty

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

The faculty at Sinte Gleska University currently consists of 42 full time instructors, the majority of whom have the M.A. degree (26/42 = 62%) plus 7 with Ph.D credentials. Some instructors who teach only introductory level courses have the B.A. degree. Faculty who do not have academic degrees possess a Lakota Studies faculty “ranking” which is based upon their extensive and proven knowledge of Lakota language, history and culture. This ranking system for Lakota Studies faculty was developed by the institution in the 1970’s.

10. A sufficient number of the faculty are full-time employees of the institution.

Sinte Gleska University employs 42 full-time faculty who, by contract, are required to teach 12 credit hours per semester or provide an equivalent to 12 credit hours through a combination of instruction and professional services.

11. Its faculty has a significant role in developing and evaluating all of the institution’s educational programs.

Curriculum approval, analysis and evaluation at Sinte Gleska University are the responsibility of the SGU Department Chairs Committee and the SGU Faculty Senate. Curriculum development is executed at the academic department level based upon an analysis of student needs. The SGU Department Chairs Committee reviews and provides recommendations in terms of Class 1 Curricular Requests (course title changes) and Class 2 Curricular Requests (course content changes) prior to review and approval by the SGU Faculty Senate. The SGU Faculty Senate approves Class 1 and Class 2 Curricular Requests which are then officially recorded in the SGU Academic Affairs Office before delivery of the revised course. Class 3 Curricular Requests (creation of a new academic program) are reviewed by the SGU Department Chairs Committee, recommended by the SGU Faculty and approved the SGU President and SGU Board of Regents.
Educational Program

12. It confers degrees.

Sinte Gleska University is a degree granting institution that offers Associate of Arts, Associate of Applied Science, Bachelor of Arts, Bachelor of Science, Master of Arts and Master of Education.

13. It has degree programs in operation, with students enrolled in them.

Sinte Gleska University offers more than 200 courses each semester to approximately 950—1,000 students per semester through seven academic departments including graduate degree programs in Education and Human Services. The average student credit hour load (total credit hours/total number of students—2012 Fall Semester: 10,288 credit hours / 1,013 students) is 10.16 credit hours per semester.

14. Its degree programs are compatible with the institution’s mission and are based on recognized fields of study at the higher education level.

All programs of study at Sinte Gleska University are basically comparable to those at other institutions of higher education which, in turn, affords a more seamless credit transferability process. The primary and most important distinction is our program focus on tribal relevancy. In particular, our educational programs are designed to meet the employment and life skills of tribal members.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

Sinte Gleska University provides degree opportunities ranging from certificate programs through the Masters degree program level. All degree programs follow practices common to institutions of higher education in terms of length and content of said programs, academic quality and rigor and appropriateness to our constituents including the delivery of Lakota Studies and related tribal-focused curricula.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution’s mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

The intent of General Education core requirements is to provide for the traditional understanding of education, present an overview of learning within Sinte Gleska University and introduce students to the world of higher education which includes an introduction to Lakota history and language course delivery. The core requirements provide a foundation for upper division courses at Sinte Gleska University. The General Education core requirements and the semester credit hours are as follows:
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101</td>
<td>English I</td>
<td>3</td>
</tr>
<tr>
<td>EN 102</td>
<td>English II</td>
<td>3</td>
</tr>
<tr>
<td>SP 100</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>Computers</td>
<td>Department selects*</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Department selects**</td>
<td>6-8</td>
</tr>
<tr>
<td>Sciences</td>
<td>Department selects***</td>
<td>6-8</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Department selects****</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>Department selects*****</td>
<td>3</td>
</tr>
</tbody>
</table>

* Departments will select a computer or technology course appropriate for their student needs.
** Departments will select the specific math courses that are appropriate for their student needs.
*** Departments will select the specific science courses that are appropriate for their student needs.
**** Departments will select the specific social science courses that are appropriate for their student needs.
***** Departments will select the specific course that is appropriate for their student needs. Selections can be made from arts, music, dance, theater, literature, etc. thus giving students more choices to meet this core requirement.

INSTITUTIONAL CORE REQUIREMENTS                              10 SEMESTER HOURS

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL 100</td>
<td>Introduction to Lakota Language</td>
<td>4 credit hours</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LL 101</td>
<td>Lakota Language I</td>
<td>4 credit hours</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS 253</td>
<td>Lakota History and Culture</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>HS 103</td>
<td>Personal Health and Wellness</td>
<td>3 credit hours</td>
</tr>
</tbody>
</table>

* Students meet with an advisor to select electives based on specific degree program prerequisites and graduation requirements.
17. It has admission policies and practices that are consistent with the institution’s mission and appropriate to its educational programs.

In order to fulfill our mission and vision as a tribal higher education institution, Sinte Gleska University maintains an “open” admissions policy wherein any applicant who has earned a high school diploma or GED certificate may be accepted for admission. This policy is in accord with the institutional purpose(s) to increase the number of Lakota people in middle and upper management positions, to reflect, strengthen and develop Lakota cultural life, to improve the quality of life on the Rosebud Reservation and to graduate students with a solid understanding of Lakota ways of life and have the ability to prosper in contemporary society.

18. It provides its students access to those learning resources and support services requisite for degree programs.

Sinte Gleska University students have access to an array of support services including academic and personal counseling, a student assistance program, student activities, student transportation program, bookstore, daycare and library. The SGU Student Support Services program provides tutoring, developmental courses and counseling. Academic counseling is carried out by faculty within each department in accordance with the SGU Advisor Handbook.
Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

Sinte Gleska University utilizes the services of Brady, Martz & Associates to conduct an annual comprehensive financial audit. This audit is conducted in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards as issued by the Comptroller General. A copy of the most recent audit report is available for public review at the SGU Library.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

Sinte Gleska University currently identifies 38 funding sources, primarily grants, for the FY’13 budget period. This revenue is utilized to defray operating costs in 34 different institutional department/program areas. Expenditures are recorded in the following major cost categories: Personnel, Fringe Benefits, Travel, Equipment, Supplies (office and instructional), Books, Printing and Copying, Utilities, Telephone, Postage and Miscellaneous. The U.S. Department of Interior, U.S. Department of Education, U.S. Department of Health and Human Services and the U.S. Department of Agriculture are the primary revenue sources at Sinte Gleska University per federal grant awards varying in length from 1-5 years. Sinte Gleska University has not added any new educational programs since the time of the last Higher Learning Commission comprehensive visit and has not decreased the amount the full-time instructors over this same 10 year period.

21. Its financial practices, records and reports demonstrate financial viability.

Sinte Gleska University has reflected a deficit balance in the SGU General Fund as of FY’06 and was officially recorded at the negative $1,241,663 following the FY’11 audit report. In addition, annual audits have produced findings relative to fiscal controls and program compliance which, in turn, have formed the basis for a series of qualified audit reports since the 2003 fiscal year. Sinte Gleska University has no long term debt and continues efforts to address problems associated with the SGU General Fund deficit and audit findings.
Public Information

22. Its catalog or other documents includes its mission statement along with an accurate description of: its educational programs and degree requirements; its learning resources; its admission policies and procedures; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

The Sinte Gleska University Catalog, made available through the SGU Registrar’s Office and the SGU Library, properly contains and reflects all of the aforementioned information. The Catalog is also available online through the SGU website, www.sintegleska.edu.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

The accreditation affiliation statement of Sinte Gleska University is included in all official publications and on the SGU Website.

24. It makes available upon request information that accurately describes its financial condition.

A copy of the annual audit report of Sinte Gleska University is made available through the SGU Library. Sinte Gleska University also makes other types of institutional financial information available to the public upon request.
III. Criterion for Review
Criterion One: Mission

Criterion Statement: The institution's mission is clear and articulated publicly; it guides the institution's operations.

The mission statement of Sinte Gleska University reflects the Lakota belief and value systems of our institutional founders' and tribal community leaders at a time when Indian self-determination was a new and emerging concept. These same beliefs and values remain true in the 21st century as contemporary tribal leaders look to Sinte Gleska University for educational advancement and progress on behalf of tribal members and tribal communities. Most significantly, the institutional mission statement is important in terms of emphasizing Lakota language and cultural preservation and in collaborating with the Rosebud Sioux Tribe to produce graduates with academic preparation and work skills that correspond to tribal needs and priorities.

Sinte Gleska University provides a model for Indian-controlled education.

Founded in 1970 and officially recognized as a tribally-chartered higher education entity of the Rosebud Sioux Tribe per RST Resolution #71-01, Sinte Gleska University was also one of the original members of the American Indian Higher Education Consortium. As such, during the early 1970's, Sinte Gleska University was afforded a major role in defining the characteristics of a tribal college:
1. located on a reservation;
2. Board of Regents/Directors comprised entirely of Indians;
3. majority of Indian administrators and faculty;
4. almost total Indian student population;
5. curricula interwoven cultural components or cognizant thereof; and
6. innovation in course content and instructional methodology.

The Indian Self-Determination and Education Assistance Act of 1975 served to further expand the opportunities for local control and decision-making on the Rosebud Reservation. In 1983 Sinte Gleska University became the first tribal college to seek and earn accreditation status at the Bachelor's degree granting level and soon thereafter earned the same distinction at the masters degree level. These two accomplishments were ratified by the SGU Board of Regents and clearly reflected the academic needs and best interests of our SGU student population. In 1992, twenty years ago, we became Sinte Gleska University in order to further promote and advance our educational mission and vision on behalf of the Sicangu Lakota Oyate. The mission statement of Sinte Gleska University has successfully guided institutional direction and operations for the past 40+ years and will continue to do so in the future decades of tribal higher education delivery and learning.

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.

Sinte Gleska University was founded by community leaders who believed that tribal higher education opportunities and services, although not truly defined in the late 1960's, could be offered for Indian postsecondary students while remaining “at home” in their respective tribal communities. These leaders further believed that the foundation for tribal higher education must be connected to the needs and issues confronting our tribal members and tribal communities and that Sinte Gleska University represented an important vehicle for preparing our tribal nation for life in the 21st century.

Soon upon the establishment of Sinte Gleska University, institutional leadership, including Stanley Red Bird Sr., the founding Chairman of the SGU Board of Directors/Regents, identified 4 key areas to be addressed relative to program development and community initiatives: 1) Preservation of Lakota language and culture; 2) Promoting educational ownership by the Rosebud Sioux Tribe; 3) Creating economic development and education partnerships and resources; and 4) Re-organizing tribal government. We at Sinte Gleska University refer to these efforts as Tribal Nation Building.
Each year, Sinte Gleska University takes another step forward through the annual hosting of the SGU Founders’ Day Forum. This week-long series of activities which centers around a discussion of the four above mentioned key areas serves as annual examination and reaffirmation of the institutional mission of Sinte Gleska University, plus allows tribal members to participate in educational planning and recommendation for all levels of delivery throughout the reservation. Sinte Gleska University values the input of our local service population, whether as students or concerned community constituents, and uses the ideas and comments from the Founders’ Day Forum and other community based activities to help plan for new delivery and program development. The language delineated in our mission statement may not change but Sinte Gleska University is always receptive to the possibilities of improvement and growth. This commitment to community involvement through projects such as community learning centers for GED tutoring is an integral part of fostering educational opportunity for tribal members and tribal communities. And while we may not receive financial support for the delivery of many community-based services or opportunities through either tribal revenue or federal grant sources Sinte Gleska University understands that our educational mission is to advance the academic background and experiences of our tribal members in order to achieve tribal nation building for our future generations.

It provides 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 began classes in 1971 for 156 students, the majority of whom were first generation postsecondary matriculates. Enrollment reached the highest level in the 2004 Fall Semester with 1,173 students including students attending Lower Brule Community College and Ihanktowan Community College, branch affiliates of Sinte Gleska University. Today (2012 Fall Semester) enrollment is 1,013 students with a 84% Indian student population and 66% female student population.

In 1971 the nearest higher education institution was located more than 150 miles away from the Rosebud Reservation. In 1973, the initial graduating class at Sinte Gleska University consisted of two associate degree students. One of these two graduates immediately attended an out-of-state college and then eventually earned a Master’s degree by 1976. The other graduate waited until 1978 to begin pursuing baccalaureate course work through Sinte Gleska University. The first Bachelor’s degree was conferred at Sinte Gleska University in conjunction with an educational partnership with the University of South Dakota. By 1983 Sinte Gleska University gained accreditation through the North Central Association and thereby accomplished the institutional goal to offer both associate and bachelor degrees on the Rosebud Reservation.

Whereas the language of our mission statement reflects the vision of institutional founders and leaders, typically the long-range considerations and decisions for Sinte Gleska University have been driven by the needs and interests of SGU students relative to academic program development, instructional delivery and project initiatives. As tribal citizens of the Rosebud Sioux Tribe, SGU students know and understand the issues within the context of daily reservation life. Most often, the solutions can be found in a trained workforce and educational preparation as provided through Sinte Gleska University. For example, the Business students at Sinte Gleska University have formed a campus chapter of the American Indian Business Leaders organization and are able to learn about economic development and entrepreneurship as part of a larger group process as a supplement to ongoing classroom studies. This type of learning experience is vital for SGU students as they in turn seek to bring their academic backgrounds into tribal program and tribal community development and implementation reality. Students at Sinte Gleska University may not engage in research and/or scholarship efforts as defined at other colleges and universities across the United States but each successive generation of students that attends Sinte Gleska University validates the importance of our role and mission as a tribally-chartered higher education institution.

Sinte Gleska University graduates will help determine the future development of the Tribe and its institutions.

In 2005 Sinte Gleska University conferred more than 100 degrees at the certificate, associate, bachelor and masters levels for the first time and have averaged more than 100 graduates per year during the eight year period from 2005-2012. In 2007, Sinte Gleska University observed another historic milestone when we conferred Master’s degrees in Education through a Memorandum of Understanding agreement with students from Red Crow College and Old Sun College for previously certified teachers. The 2012 SGU graduation consisted of the following degree recipients:

Master’s—15 graduates (10 Indian, 5 non-Indian; 2 male, 13 female)
Bachelor’s—37 graduates (34 Indian, 3 non-Indian; 9 male, 28 female)
Associate—48 graduates (42 Indian, 6 non-Indian; 9 male, 39 female)
Certificate—10 graduates (9 Indian, 1 non-Indian; 3 male, 7 female)
GRAND TOTAL: 110 graduates (95 Indian—86.4%, 15 non-Indian—13.6%; 23 male—20.9%, 87 female—79.1%)

Baccalaureate degree graduates comprised 34% of our 2012 SGU graduating class. And just as is the case with overall student enrollment demographics, the Indian female student constitutes the largest percentage of graduates among our annual graduating class. We estimate that the 2012 graduating class at Sinte Gleska University represents a $2.2 million ($20,000 per year X 110 graduates) economic impact to the local area in terms of potential earnings power for themselves and their families. For instance, a beginning teacher can expect to earn between $27,000–$30,000 for a teaching position within our local school districts. Of course, not all of our graduates are able to secure jobs given the lack of available local employment opportunities and a 75–80% unemployment rate on the Rosebud Reservation. Others were already employed and will use their new degree credentials to increase their annual salaries. Some of our graduates will continue their studies at Sinte Gleska University and a few will transfer to other colleges and universities. The majority of graduates however are able to gain employment and that was their objective throughout their studies...to earn a degree and realize a greater sense of individual and family empowerment.

Sinte Gleska University regularly notes that our first baccalaureate graduate became Chief Judge for the Rosebud Sioux Tribe. He has now held that position for 25+ years. We have also witnessed some of our graduates become tribal program directors and school administrators. The largest employers on the Rosebud Reservation are the school districts (Todd County and St. Francis Indian School), the federal government (Bureau of Indian Affairs and Indian Health Service Hospital) and the Rosebud Sioux Tribe, all of which have employed Sinte Gleska University graduates during the past 40 years. Another primary place of employment for SGU graduates is within Sinte Gleska University where approximately 30% of our full-time employees, primarily in staff positions, have earned a degree via SGU programs of study.

Five instructors in the SGU Lakota Studies Department, where instructors are given a faculty ranking based upon their expertise of Lakota language, history, culture and philosophy have earned Bachelor’s degrees since 2003, the time of our last comprehensive site visit at Sinte Gleska University. Graduates from Sinte Gleska University are making a difference in the future development of our tribal nations. We need to realize more employment on the Rosebud Reservation and we need to realize more SGU alumni in leadership positions within the Rosebud Sioux Tribe and other critical employment areas serving our tribal members and tribal communities.

In sum, the mission of Sinte Gleska University is to plan, design, implement and assess postsecondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy.

By adopting and adhering to our institutional mission statement Sinte Gleska University has affirmed that we serve a public constituency and we maintain a public responsibility as a tribally chartered entity of the Rosebud Sioux Tribe. Our mission statement embodies the tribal higher education philosophy practiced by Sinte Gleska University. From 2003 to 2012 our institutional revenue has grown by 26%; from $12,914,550 to $16,325,906. Still we continue to be too reliant on grant funding, as opposed to ‘hard’ monies, and we continue to reflect a SGU General Fund deficit. Enrollment has fluctuated over the last 10 years which has translated into a small loss in annual tribal college core fund. Fortunately, we are realizing an increase in student enrollment in the 2012 Fall Semester, 112 more students than the 2011 Fall Semester, and our highest enrollment level during the past 5 years. This should result in a greater amount of tribal college core funding for the next year, starting in July, 2013.

Overall, despite certain challenges, the status of Sinte Gleska University can be described as a pattern of positive growth. Our annual number of degrees awarded has been in excess of 100 graduates per year despite enrollment fluctuations and our Sinte Gleska University Antelope Lake Campus site has added three new facilities in the past seven years despite a SGU General Fund deficit. The mission statement of Sinte Gleska University characterizes the spirit and will of our Sicangu Lakota Oyate.
Criterion Two: Integrity: Ethical and Responsible Conduct

Criterion Statement: The institution acts with integrity; its conduct is ethical and responsible.

As a tribal higher education entity, Sinte Gleska University is chartered by the Rosebud Sioux Tribe which is organized pursuant to the Indian Reorganization Act of 1934. Sinte Gleska University is governed by the SGU Board of Regents, a body consisting of enrolled members of the Rosebud Sioux Tribe. The President of Sinte Gleska University is an enrolled member of the Rosebud Sioux Tribe and has served in this capacity since 1973. Governance, leadership and our institutional purposes combine to direct the work of Sinte Gleska University in a responsible fashion.

1. To serve as a bridge to off-reservation institutions by proving a successful on-reservation experience of higher education.
   Sinte Gleska University students enroll for courses that are taught by qualified instructors with appropriate degree credentials and pursue academic studies toward program completion in accordance with curricula that has been approved by the SGU Board of Regents. Newly enrolled students at Sinte Gleska University are offered an opportunity to participate in student orientation which is designed to introduce our SGU students to postsecondary planning and academic program selection including financial aid options for payment of tuition and fee costs. Student orientation also encompasses testing to determine whether students will be recommended for Foundational Studies (formerly Basic Skills) courses at Sinte Gleska University.

   Each student is provided with academic advisement by a full-time instructor within the academic department of the identified major area of study. Advisors have been directed by academic department chairs to ensure that students complete core curriculum requirements within the initial two years of degree program pursuit. The core curriculum consists of 33-37 credit hours plus 10 credit hours of institutional core requirements which includes Lakota Language and Lakota History and Culture. The General Education core requirements of Sinte Gleska University draw upon the tribal value of education as a lifelong process.

   The philosophy of educational preparation at Sinte Gleska University is summarized by the goals set forth in the SGU Arts and Sciences Department:

   • Students will demonstrate skills in written and oral language to communicate empathetically and effectively within Lakota culture as well as within the broad social and political settings;
   • Students will demonstrate the ability to think critically and creatively and will contribute skills, talents, ideas, awareness and capabilities toward solving local as well as global, social, political and environmental problems;
   • Students will demonstrate skills in working with others and acknowledging the value of autonomous and diverse cultures within broad social and political settings; and
   • Students will be able to articulate an appreciation of the role of the arts, history, literature, mathematics and the sciences in order to see patterns, connections and relationships to all areas of life.

   This purpose establishes the basis for teaching and learning and though Sinte Gleska University, because of our baccalaureate and masters degree programs, is not a so-called “feeder” institution like other tribal colleges into the state higher education system, we understand that our SGU students are an invaluable asset in terms of future growth and development in the local area. In recognizing our responsibility as a tribal higher education institution, Sinte Gleska University is committed to allocating adequate and proper resources for educational preparation in the 21st century.

2. To provide a postsecondary educational experience.

   Sinte Gleska University began offering classes as an affiliated institution of Black Hills State College and the University of South Dakota and then gained accreditation for course delivery at the associate and baccalaureate degree levels and finally was granted authorization to deliver a Masters degree in Education which in 2003 expanded to include a M.A. degree in Human Services. At each juncture Sinte Gleska University has encountered the same challenge: how to
improve the postsecondary experience for our students and especially for the educationally underprepared student? Nationally, the Bureau of Indian Education (BIE) estimates that approximately 35,000 Indian students attending BIE and tribal K-12 schools are testing at below grade level achievement standards. For all students at Sinte Gleska University the goal is to help the student realize a career objective accompanied by individual and family empowerment.

Prior to the existence of Sinte Gleska University, the educational experience for most tribal members ended as a high school graduate or a high school dropout. For some SGU students, the first step toward a postsecondary experience entailed earning a GED certificate. Some SGU students then require remedial courses in English, Reading, Math and Science. All SGU students are required to identify a major area of study at the time of matriculation; any “undecided” students are automatically classified as Arts and Sciences majors. The identification of a major area of study is critically important in 2012 as new legislation becomes effective which limits the maximum time of Pell Grant eligibility to 12 semesters of enrollment. This legislation has already affected a segment of our SGU student population and we are dutifully notifying other students when they approach the aforementioned 12 semester limitation.

Freshman students select courses in the following academic departments: Art Institute, Arts and Sciences, Business, Education, Human Services, Lakota Studies and Vocational Education (Institute of Technologies). A full-time student at Sinte Gleska University is defined as enrolling in at least 12 credit hours per semester. Sinte Gleska University offers 6 one year certificate programs. There are 25 associate degree opportunities (AA, AS and AAS) ranging in length from 63 credit hours to 73 credit hours for completion. There are 22 bachelors degree opportunities (BA and BS) ranging in length from 125 credit hours to 141 credit hours for completion. Graduate studies at Sinte Gleska University are delivered through the Education and Human Services Departments with 4 and 2 degree program track opportunities respectively.

Even after 40+ years of operation for Sinte Gleska University, the decision to embark on a postsecondary education remains a major consideration, as it should be, for many SGU students. We at Sinte Gleska University extend ourselves as Regents, administrators, faculty and support staff to help the student during his/her academic pursuits and the attainment of an educational goal whether that postsecondary experience is at the certificate or graduate degree level.

3. To increase the number of Indian people in middle and upper management positions.

The initial masters degree graduates in Education in 1988, which included both Indian and non-Indian graduates, yielded one school superintendent, two elementary school principals, a bilingual education program director, a curriculum director and the current Education Department Chairperson who has served in said role for the past 20+ years. Presently, there are five school principals on the Rosebud Reservation who completed their graduate level studies at Sinte Gleska University. The first Master's degree graduating class in Human Services (2005) produced nine graduates, all of whom are employed in tribal programs or the local school districts on the Rosebud Reservation. In the 10 years since the last site visit there have been 75 Master's degree graduates, 76% of which are of Indian descent. Not all of our Master’s graduates choose to work on the Rosebud Reservation following completion of their degree requirements. Some are employed in surrounding areas and others, such as the 2007 M.Ed graduates from Canada and, most recently, a group of four M.Ed graduates from the adjacent Pine Ridge Reservation, serve tribal constituencies within their tribal residencies.

The Master’s degree in Education, approved in 1988, and the Master’s degree in Human Services, approved in 2003, are the two programs for graduate studies at Sinte Gleska University. A Master’s degree in Lakota Studies has been approved for a maximum of 20 credit hours of academic delivery. The SGU Business Department is in the process of developing a M.A. degree program in Business Management to be submitted to the Higher Learning Commission for focused review during the next two to three years. The advent of this latter program is viewed as significant in helping to generate more SGU graduates for potential management level employment positions as envisioned in this institutional purpose.

In articulating this purpose Sinte Gleska University is very conscious of the pervasive economic and employment factors that affect job opportunities on the Rosebud Reservation. We are able and willing to advocate for our SGU graduates however there is no guarantee for employment. In fact, many prospective students who could be attending Sinte Gleska University simply do not wish to vacate currently held management positions just for the sake of earning an academic degree that in all likelihood will not enhance one's employment status. This is especially true among tribal program directors who may have gained a position through political appointment or other performance-related criterion. We are fortunate to enjoy a positive relationship with our local school systems.
who in turn actively recruit SGU graduates, Bachelor’s and Master’s degree recipients for teaching positions. These school systems are familiar with the rigor and integrity of our academic programs and appreciate the qualifications of our SGU graduates as classroom teachers. We are continuing to seek the same type of partnerships with other local employers in order to advance our educational impact through the hiring of more SGU graduates in leadership roles on the Rosebud Reservation.

4. To reflect, strengthen and develop Lakota culture.

The ideation of Sinte Gleska University by the founding SGU Board of Regents is embodied in our institutional philosophy of “Lakol Wicoh’an”—the traditional way of life. Intrinsic to the “Lakol Wicoh’an” are the four cultural virtues which are denoted on our Sinte Gleska University logo, as follows:

Woksape—Wisdom
Woohitika—Bravery
Wowacintanka—Fortitude
Wacantognaka—Generosity

The SGU Board of Regents practices and observes these virtues in establishing policies and procedures for the governance of Sinte Gleska University. These virtues complement and reinforce the institutional mission of Sinte Gleska University to provide an ethical framework for decision-making and managerial analysis. Most importantly, the “Lakol Wicoh’an” and the four accompanying cultural values formed the basis for a delineation of the SGU Wolakota Statement, as adopted by the SGU Board of Regents in 2002, which serves to characterize the environment we strive to attain at Sinte Gleska University. In short, Wolakota means to act and behave with ultimate respect, harmony, peace and friendship.

Because Wolakota is such an integral part of our Lakota culture, Sinte Gleska University attempts to utilize this philosophy throughout the entire institution from the SGU Board of Regents, to the SGU Faculty Council and the SGU Student Association. In so doing, governance at Sinte Gleska University is cognizant of our SGU students, tribal members and tribal communities which constitute our main stakeholders on the Rosebud Reservation. Information-sharing and decision-making is infused with Wolakota and encompasses the needs and issues of our stakeholders. Tribal culture and history were the catalysts for the founding of Sinte Gleska University and continue to be at the core of all institutional governing, management, academic and operational functions. Takomni le cetu ktelo—this is the way it must be.

5. To provide national leadership in tribally-controlled education.

The goal to promote a role of institutional leadership for Sinte Gleska University and to advance leadership potential for SGU students is reflected in our mission statement, tribal mandates and vision. In identifying the purposes and goals of Sinte Gleska University we cite 4 main areas of institutional consideration leading toward the overall intent of helping to strengthen our tribal nation:

a. Culture—the knowledge, beliefs and philosophy that comprise our Lakota way of life. Culture is taught and learned by individuals and families, demonstrated and practiced by tiospayes and communities and preserved by our tribal nation.

b. Education—the mechanism through which learning is gained and skills are acquired along a pre-kindergarten to post-secondary continuum on the Rosebud Reservation. Education begins with the goals established by individuals and families, receives support from tiospayes and communities and reflects the values and priorities of our tribal nation.

c. Economic Development—the effective use of limited resources to help improve the daily lives of tribal members and to help promote a greater degree of self-sufficiency for tribal communities. Economic Development must be embraced by individuals and families, defined by tiospayes and communities and properly executed by our tribal nation.

d. Governance—the system for determining administrative, judicial and legislative roles and responsibilities of the Rosebud Sioux Tribe. Governance affects individuals and families as tribal citizens, tribal leadership and tribal initiatives within our tiospayes and communities and our overall capacity to
function as a sovereign tribal nation.

One of the numerous tasks for Sinte Gleska University related to any discussion of these four critical areas is to derive a new definition that begins with a sense of ownership among the Sicangu Lakota Oyate. In other words, tribal members and tribal communities on the Rosebud Reservation must re-define education for a local elementary/secondary school service area where Indian students are the predominant ethnic group. The tribal nation, quite often per the leadership of Sinte Gleska University, has been able to effect and incorporate some changes within our school districts over the past 40 years but still the educational delivery is dictated by policy-making which is external to our reservation boundaries. The Rosebud Sioux Tribe Education Code contains language and provisions that allows for the re-definition and ownership of certain aspects of educational delivery for our tribal nation. Similarly, Lakota language curriculum and delivery must be re-shaped and re-defined in the 21st century. Sinte Gleska University must exert leadership to create a new educational delivery system that spans the needs and interests of tribal members and tribal communities from early childhood programs through graduate degree programs. We have been advocating for this change and we hear endorsement for our efforts via such avenues as our 2009 community visits and our annual Founders’ Day forums. This is the leadership path and role that has been the mandate for Sinte Gleska University since our institutional inception in 1970.

6. To establish mechanisms for improving the quality of life on the reservation.

Sinte Gleska University believes that providing a tribal higher education opportunity that results in students earning postsecondary degrees and becoming employed in critical administrative positions that correspond to tribal priorities, as set forth in our mission statement and institutional purposes, is essential for improving the quality of reservation life and advancing our tribal nation. To help our students succeed in achieving their personal educational and professional goals, Sinte Gleska University offers a variety of student support services, many of which are cost-free, that enable a positive postsecondary academic experience.

The Sinte Gleska University Library has been designated as the official public library on the Rosebud Reservation. Established in 1980, the SGU Library and, one year later, the SGU Science Center, were the initial facilities that formed our institutional campus location in Mission, South Dakota. The SGU Library has a staff of four full-time and three part-time employees, a book collection of 48,000 volumes, the Unkiciksuyapi Native American Special Collection of non-circulating items for research, 142 serial subscriptions (journals, magazines and newspapers) and 72 database subscriptions.

In 1982, Sinte Gleska University made the unprecedented decision to offer a free transportation service to SGU students to attend classes in Mission from the outlying tribal communities across the Rosebud Reservation. Today, the SGU Student Transportation System has been operating for 30 years on a Monday-Thursday basis during every Fall, Spring and Summer Semester at Sinte Gleska University in order to bring students to their classes throughout an 8:00 AM to 10:00 PM daily schedule. The SGU Student Transportation System maintains five 15 passenger vans plus a handicapped student vehicle. Five of these vehicles travel in excess of 50,000 miles per year with an estimated cumulative mileage of more than 300,000 annual miles. The SGU Student Transportation System provides travel assistance to approximately 25% of our SGU student population per semester. The SGU Student Lunch Program provides a free noon meal to 60-75 students per day during the Fall and Spring Semesters. This particular service dates back to the 1990’s and was created as a means of supplementary assistance for our SGU students who reside in one of the 10 poorest (currently designated 2nd poorest) counties in the United States. The SGU Daycare was also originated in the 1990’s and offers child care assistance for SGU students attending classes during the 8:00 AM – 5:00 PM hours. The majority of SGU students who utilize this service are eligible for child care assistance funding per the state of South Dakota.

Information regarding these programs and services is disseminated and shared with SGU students at the time of student orientation. All of these programs and services are available to both full-time and part-time SGU students who are pursuing academic studies at Sinte Gleska University.

7. To develop individuals who are citizens of the world, with a solid understanding of Lakota life and the ability to prosper in contemporary society.

Chief Spotted Tail, for whom Sinte Gleska University was named, once opted to send his children to Carlisle Indian School so that they would learn to function
in the non-Indian society without sacrificing their Indian culture. Upon visiting Carlisle he saw that his children were, in fact, losing their tribal traditions and thus he brought them back to the Rosebud Reservation. Teaching and learning at Sinte Gleska University encompasses information and knowledge from the 19th century through modern technological usage. The SGU Lakota Studies Department lists a total of 90 different courses in the SGU Catalog as part of its departmental curriculum. Two of these courses in particular; "Lakota History and Culture" and "Lakota Thought and Philosophy," involve teaching and learning that dates back centuries ago and as such even precedes the life of Chief Spotted Tail.

From a technology standpoint, Sinte Gleska University is committed to utilizing modern systems and applications based upon available institutional resources, financial and physical, for purchases and infrastructure development. Currently, our two campus sites (Antelope Lake campus and Library campus) are connected by a leased fiber line and our six buildings in Mission are connected by leased T-1 lines. Five of the six buildings in Mission are wired with Cat5 cabling. Our network uses VoIP phones and 75% of our buildings have wireless access. The SGU Technology Building, located on the Antelope Lake campus site, houses our server room which has two WAN connections, a T-1 line provided by the Bureau of Indian Affairs and a 30M leased line form Golden West Telephone. Eleven of the 13 buildings on the Library campus site are wired with CAT5 cabling.

For academic delivery purposes, instructors at the present time are utilizing technology to offer hybrid courses which at Sinte Gleska University is a combination of on-line and classroom presentations. We are also seeing an increased level of technology use by SGU students in terms of research and course preparation including access of SGU You Tube for information dissemination, all of which serves to assist our students in becoming global citizens. In the upcoming years we hope to expand our institutional capability to offer on-line courses especially in the area of Lakota Studies curriculum where possibilities range from Introduction classes to specialized content material such as Lakota Star Knowledge.
Criterion Three: Teaching and Learning: Quality, Resources, Support

The institution provides high quality education, wherever and however its offerings are delivered.

Courses of study in the academic programs are clearly defined and are described in the Sinte Gleska University catalog and on the university’s website. The undergraduate courses are approved with a 100-400 numbering system. The academic programs are offered in a progression that establishes the coherency of the total program. Intellectual rigor is built into each class, with increasing rigor as the student progresses through the academic program. The course material is appropriately challenging for each level, from introductory courses (numbered 100-200) taken in freshman year through the upper division courses (numbered 300-400) taken at the junior and senior level. The courses for the Master’s degrees in the Education and Human Services departments are appropriate for that level and are distinct from the undergraduate courses. Course prefix numbers for graduate programs are approved with 500-600 numbers.

Sinte Gleska University’s goals for student learning are developed in a tiered organizational pattern beginning with each department’s mission that is consistent with the University’s Mission Statement. Each department has clearly-defined general goals that are based on their respective missions and purposes of their programs.

University faculty members have developed a university-wide assessment plan and a Philosophy of Assessment. This plan guides each department’s assessment processes. This institution-wide assessment plan utilizes the departmental assessment plans and their gathered data to provide information on a regular basis for assessment of the institutional mission and goals.

Each of the department’s certificate, associate, baccalaureate and/or master’s programs follow an approved status sheet that clearly defines the sequence of the courses, core and pre-requisite courses, and number of credit hours necessary to complete each certificate or program.

Learning goals or outcomes are required for each course and are articulated on course syllabi. Learning goals or outcomes are specific to each course’s purpose and include cognitive (knowledge), psychomotor (skills) and affective (dispositional) learning to assess in a holistic manner. Faculty, in conjunction with their respective Department Chairs, have opportunities to define their course’s learning outcomes and to select teaching strategies and methodologies that reflect both their teaching styles and the students’ learning styles. Additionally, all faculty members have flexibility in selecting the types of assessment instruments they will utilize in each of their courses. Faculty members have opportunities to participate in Faculty Development workshops, webinars or seminars to learn more about the assessment process. The Assessment Coordinator is available to assist with individual faculty or department assessment needs.

A variety of assessments are utilized to measure the effectiveness of both teaching and learning. The assessments are aligned with each of the course’s learning goals or outcomes and are administered as determined by each instructor. Direct assessment methods also include nationally required exams that are applicable to specific programs. For example, within the Teacher Education program, students must pass content area testing (Praxis II) and pedagogical knowledge (Principles of Learning and Teaching) before they can become certified teachers. Other examples of direct assessment include exams to assess the students’ knowledge bases, and rubric-based assessments for skills-based assignments. Indirect assessment methods include students' self-assessments and/or reflective writing assessments to measure affective, or dispositions, of students. Students are informed about the results of the assessments in a timely manner, and faculty use the information from the assessments to make informed decisions about teaching and learning. The use of assessment data is used to improve teaching and learning.

All students complete course assessments at the end of each semester for each course in which they are enrolled. These assessment instruments include opportunities to assess their learning and the effectiveness of the instructor in helping the student meet the learning outcomes of the course. The results of the course evaluations are shared with individual faculty, and in some departments, faculty are required to use the data to make decisions about their teaching effectiveness, the materials, technologies utilized, and if the assessment instruments and methods provided adequate evidence of student learning.
At the department level, chairs are required to review the learning outcomes and assessment data at the end of each semester and annually to make informed decisions about individual course effectiveness and when data are compiled, the program’s effectiveness in meeting the desired learning outcomes. Department Chairs are also required to review the data from all assessment instruments to assess retention and graduation rates, passage rates on licensing exams, and program’s effectiveness. Department Chairs work with the Assessment Coordinator and the Vice President of Academic Affairs to review each program to determine if each is meeting student learning and teaching effectiveness to demonstrate that the institution is fulfilling its educational mission and purpose.

As a tribal institution of higher learning, the respect for all students is inherent in the institution’s Mission Statement “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.” Additionally, Wolakota and the Codes of Behavior provide the basis for respectful learning environments.

Effective learning environments are based upon respect for diversity, in its broadest definition, and support for all learners through student advising, instructional practices, the creation of learning communities, assessment practices, and services, such as tutoring, childcare, transportation, food services, and academic and personal counseling.

Over the years, Sinte Gleska University has made significant changes to the assessment system to include the assessment of students, its programs and the institution, in its entirety, in order to foster effective teaching and learning and to advance the institution’s programs.

One of the priorities has been to assess learning environments that will aid in the retention of students. Faculty members have made a commitment to establishing emotionally- and physically-safe classrooms where each individual is respected and whose individual knowledge and skills are enhanced when learning is student-based. Because classroom size is smaller than some mainstream institutions classroom size, individual students receive the attention and support they need to be successful.

Each department has a developed Assessment Planning Checklist. Each department uses this checklist to develop assessments and to use the data garnered at the course and program level to make informed decisions in curriculum development and revisions, to select culturally relevant and effective pedagogies, to obtain, develop and use instructional resources that reflect adult learners’ needs and cultural relevance, and to select appropriate technologies that engage twenty-first century learners.

Sinte Gleska University offers a plethora of student services for their students to ensure that they have an opportunity to succeed. These on-going services through the Foundational Studies Department (formerly known as Student Support Services) include: student advising, student transportation, student counseling (personal and academic), student activities that include clubs and inter- and intramural sports, financial aid that includes specific scholarship assistance provided through the American Indian College Fund, food services, registration assistance, and student awareness activities. Other services are the maintenance of student records, student data collection, and academic support services.

The Foundational Studies Department has undergone some positive changes in the past academic year. An example of positive change is the entrance exam has been changed to the COMPASS test, an untimed, computerized test that helps evaluate a student’s skills in reading, writing, math, writing essay, and English as a Second Language (ESL). COMPASS test results include placement messages to inform students and instructors what courses students should enroll in. COMPASS identifies strengths as well as problems in major subject areas that might disrupt educational progress.

Each student is assigned an advisor when they enter a program. The processes for Academic Advisement are clearly articulated in the Student Handbook that is available at the time of registration.

The university has evaluative processes in place to review curricula, teaching and technological resources, effective pedagogical practices, classroom environ-
ments conducive to support learning, and assessment practices.

The basis for student success begins with the University's Mission Statement and is evident in each of the Department's Mission Statements. The core component of student success is effective teaching; therefore, the institution places budgeting priorities on providing essential learning resources.

Because students have taken a greater interest in science in the past few years, lab space becomes available through planning and efficient scheduling. Creating more lab space is a priority for the next academic year.

Identifying and placing students in clinical practices sites has not been an issue because students from Sinte Gleska University are highly sought. This is especially true for the Nursing Program due to the need for nurses and especially Native American nurses. Practicum and internship sites for the Education Department are also available; student teacher candidates are welcomed in area schools, and many are hired to teach in the school where they completed their internship experience.

Sinte Gleska University's library, also a public library, offers an adequate selection of professional journals, internet connections, and textbooks for programs. Department Chairs work closely with the librarian to give input into the ordering of relevant materials.

The newly built Lakota Studies building has a state-of-the-art theatre-style classroom that is available for use by all departments. It is also used for faculty gatherings and professional development opportunities.

Through grant and donor funds, a new Apple Computer Lab has been established within the last academic year. Additionally Apple TVs have been placed in a number of classrooms across the campus. A number of iPads have been ordered within the last year, moving the institution forward in the use of technology to enhance teaching and learning. Sinte Gleska University has been approved and accepted to become an iTunes University site, making SGU the only tribal college to have this status.

Over the past five years, a number of faculty development opportunities were made available through the Woksape Faculty Development grant. Presenters known for their expertise in teaching and learning were brought to the SGU campus to enhance the knowledge and skills of faculty. Also, SGU faculty present best practices to their peers on a regular basis, some sharing is done formally and some is done informally with an invitation for someone to come to the department and present information necessary to make improvements in knowledge bases or pedagogical areas. A series of Webinars focusing on using technology in the classroom have also been made available to faculty. Faculty members have the option to take tuition-free courses at Sinte Gleska University. Many faculty avail themselves of this opportunity with courses from the Lakota Studies Department being some of the most highly selected.

Through the data garnered from the Student Evaluations, Department Chairs are able to present their needs to members of the President's Management Team or to grant Principal Investigators. This is one example of how the institution assesses and evaluates the need for learning resources to enhance teaching and learning. Budgeting priorities are established during the decision-making process when developing departmental and university budgets.
Criterion Four: Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Through established policies and procedures, Sinte Gleska University demonstrates and upholds its responsibilities to ensure success for its students and the institution’s growth, improvement and integrity. These policies and procedures guide both assessment and evaluation processes.

To ensure the quality of educational programs, program assessment begins at the department level. Each department chair is responsible to assess its programs on an annual basis. This assessment is done through a review of the course evaluations conducted by students at the end of each semester; reviewing enrollment, retention, pass-rates, and graduation numbers; and by input of the instructors in the program. Department Chairs share their programs’ information through the Department Chairs Committee, the Faculty Senate, the President’s Management Team and the Board of Regents. An Annual Report is written by each Department Chair to review successes and challenges faced during that academic year.

Policies regarding the acceptance of credits are clearly articulated in handbooks, such as the Student Handbook, the University’s catalog and on the public drive. Acceptance of credits that students seek to have transferred to a Sinte Gleska University transcript undergo a review process by the Department Chair of the respective department and the University’s Certification Officer before the Registrar makes that transfer. The University articulates this process to Department Chairs and there is a specified form for the transfer of credit.

Prerequisites for courses are recorded on status sheets and in the University’s catalog, which is on the website. All information on university status sheets is reviewed by department chairs and the Vice President of Academic Affairs to ensure that the information is correct and meets specified requirements. Expectations for student learning are stated in the form of outcomes, or course objectives, on each course syllabus. Guidelines to establish learning outcomes for dual credit courses have been written and shared with both university and high school administration and faculty. At the end of this academic year, the guidelines will be reviewed and changes will be made if deemed necessary. Faculty teaching dual credit at the high school must meet the same requirements as university faculty in order to be considered certified faculty.

Offsite campuses of Sinte Gleska University at Lower Brule Community College and Ihanktonwan Community College are required to maintain and follow the standards, processes and procedures set forth for the institution. A Memorandum of Understanding, specifying contractual agreements, is reviewed and signed annually with each off-site institution.

Departments that must certify, or credential, its graduates seek the appropriate accreditation. For example, the Education Department has been certified by the South Dakota Department of Education in order to certify its graduates so that they may become certified teachers. On a regular basis, all teacher education programs are evaluated by a team selected by the Department of Education to ensure that the program meets state and national standards. The Human Service Department also maintains its program to make sure it meets the rigor to credential its graduates in the counseling programs.

Each department is responsible to evaluate the success of its graduates. Data from the assessments are reviewed to make informed decisions about possible program changes, the need for new programs, and/or information on how employers rate SGU graduates. Each department has the discretion to develop, or select, the assessment instruments they use to seek public input. For example, the Education Department assesses first, third, and fifth year teachers on an annual basis. The surveys, completed by school administrators, are based on national teacher educator standards. Results garnered from all surveys, or assessment instruments, are shared with university administration for institutional review.

Sinte Gleska University’s Education Department has developed a relationship with the Teach for America program. As a result of this relationship, students
from the Teach for America program take two courses that are required for South Dakota certification from SGU. The student evaluations and the TFA Administrators’ comments from these courses receive high scores and positive comments in regards to the delivery of a culturally relevant curriculum and culturally responsive pedagogical skills necessary to successfully teach Native American students.

Sinte Gleska University has made a strong and persistent commitment to the assessment of teaching and learning over the past decade. Due to the lack of depth in the levels of student assessment practices, the Academic Affairs Committee (now referred to as the Faculty Council) initiated a matrix developed by Cecelia Lopez to review each department’s assessment plans. The information collected gave insight into the wide range of assessment practices and how assessment was used to inform teaching practices. It was also at this time that an Assessment Committee made up of representatives from each department developed an assessment process to ensure academic rigor in all courses from all departments and intellectual integrity of Sinte Gleska University. An Assessment Coordinator position was initiated and a coordinator was hired to oversee the institution’s assessment process.

The institution’s Assessment Planning Checklist was developed and is currently in use to assist both Department Chairs and the Assessment Coordinator in maintaining the assessment efforts and making informed decisions regarding teaching and learning. An Assessment Handbook was also created to share information for all stakeholders.

A variety of assessments are being used by faculty members in departments. Assessment instruments are selected by individual faculty, in conjunction with approval from the Department Chair, to assure that the knowledge, skills and dispositions of the students are being assessed in a holistic manner consistent with the University’s and Department’s missions. Assessment instruments utilized include, but are not limited to, tests and quizzes, end of semester exams, rubrics, portfolios, and student self-assessment instruments. All course outcomes and the assessment instruments selected are reviewed on a periodic basis to make necessary changes and to ensure that all meet the uniqueness and needs of a predominately non-traditional, Native American population. It is important to the institution that a cultural sensitivity and awareness is evident in all teaching and learning endeavors.

Faculty development opportunities to assist both fulltime and adjunct faculty in using identified best practices in teaching, learning and assessment occur on a regular basis with the Assessment Coordinator assisting when and where necessary.

With all educational practices, assessment is also undergoing review and necessary changes to reflect student success and institutional integrity. More faculty members and instructional support personnel have expressed clearer understandings of the assessment process and the value of the data collected to make changes to teaching practices, assignments, and the assessment instruments they use.

In an ever-changing global society and with the changing demographics within the Rosebud Reservation, the institution recognizes the need for an ongoing assessment of course and program offerings as this information greatly impacts student retention, persistence, and program completion.

Due to the economical conditions, Sinte Gleska University, in following its mission, provides many services to help non-traditional students complete their programs and educational goals. With the availability of Student Support Services, such as daycare, transportation, meals while on campus, tutoring, and financial, academic and personal counseling, students are able to graduate and become employed.

Information provided to the Retention Office personnel gives the university an insight into why students are dropping, or “stopping” out of school. This information is shared with directors of the above-named Student Support Services so that changes can be made, if at all possible.

Sinte Gleska University utilizes identified processes and methodologies, reflective of the mission, for the collection and analysis of data to improve retention numbers and to help student persistence under extraordinary economic and societal conditions. Students at Sinte Gleska University have many advantages in obtaining their degrees due to small class sizes, a caring and dedicated faculty, program directors who make necessary changes to assist students, and an administration that supports teaching and learning at all levels.
Criterion Five: Resources, Planning and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Financial Resources

The Tribally Controlled Community Colleges Act (TCCCA) is the primary source of funding for the academic programs at Sinte Gleska University. This federal funding source is based upon Indian student count (total number of American Indian students enrolled in the institution per semester and total credit hours). This amount varies from year to year based on federal appropriations. The authorized amount for the TCCCA is $6,000 per Indian student count, though this amount has never been appropriated. The University also derives income for academic program support from the Bureau of Indian Affairs Tribal Priority Budget. Additional revenues to support Sinte Gleska University’s educational programs are received through tuition and fees, largely paid through PELL grants and BIA Higher Education Scholarships.

The fact that the federal funds are limited by congressional appropriations each year has forced Sinte Gleska University to seek grants, donations and endowments from the public and private sector. Sinte Gleska University demonstrates expertise in securing grant funding and assumes responsibility for continued funding of programs once the grant period has expired, thus the University has adopted some key considerations when applying for grants:

• Does the opportunity correspond to the institutional mission?
• Does the opportunity support institutional goals and objectives?
• Does the level of return justify the level of funding or resources required?
• Does the opportunity meet the needs of our constituents?
• Does the institution have the capability to effectively perform the required tasks?
• Does the institution have the infrastructure to effectively perform the tasks including equipment and trained personnel? Can we acquire the infrastructure as a part of the opportunity?

In utilizing these considerations and the expertise of grant-writing staff, Sinte Gleska University has been extremely successful in securing grants.

For example, Sinte Gleska University is the only tribal college to obtain a $7 million grant award from the Substance Abuse and Mental Health Services Administration (SAMHSA) for the development of a System of Care, a five year project to provide cultural-based mental health services for youth utilizing existing tribal, state and community services to provide wrap-around care, as well as training for mental health counselors.

Title III of the Higher Education Act is another program from the U.S. Department of Education. This program has become an entitlement program for Tribal College and Universities, with a designated amount each year for capacity development of Higher Education institutions. At Sinte Gleska University, these funds are the primary source of funding for building infrastructure in facilities and building capacity for the increased use of technology in classrooms.

Sinte Gleska University’s designation as a 1994 Land Grant Institution opened an avenue of revenue that supports the mission of the institution, academic programs and new program opportunities that support tribal nation building. These programs also support community involvement and education opportunities.

The Bureau of Indian Affairs, through the TCCCA, is authorized to set aside funds to establish endowments at the Tribal Colleges and Universities. The BIA Endowment fund matches the amount each tribal college secures for their endowment. The funds the BIA contributes to the endowment cannot be liquidated, however the income from the endowment can be utilized by the tribal college for its operational costs. Sinte Gleska University has an endowment established
with these funds, the income of which would be used to support the educational programs if federal funding should be significantly decreased.

Sinte Gleska University has experienced a deficit in the General Fund of the organization over the past five years, however, this deficit has not affected the ability of the institution to continue to fulfill its Mission. It must be noted that Sinte Gleska University has no long term debt or long term financial obligations. The University has in fact, continued to grow, as evidenced by new facilities, expanded programs and improved technology services. Academic programs are fully funded with federal monies, thus have not been affected by the General Fund deficit.

Sinte Gleska University has taken several steps to reduce the deficit in the General Fund. The General Fund budget has been reduced by better utilization of federal grant programs. Revenue in some programs has been re-directed to the General fund to off-set the program expenses. The institution has also taken steps to collect Student Receivables, which total close to $6 million.

Allocation of Financial Resources

The responsibility for developing the Institutional Budget lies with the Chief Finance Officer of the Sinte Gleska University, however, the process for developing each departmental budget is the responsibility of the departmental chair or manager.

Budget Process timeline:

- CFO estimates Revenue for up-coming year
- Department Budgets are Requested by CFO
- Draft Budget is developed by CFO
- Draft Budget is reviewed by Management Team
- Revisions made by Management Team incorporated
- Final Review by Management Team
- Final Budget presented to President
- Final Budget presented to Board of Regents

Priorities for departmental funding are determined by the Mission and Goals of the institution.

Human Resources

Staffing at Sinte Gleska University reflects the plans and activities outlined in the Critical Issues of the Sinte Gleska University Strategic Plan. There are basically four categories of personnel within the institution, which are crucial to meeting the goals and objectives as defined by the institutional Mission.

- Academics: The University employs faculty in each of the eight academic departments to deliver coursework appropriate for each degree program within the institution. Faculty in the Bachelor degree programs possess a minimum of a Master’s degree in the area in which they are teaching. Faculty in the Associate degree programs possess a minimum of a Bachelor’s degree in the area in which they are teaching. In addition to full-time faculty, the institution has developed a cadre of adjunct faculty in order to expand course offerings and to enhance the quality of the educational experience each student gains.

Sinte Gleska University’s Research Committee is the Institutional Research Board for the Rosebud Sioux Tribe. The University is building capacity to conduct research on topics and issues that are important to the sustainability of the Rosebud Sioux Tribe. Sinte Gleska University has developed a partnership with the State of South Dakota’s Experimental Program to Stimulate Competitive Researc (EPSCoR) to promote research capacity at our tribal college.

- Community Education: Community Education is provided at several levels. The University has an Adult Education Program which provides tutoring
and testing services for the GED. This program has centers located in three tribal communities.

Community education is also delivered to tribal communities in the form of workshops, seminars and community projects. For example, the Institute of Tribal Lands greenhouse project conducts workshops on gardening in tribal communities, then assists those communities in planting community gardens. Workshops were conducted in several communities on personal finance and budgeting.

The institutional departments that are primarily responsible for Community Education and Services are: Adult Basic Education Program, Library, Sicangu Policy Institute, Institute of Tribal Lands, Sicangu Heritage Center, Scott Bordeaux Leadership Institute, Bison Ranch, Horse Ranch, SGU Greenhouse and Tiwahe Glu Kinipi project.

Academic departments also deliver workshops and seminars in the tribal communities for continuing education credit as part of the overall Mission of the University.

- Tribal Nation Building: All of the departments at Sinte Gleska University are responsible for activities leading to Tribal Nation Building, however, the coordination of national and international activities is primarily led by Sinte Gleska University’s President. The Lakota Studies Department works on issues of language and culture. The Scott Bordeaux Leadership Institute works on activities with AIHEC (American Indian Higher Education Consortium) and WINHEC (World Indigenous Nations Higher Education Consortium) in areas of tribal accreditation and the National Tribal University.

- Institutional Support Services: Support Services at Sinte Gleska University are crucial to the efficient operation and continued growth of the University.

These services include: Administration, Student Services, Financial Aid, Student Recruitment & Retention, Library, MIS, Bookstore, Student Transportation, Daycare Center, Student Food Services, Business and Financial Management, Resource Development, Institutional Relations, Student and Employee Assistance Program, Student Counseling Center, Personnel Office, Property & Supply, secretarial staff, and Maintenance/Janitorial/Security staff.

Physical Resources

Sinte Gleska University has significantly grown in the past ten years in terms of facilities. Two new facilities were added in 2009 and 2012, a Student Services Center and Lakota Studies Tipi. A new Business Education department building is in the architectural planning stage and construction will begin on the building in the early Spring, 2013. The construction of the two new facilities added seven new classrooms and the planned facility will add three more classrooms for the delivery of educational programs.

The University has also renovated many of their existing facilities. The Library, Science Center, and Bookstore were renovated in 2010, 2011, and 2012. An Apple computer lab was developed in the Technology Building in the Fall of 2012. Currently, the Arts and Sciences building is being renovated. Improvements have been made to the SGU Horse Ranch in order to open the ranch for equine programs and agricultural programs.

The new construction and renovations have created learning environments that are more comfortable in terms of light and space. All of the improvements have made the classrooms technologically friendly in terms of connectivity.

Technology at Sinte Gleska University

Sinte Gleska University has built their technology capacity over a period of ten years in terms of infrastructure development. The University is committed to
using modern systems and applications within institutional resources, both financial and physical. Technology and physical infrastructure at this point can support distance learning and increased use of technology in SGU classrooms.

Currently the University campuses are connected by a leased fiber line and the six buildings in Mission are connected by leased T-1 lines. Five of the buildings in Mission are wired with Cat5 cabling. The University network uses VoIP phones and 75% of SGU buildings have wireless access.

The SGU Technology Building, located on the Antelope Lake Campus, houses the server room which has two WAN connections, a T-1 line provided by the Bureau of Indian Affairs and a 30M leased line from Golden West Telecommunications. Eleven of the 13 buildings on the Library campus are wired with CAT5 cabling.

Instructors at the present time are utilizing technology to offer hybrid courses, which at SGU is a combination of on-line and classroom presentations. Instructors are committed to increased use of technology in their classrooms in order to ensure their students have access to a broader view of their classes.

Leadership, Policy and Public Engagement

Sinte Gleska University’s By-Laws set forth the process for the Board of Regent’s oversight of the financial and academic policies and practices of the institution. The composition of the Board of Regents ensures that students, staff/faculty, and community stakeholders have a leadership role in the governance of the institution. The SGU By-Laws also define the role of the President in administering Sinte Gleska University.

The Faculty Council’s Policy and Procedures insure that faculty has a voice in setting academic requirements, institutional policy and setting institutional priorities. The process for initiation of academic requirements and institutional policy begins at the department level and progresses to the Faculty Council. The process insures involvement of faculty in recommending academic requirements and institutional policy.

The Student Government By-Laws and Student Handbook sets forth a process for student engagement in setting priorities and recommending policy at Sinte Gleska University.

Founders’ Week forums are the primary method utilized by the University to gain community and student assessment of Sinte Gleska’s programs and priorities. The information gathered during the week long forums, which are based on the four primary goals of Sinte Gleska University, is considered in short term and long range planning for inclusion in the University’s Strategic Plan. The discussion engaged in by the University with their constituents allows it to assess the progress made toward reaching their goals. The University analyzes the information gathered, identifies themes, develops activities which are appropriate for meeting the institutional goals, are within the Mission of the University and which fall within institutional priorities and resources.

In 2009, the President of Sinte Gleska University visited all 20 tribal communities and met with community members to seek information about what Sinte Gleska University could do to assist the communities in a more effective manner. He collected over 2,000 comments from the community members. The information gathered during the community visits has been used by the University to develop programs and activities, but more importantly, it has also been used by the Rosebud Sioux Tribe and its programs to help them establish priorities and activities for the communities. This environmental scan informed the University of emerging issues in the communities and gave the University direction in planning to meet the challenges.

Sinte Gleska University is an institution rooted in its communities. The Mission of the University is defined by the tribal community. Sinte Gleska University was created and continues to emerge through ceremony and prayer. The University is always mindful of its beginning, no financial resources, volunteer staff, and a big dream.
IV. Federal Compliance and Public Notification
Credits, Program Length and Tuition

Definition of a Unit of Credit

The semester hour is one unit of credit. One semester hour is defined as the credit earned for the completion of a course covering one semester and generally consisting of one 50-60 minute class period per week. Each semester hour (credit) usually requires 15 hours in class time during the semester. Activity and lab courses require more class time.

Classification of Courses

Courses numbered 100-199 are considered freshman level courses; courses numbered 200-299 are considered sophomore level courses; courses numbered 300-399 are considered junior level courses; and courses numbered 400-499 are considered senior level courses, depending on the specific degree program.

Courses that are numbered 500-599 and 600-699 are limited to graduate program students

Classification of Students

Students who have completed up to, and including, 31 semester hours of college credit are classified as freshmen. Students who have completed 32-63 semester hours are classified as sophomores. Those with 64-95 semester hours are classified as juniors. Students with at least 96 semester hours are classified as seniors.

Tuition and Fees

Tuition is $110.00 per credit hour for all undergraduate level courses and $125.00 per credit hour for graduate level courses. Fees are assessed as follows:

| Undergraduate Level Tuition | $110 per credit hour (1-12 credits)  
|                           | $75 per credit hour for each credit over 12  
| Graduate Level Tuition    | $125 per credit hour  
| Registration Fee          | $10 per credit hour  
| Technology Fee            | $75 per credit hour  
| Activity Fee              | $25 per semester  
| Lab Fees                  | As advertised per class  
| Records Management Fee    | $74 one time assessment fee  
| Bookstore                 | Amount of Purchase  
| Audit Fee                 | Regular tuition and fees apply  
| Test-Out Fee              | $35 per course  
| High School/Dual Enrollment | $25 per credit hour  
| Professional Development Fees | $65 per credit hour (Undergraduate)  
| Indian Professional Development | $125 Tech Assistant Fee  

Tuition and Fee Refund Policy

The policy for tuition and fees refunds is as follows:

1. If classes are dropped before the end of the DROP/ADD period, one hundred percent (100%) of the money will be refunded with no charge.
2. If classes are dropped after the DROP/ADD period, one hundred percent (100%) of the charges will be assessed and there is no refund.
Compliance with Higher Education Reauthorization Act

Sinte Gleska University complies with the following Title IV programs:

Federal Pell Grant Program
Federal Supplemental Educational Opportunity Grant Program
Federal College Work Study Program

The most current institutional default rate is 0%. Sinte Gleska University does not participate in the Student Loan Program as sponsored by the U.S. Department of Education.

Advertising, Public Relations, and Recruitment Materials

Sinte Gleska University recognizes that institutional credibility vis-à-vis public interests and concerns requires communication and information dissemination that accurately depicts academic programs and administrative policies. Given the competition for student enrollment and the demand for quality higher education opportunities, Sinte Gleska University is responsible for fair and accurate dissemination of institutional information relative to available student and campus programs, services and opportunities through advertising and publication avenues.

The appropriate Vice President, in concert with other offices, authorizes all advertising and publications at Sinte Gleska University to ensure a factual statement of institutional programs and policies. Student recruitment publications and other recruiting materials are under the auspices of the SGU Registrar's Office and approved by the Student Services Director. Institutional offices/programs consult with other offices/programs to determine accuracy before final production of materials.

Professional Accreditation

To ensure quality programs, the SGU Education Department is reviewed by state and national accrediting agencies. Sinte Gleska University’s Education Department is accredited by:

- South Dakota Department of Education (SDDOE), in partnership with the National Council for Accreditation of Teacher Education (NCATE)
- Commission on Institutions of Higher Education, North Central Association of Colleges and Schools (NCA, College Level)

Sinte Gleska University does not hold dual recognition for any other accrediting bodies.
REQUEST FOR THIRD PARTY COMMENTS
Sinte Gleska University is seeking comments from the public about the University in preparation for its periodic evaluation by its regional accrediting agency. The University will host a visit March 13-15, 2013, with a team representing the Higher Learning Commission of the North Central Association. Sinte Gleska University has been accredited by the Commission since 1980. The Team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the university:
Third-Party Comment on Sinte Gleska University
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
The public may also submit comments on the Commission's website at www.ncahlc.org

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing.

All comments must be received by February 13, 2013.
V. Request for Accreditation
Request for Accreditation
Renewal of Accreditation, Sinte Gleska University

Sinte Gleska University has undertaken the self-study process and demonstrated its continuing ability to meet the North Central Association Commission on Institutions of Higher Education accreditation requirements.

The University has examined its roles, activities and accomplishments and has demonstrated its ability to meet the General Institutional Requirements and Criterion for Review.

The self-study process, as well as North Central Association visits and Sinte Gleska University reports submitted to NCA over the past year have provided the institution an opportunity to show evidence of its ability to respond to changing tribal and self-governance needs, to respond to issues that arise in the implementation of its programs, and to continually contribute to the education needs of the Rosebud Reservation Community.

Sinte Gleska University has determined that it can successfully continue to accomplish its mission and purposes. Sinte Gleska University, therefore, requests continued accreditation.
VI. Program Narratives
Academic Services

Adult Basic Education

The Adult Basic Education Program believes that learning is a life-long process. The Rosebud Sioux Reservation adult lives in a setting unique in its social, economic, academic and political characteristics. To better cope with life in this setting, reservation adults need to continually draw on language, knowledge, and skills from both Indian and non-Indian cultures.

The Adult Basic Education Program provides an opportunity for these adults to obtain knowledge and understanding of both worlds in order to function more effectively in society and to realize their own full human potential.

The Adult Basic Education Program provides reservation-wide educational outreach services. The program provides adults with relevant educational activities and life-coping skills. The overall goal of the Adult Basic Education Program is to develop and deliver a system of education that is meaningful, useful and accessible for all who desire to acquire additional skills and knowledge. The program further exists to offer adults who have less than a high school diploma an opportunity to earn a General Equivalency Diploma (GED).

GED Program

The GED Program offers reservation citizens the opportunity to obtain a high school equivalent certificate. GED preparation classes are provided to students in their home communities free of charge. Age requirements for participating in the GED program are:

1. Applicants 19 years of age or older have no restrictions.
2. Applicants 18 years of age must have been out of school during the 90 days prior to testing.
3. Applicants 16 and 17 years of age must have been out of school during the 90 days prior to testing and present verification of drop date from a local school district, written permission from a parent or legal guardian and must be in need of a GED in order to gain employment, enter the Armed Force, enter a college or is court-ordered to obtain a GED.

Instruction and testing are administered in the communities at the four Technology/Learning Centers operated by the University. The fully computerized centers are located in the communities of Parmelee, Horse Creek, Gregory and on the University campus. These centers are specifically for the use of adults seeking assistance in preparing for the GED test and are also open to the public at posted times as a way of providing computer access to residents of the districts.

The GED tutoring and testing outreach system that is used has proven beneficial to students who lack transportation. This system has been very effective in giving reservation adults a “second chance” securing a high school equivalency certificate.

Community Education

The Community Education Program provides a variety of services to the reservation communities. The philosophy of this program is to expose local people to satisfying experiences so they can be directed toward the possibilities of further education.

Community education is structured around specific educational needs and provides a progressive program in the instruction of life-coping skills. One day workshops are held in the communities and are geared toward the needs and concerns of single parents on the reservation.
Foundational Studies
The mission of the Foundational Studies program at Sinte Gleska University is to increase the retention and graduation rates for eligible students; to foster an institutional climate supportive of the success of low-income and first-generation students; and to improve the financial literacy and economic literacy of students. The department staff consists of a Director, Mathematics Instructor, Science Instructor, English Instructor, Reading Instructor, Counselor, and Records Manager. Part time tutors are also utilized throughout the academic year as needed.

Foundational Studies conducts numerous programs of instruction, including the Basic Math Course, Basic Science Course, Basic Reading Course, and Basic English Course. The department also provides a college preparation and orientation course. Foundational Studies was developed within the guidelines of the U.S. Department of Education TRIO Programs, though that program’s resources are no longer available to SGU. The following services are made available to students:

- Instruction in reading, writing, study skills, mathematics, and science to prepare students for the rigors of college-level coursework.
- Academic tutoring to enable students to complete post-secondary courses
- Advice and Assistance in postsecondary course selection.
- Information on Federal financial aid programs and resources for locating public and private scholarships.
- Financial and economic literacy education.
- Assistance in applying for admission to, and obtaining financial assistance for enrollment in, graduate and professional programs.
- Individualized counseling for personal, career, and academic matters
- Administration of the Compass Test to matriculating students.

Foundational Studies also provides a computer laboratory where one-on-one tutoring sessions are conducted. Students may utilize the lab for academic work. Tutorial services are available on a walk in or referral basis. A counselor is available to provide a full array of individual, career and personal counseling services to students.

The Foundational Studies staff exemplifies the commitment of Sinte Gleska University in providing a superior post secondary experience for our students. The staff are often the first individuals that students encounter when they enroll at our institution. We are proud of our roles in preparing first generation college students to meet the demands of college life and persisting to achieve a bachelor’s degree.
Great Plains Art Institute
The Sinte Gleska University Great Plains Art Institute offers three degree programs: a two-year Associate of Arts Degree (AA); a four-year Bachelor of Arts Degree (BA); and a four-year Bachelor of Art in K-12 Art Education (BAAE). The Bachelor of Art in Art Education will certify graduates as K-12 art teachers in public school systems. The Bachelor of Art degree will provide a foundation for graduate studies in studio art, art history, museum studies, or art therapy.

The Institute accepts up to twelve (12) new students each year based upon a portfolio, the completed application, and an interview by a panel. Admission preference is given to enrolled Native Americans and/or their spouses. When space is available, non-Native American applicants may be considered for the program.

The Sinte Gleska University Art Institute was founded to encourage and support the development of artistic growth and vision. The Institute is privately sponsored to offer the serious art student an intensive program of fundamental and specialized courses comparable to state universities, but with an emphasis on Lakota influences. Curriculum and facilities have been developed to meet students’ needs, including several Plains Indians Art History courses and a state-of-the-art stone carving room.

The Great Plains Art Institute employs two full-time instructors with MFA degrees, two highly qualified adjunct instructors, and frequently has visiting Artists-in-Residence. The Institute is housed in two facilities: classrooms and studios are on the main campus; the departmental office, classrooms, and gallery are located near the junction of Highways 18 and 83 in Mission.

Wounspe Wankatuya College of Arts & Sciences
The Arts & Sciences Wounspe Wankatuya will provide fundamental coursework leading to degrees offered at the University. This program will foster the value of flexibility in a multicultural and interdisciplinary world. It will help students succeed academically, socially, and personally both locally and globally; and provide nurturing, tolerant, stimulating learning environments to expand the skills, talents, ideas, awareness and capacities of its students. The department will maintain a commitment to the specific needs and desires of the reservation community in order to strengthen the sovereignty of the Sicangu Oyate.

The Arts & Sciences Wounspe Wankatuya exists for two purposes, both of which are basic to the institution. The first is to provide four-year and two-year degrees. The Arts & Sciences Wounspe Wankatuya offers a Bachelor of Arts in Liberal Arts, a Bachelor of Science in Computer Science, A Bachelor of Science in Environmental Science. The Bachelor of Liberal Arts degree exists to provide a solid background in the humanities to assist the student who wishes to possess a traditional college education. The Bachelor of Science in Computer Sciences provides a high level of expertise in modern technologies to provide students necessary skills to work within technology-based fields.

The department also offers several Associate of Arts degrees and Associate of Science degrees. The Associate of Arts and Associate of Science degrees are the primary tools needed to fulfill the bridge function of Sinte Gleska University, which enables students to transfer to off-reservation, four-year programs with confidence that they have a sound educational background and also familiarity with the academic experience that leads to self-assurance and academic success.

The second purpose of the Arts & Science Wounspe Wankatuya is to serve other departments by offering course required by those departments and the core curriculum. To this end, Arts & Sciences instructors teach composition, speech, literature, history, art, government, science, math, and other humanities courses to all students. To assist in preparing students for core curriculum, the Foundational Studies Department was established under the College of Arts & Sciences.
Business Education
A student majoring in business is offered a solid foundation of business education, tools and skills that enhance the individual and the organization. Graduates of the two-year (Associate Degree) will discover a highly marketable curriculum focusing on the fundamentals of business and accounting fundamentals, communications both in writing and in verbal form, Economic and Personal Health, Lakota language/culture and technology. Graduates of the four-year (Bachelor Degree) may expect a rigorous curriculum in Human Resource and Conflict Management, Business Law and Ethics, Marketing and Management Theory. In addition, students will minor in either Tribal Management or Accounting. Tribal Management minors will enhance their understanding Governmental & Non-Profit Accounting, Doing Business in Indian Country and Contracts and Community Development. Accounting minors will gain a deeper understanding of Finance and advanced Accounting Principles. Alumni of our programs find meaningful work in various business environments, pursue advance degrees and become contributing members to their communities.

Mission Statement, Vision & Goals
The Mission of the Business Education Department is to prepare students to contribute to the development of the Sicangu Nation and its surrounding communities. The Vision Statement of the Business Education Department is to develop graduates with strong analytical skills who are adept business leaders and managers and who understand their roles and responsibilities to manage/lead programs that are innovative, responsive to community and that reflect Lakota values and culture. Specific goals (outcomes) of the Business Education Department graduates are that they will:

• Comprehend and possess sound management skill-sets inclusive of written and verbal communications, accounting practices and applications and use of appropriate technology skills.

• Synthesize creative application of economic and financial literacy, time and conflict management skills benefiting their personal and professional health and well-being.

• Demonstrate and practice healthy work relationships with practice in team building and group dynamics that will positively impact student’s level of professional development, empowerment of self, pride in community and the promotion of tribal autonomy.

• Appreciate and apply Lakota views (respect, generosity, wisdom and fortitude) as portrayed in the SGU logo and in keeping with the concept of Wola-kota.
The Education Department at Sinte Gleska University consists of three Bachelor of Science programs that are based upon a constructivist model of education.

Bachelor of Science degrees include:
- K-8 Elementary Education
- K-8 Elementary Education/K-12 Special Education
- 7-12 Secondary Education with a History major and a concentrated area in Lakota Studies

Associate of Arts degrees include:
- Elementary Education
- Special Education
- Early Childhood
- Paraprofessional Studies – Elementary
- Paraprofessional Studies – Middle/Secondary

Education Department Mission Statement

The Education Department of Sinte Gleska University improves the learning process for 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 lifelong seeking of wisdom.

The mission of the Education Department contains four main 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 lifelong 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.
Graduate Education
The Graduate Education Program offers students graduate courses based on a constructivist philosophy of education. The program seeks to offer practicing professionals, who have earned a baccalaureate degree, the opportunity to develop and refine their teaching skills in an environment that promotes advanced learning.

The program offers a Masters of Education degree (M.Ed.) requiring thirty-three (33) to thirty-six (36) semester hours. There is no formal thesis required; however, a special capstone course is required as a culminating experience for the full core curriculum. There is a significant writing component included in all courses in the program.

Graduate Education Curriculum
The Graduate Education Program consists of fifteen (15) semester-hour core, except the leadership program which requires nine (9) semester hours*. The required courses in the core curriculum are:

- EDR 600* Introduction to Reading and Writing Educational Research
- EDR 601* Educational Statistics
- ED 610 Advanced Educational Psychology
- ED 620 Models of Teaching
- ED 630 Constructivist Curriculum Design
- Elective*

Following completion of the core, students will select one of the following tracks or program:

- Early Childhood Special Education Track
- K-12 Reading Specialist Program
- Curriculum and Instruction with a Lakota Perspective Track
- Educational Leadership (Elementary or Secondary Principalship) Program

No specific standardized test is required for admission to the program. Acceptance of transfer credit will be at the discretion of the Graduate Committee and the Certification Officer. No more than three semester hours of credit may be workshop or in-service credits. All coursework must have a grade of “B” or better to be considered for transfer credit.

Graduate students at Sinte Gleska University are expected to pursue advanced learning in a manner and spirit that demonstrates ethical and professional conduct. This includes appropriate academic progress and behavior universally expected of graduate students. Respect and support of the Lakota culture is expected in keeping with the philosophy of Wolokata.
**Human Services**
The Human Services Department at Sinte Gleska University (SGU) is committed to fully support the overall SGU Mission Statement. Therefore, the Human Services Department will provide students and graduates a rigorous academic experience reflective of contemporary education and Sicangu Lakota knowledge and values. Bachelor of Art (BA) graduates will be competent and skilled professional helpers. Graduates will be fully prepared to serve in helping positions or go on to successfully complete graduate studies. BA graduates will also have an appreciation of the Lakota way of life, weaving the Wolakota philosophy into both professional and personal domains. Graduates will also be active critical thinkers and self-starters, and be productive and contributing citizens. Lastly, BA graduates will be personally committed to healthy, responsible lifestyles.

**Human Services Graduate Program**

**Mission Statement**
The Master of Arts in the Human Services Department will provide an environment of academic excellence through contemporary education reflective of Wolakota values. The student will have the opportunity of pursuing one or more of the modern career goals in the arenas of Clinical Mental Health, School Counseling, and Human Services Administration.

**Program Goals**
The graduate will:

i. Demonstrate analytical thought through effective and innovative communications, presentations, and technological interactions both in modern context and in the reservation/rural based environment

ii. Successfully implement professional research that improves the quality of life for the Oyate

iii. Understand, appreciate, and practice traditional Wolakota values as a leader in the community

iv. Actively seek to improve the quality of life for the Oyate by becoming an agent of change

v. Be knowledgeable about and will uphold professional, ethical, and legal standards within his/her chosen discipline

**Program Descriptions**
The Master of Arts (M.A.) Degree Program provides a graduate experience for the individual who wishes to professionalize and advance his/her education. The Degree incorporates significant elements from Native American culture, language, history, and philosophy. All M.A. coursework will include attention to Native American issues, especially within the reservation context. The MA degree may be used as a bridge to doctoral studies. Students are encouraged to contact the doctorate program of choice to assess the program requirements prior to making a decision.

To assist with the development of the program and the recognition that 90% of the students work full time, the graduate staff have dedicated themselves to developing blended courses. Blended courses are a combination of in-class and on-line study, with a majority of the classes occurring in the evenings and or on week-ends. Currently, a majority of the classes are blended, with the goal of all graduate classes being taught as blended by 2011.

The M.A. student will elect one of three Programs. The chosen area will be the basis for the student's Plan of Study.

1. Clinical Mental Health (CMH) is provided for students who want the training to be eligible for the South Dakota professional counselor license (SD-LPC). This program requires completion of 55 credits. It is the responsibility of the graduate to contact South Dakota State Licensing Board and obtain licensure information.
2. School Counseling (SC) incorporates classes that meet South Dakota State Department of Education requirements for school counselors, courses that are equivalent to CACREP requirements, plus coursework that allows a graduate from this program to apply for a professional counselor license (LPC) in South Dakota. The classes, internship, and practicum sites are relevant to the school setting, with the student needing 49 credits to graduate. In addition, the Department of Education at SGU will provide over sight of the School Counseling Program, ensuring that the program continues to meet state standards.
3. Administration (ADM) is currently being developed in collaboration with SGU's Business Department, pending implementation Fall 2010.
The overall academic goal of the Lakota Studies Department is to integrate Lakota traditional values and history to the academic career in a bi-cultural setting or to meet the challenges and complexities of Lakota society. In order to achieve this goal, the Lakota Studies program offers a two year Associate of Arts degree program in four areas of emphasis: Lakota Language, Lakota History & Culture, Traditional Lakota Arts and Creative Writing. The department also offers four years Baccalaureate degrees in seven areas of emphasis: Lakota Language-General Interest, Lakota Language-Research, Lakota Oratory, Lakota History & Culture, Lakota History-Tribal Government and Cultural Resource Management.

In addition to the degrees offered by the Department, it also plays a support role in all other University academic programs since Lakota Language and Lakota History & Culture are required core courses. It is the intention to provide a bi-cultural perspective and promote sensitivity to all academic programs offered at the University. This is a very unique and powerful dynamic provided by the Lakota Studies Department.

A second goal of this department is related to the reservation community at large: to extend non-academic services to the Tribe and its members. These services include offering expertise in Lakota culture and advocating for the integrity of traditional Lakota values and heritage. The department also takes a very active role in cultural protection, preservation and restoration.

The most important role of the Lakota Studies Department within the institution is that it is the hub or center of Sinte Gleska University. This is a position of leadership and responsibility to all. The Department strives to show by example that Lakota values are not merely talked about in the classroom, but are integrated into daily actions. It is the belief of the Department that Lakota values and beliefs have much to offer the world today and provides a vision to follow into the future.

**Institute of Technologies**

**MISSION & INFORMATION:**

“The mission of the SGU Institute of Technologies is to provide the people of the Sicangu Lakota Nation with an experiential-based program within the context of cultural and traditional values. All programs are designed to provide students with professional and academic skills necessary for employment and personal development.”

**SGU Nursing**

The mission of the Nursing graduates is to be a provider of care by providing preventive, restorative, and supportive nursing and/or assist Person’s significant others in meeting the health needs across the life span in a variety of structured settings and use the nursing process in meeting the health needs of Person. This will be accomplished by following the State Nursing standards and graduating with skills in leadership and respect. Leadership with regards to Sinte Gleska University reflects the cultural heritage of our ancestors and the traditional virtues of woohitika (bravery), wacantognaka (generosity), woksape (wisdom), and wowacintanka (fortitude), which help form our Lakota universe.

**Purpose Statement**

The purpose of the Sinte Gleska Nursing Program is to respond to the emerging health care needs of the individual in a changing health care system in the United States, especially on the Rosebud Reservation, a system in which practical nursing will play an ever-growing integral role, helping to provide access to health care for people in their homes, hospitals, clinics, doctor’s offices, extended health care facilities, and nursing homes. Practical nurses function within the standards of practice, demonstrating safe, competent and legal/ethical practice.

**Philosophy Statement**

Consistent with the philosophy of the institution, the practical nursing administration and faculty will work to create a climate in which students are motivated to maximize the use of their talents and abilities. The environment most conducive to learning is one in which the teacher and student share mutual respect, and where theory and clinical experiences are correlated and taught in a logical sequence. Practical nursing is an integral component of the nursing profession and provides a solid foundation for nursing education programs. Nursing education supports continuation of self-development and maintenance of competency by active involvement in continuing education.
Student and Campus Services

Student Counseling Services

In addition to the academic advising and guidance services that are provided to the student at the time of registration and throughout the semester, the University also offers personal, career and financial aid counseling.

Personal counseling is available through the Drug and Alcohol Abuse Prevention Program or the Student Assistance Program. The Student Assistance Programs are explained in further detail below.

Career counseling is available through the Student Support Services Program and the Associate of Applied Sciences Department (Vocational Education Emphasis), both located on the Main campus. Career counseling is also available through the Adult Vocational Training Program located in the Sinte Gleska University Student Services Center on the Antelope Lake Campus. Financial Aid counseling is provided by the Financial Aid office staff to help eligible students understand the various types of financial aid programs at Sinte Gleska University, and to understand their respective rights and responsibilities as students receiving financial aid funds. The Financial Aid Office is located at the Student Services Center on the Antelope Lake Campus.

Drug and Alcohol Abuse Prevention Program

The Student Counseling Center, located on the Main Campus, is prepared to help students with a variety of concerns, including chemical dependency issues. Students may schedule appointments or stop at the Student Counseling Center. All information is held in the strictest confidence.

Services provided by the Center include:

1. One-to-one counseling, referrals and preventive education for students who are experiencing difficulties.
2. Resource materials, particularly in the area of chemical dependency.
3. Workshops and activities which focus on the needs of students, to maximize their potential as students and promote a healthy, responsible lifestyle in the community.

All services are offered free of charge.

Student Assistance Program

The Sinte Gleska University Student Assistance Program (SAP), located on the Main Campus, is a college-based identification, assessment, referral and support system. The goal is to provide a professional, confidential, and helping response to students who are having problems that interfere with their performance at the University, and which may lead to their dropping out of school.

The Students Assistance Program is designed for early identification of a variety of problems that may affect students. These problems such as substance abuse, emotional, physical or sexual abuse, family problems, suicidal thoughts, financial management difficulties and interpersonal problems.

Student Activities

The Student Activities Program promotes the social, cultural, athletic, and student government interests of individual students and student groups at Sinte
Gleska University. The planning and administration of these activities is directed by the SGU Student Association which serves as the official governing body for Sinte Gleska University students and student groups.

All students and student groups are encouraged to become involved with the Student Association so that their ideas and energies can be converted into official student activities which may benefit the entire Sinte Gleska University student population.

**Student Transportation System**

Sinte Gleska University operates the Student Transportation System on behalf of its students who otherwise would not be able to attend university classes. A cost-free service provided to students in outlying communities, the Student Transportation System links together several reservation communities with daily bus routes.

**Bookstore**

The Bookstore provides class textbooks, teaching materials, and supplies to University students at the beginning of each semester.

Students are allowed to charge and return books and supplies until the end of the DROP/ADD period. At that time, book bills are closed and submitted to the Financial Aid Office. Textbooks and workbooks to be returned to the Bookstore for full credit must be in excellent condition with no writing, marks, torn or damaged pages. Books may be bought back from students during the week of final exams each semester. Students with outstanding balances at the Bookstore will be given credit toward that balance.

In addition to course texts, the Bookstore also has in stock cassette tapes, CD's and books by members of the University faculty. A large variety of University insignia items and clothing are available.

**Child Care Services**

Sinte Gleska University operates a full-time daycare facility for the benefit of its students who do not otherwise have available child care services. All students must complete an application form and furnish medical records in order to have their child(ren) accepted for enrollment in the daycare program.

Specific information and applications for child care may be obtained through the Daycare Center or the Student Assistance Program.

**Library and Information Services**

The library is a collection of print and non-print materials selected to meet the needs of students, faculty and the general public. The primary goal of the library is to support and enrich the academic curriculum, and, at the same time, provide a pleasant environment where students will meet to study, do research, or just meet with other students or faculty. The library is especially proud of its Indian Collection, which includes a number of rare and unusual volumes on the history and culture of Native American, particularly the Lakota.

Sinte Gleska University's library is designated as the Rosebud Sioux Tribe official public library. The library has available a wide range of books on the subjects as diverse as Indian history, science, business, education and popular fiction and non-fiction bestsellers. The library subscribes to numerous popular and academic magazines and several local and national newspapers.

Up to four books may be checked out for a period of two weeks. Books may be renewed for an additional two weeks, if no one else has requested that specific book.
Fines are assessed at the rate of 10 cents per day, excluding Sundays and holidays. The fine shall not exceed the actual replacement cost of the book.

The borrower shall pay for books which are lost or destroyed. A $5.00 processing fee is added to the replacement cost. If materials are later found and returned to the library after payment is made, the library will refund only the cost of the item(s), not the processing fee.

Outstanding fines or overdue books mean a loss of library privileges. All fines and library obligations must be paid prior to registration, graduation or before transcripts may be obtained from the Registrar's Office.
Financial Aid and Business Services
Definition

Financial aid is money or some other form of financial help that is available to help students pay for a college education. This financial assistance is awarded to students to allow them to have a choice in deciding which school they want to attend and to make it possible to complete a selected program of study. Money may be awarded in the form of scholarships, grants, or employment, and is sponsored by federal and state governments, some local business, civic clubs and community agencies.

Eligibility for Financial Assistance

A Free Application for Federal Student Aid (FAFSA), is a systematic method of gathering information on the students and their families current financial situation. The FAFSA is available to all students. The information gathered is entered into a computer and analyzed according to federal, state, and institutional guidelines. This method insures that all applicants are treated fairly and equally. Information requested includes all taxable and non-taxable income, assets, family size, marital status, number of family members in college, medical and dental expenses not covered by insurance, and tuition paid for elementary and secondary education. Married students must include their spouse's income and assets.

The results of this needs analysis indicate Expected Family Contribution (EFC); this is the difference between what can be expected from the family and the cost of education (the need). It shows the ability, not the willingness, of students and their families to pay for an education.

Students use the FAFSA when applying for financial aid from the four student assistance programs offered by the U.S. Department of Education listed below:

1. Federal Pell Grant (FPG). Federal Pell Grants are awarded to students who need money to pay for their education or training after high school. A Federal Pell Grant is not a loan, which means the money does not have to be repaid.

To be eligible for a Federal Pell Grant, students, who have not previously received a baccalaureate degree, must be enrolling in an initial undergraduate program at an eligible institution. Students are eligible to receive a Federal Pell Grant on the condition that they are maintaining satisfactory academic progress during the time it takes to earn an initial baccalaureate degree.

2. Federal Supplemental Educational Opportunity Grants (FSEOG). Like Federal Pell Grants, Federal Supplementary Educational Opportunity Grants (FSEOG) are grants that do not have to be paid back. To be eligible for an FSEOG, students, who have not previously received a baccalaureate degree, must be enrolling in an initial undergraduate program. These grants are usually awarded to students who are at a half-time status. In certain situations, institutions may award FSEOG's to students who are less than half-time. Refer to Student Enrollment Status to determine status.

3. Federal College Work Study (FCWS). Federal College Work Study (FCWS) jobs allow students to earn money to pay for educational expenses. Work study jobs are available for both undergraduate and graduate students.

4. Bureau of Indian Affairs Higher Education Scholarship Grants. The Bureau of Indian Affairs (BIA) Higher Educational Grant provides financial assistance to American Indian students (who are enrolled/or eligible for enrollment in a federally recognized Indian tribe) through supplemental awards to help students with unmet needs AFTER all other financial aid possibilities have been exhausted. Full-time students may be eligible for certain subsistence allowances including room and board, transportation, daycare services and personal expenses.
Guidelines for Veteran Certification

The amount of VA benefits is based on the number of credit hours carried per semester and student class attendance. Full-time students must carry at least twelve credit hours, ¾ time students must carry at least nine credit hours, ½ time students must carry at least six credit hours and ¼ time students must carry at least three credit hours per semester. VA regulations require the student to maintain regular class attendance. Any questions regarding either VA or regulations may be directed to the Sinte Gleska University Certifying Official in the Registrar’s Office.

All veterans applying for educational benefits at Sinte Gleska University must comply with the following:

1. Courses selected for which the student receives VA benefits must be required courses or electives in an approved program of study.
2. Course satisfactorily completed cannot be duplicated or retaken for certified credit.
3. Course previously attempted in which a grade of incomplete (INC) was issued cannot be retaken until the period of time in which to complete the work lapses.
4. Required course in a program previously attempted in which an Audit (no credit) was arranged may be retaken once.
5. Elective course previously attempted in which an Audit was arranged may not be retaken.
6. A minimum grade point average must be earned and maintained in accordance with academic standards for each class level as established by Sinte Gleska University.
7. All veterans are required to provide Sinte Gleska University Registrar’s Office with an official transcript of those credit hours earned at other colleges or universities.
8. All veterans are required to notify the Sinte Gleska University Registrar’s Office of enrollment before classes begin, of any changes in student enrollment status so that certification documents accurately reflect the number of student credit hours.
Institutional Development and Intertribal Programs

Indian Professional Development Program

Sinte Gleska University received the Indian Professional Development grant from the Office of Indian Education in July of 2009, and is currently in its fourth year. The project was funded for fifteen cohorts at the undergraduate level and five cohorts at the graduate level. Currently at the undergraduate level there are six cohorts on the grant with two cohorts at the graduate level. To date, we have had a total of thirteen graduates – seven Bachelor’s and six Master’s – receive degrees in the Education Department.

The purpose of the Indian Professional Development project is to recruit, educate, certify, and place Native American educators into teaching or administrative positions in schools with high populations of Native American students. The project will result in the award of a Bachelor’s degree in Education (Elementary, Secondary, Early Childhood, or Special Education) and certification as a teacher or Master’s degree in Education Administration and certification as a school principal.

Courses are delivered during the school year along with summer classes which will be held on the SGU campus at Mission, South Dakota. All participants must agree to serve as teachers or administrators in schools serving a majority of Native American children for a period of time equal to the length of their education and training.

CANDIDATE REQUIREMENTS

- Be an enrolled member of a federally recognized tribe
- Be a state certified teacher (for Graduate program) or have completed two years of undergraduate studies in Education (for Undergraduate program)
- Be admitted to Sinte Gleska University’s Education or Graduate Education programs

Management Information Systems (MIS)

Management Information Systems provide Network and Desktop support to all staff and students. The Co-Directors of the MIS Department are Richard Keller and Tom Cox. Other staff members include Nick Emery, Database Administrator; Jack Williams, Distance Learning Director; Bernie Broken Leg, Administrative Assistant; Stacee Farmer, VOIP Administrator; and Dwayne Stenstrom Jr., Computer Technician, and several work study students through the school year.

The SGU network consists of 12 blade virtual servers which provide access to Jenzabar, PowerFaids, Jenzabar Web Server, Active Directory, File Server, Panda Anti-Virus, SGU Webpage, Microsoft Exchange 2010 Mail Server, Moodle, Trouble ticket system and SharePoint. SGU has a 30MB internet connection from Golden West Technologies that connects roughly 250-300 computers on its network to the World Wide Web.

In June 2011, MIS upgraded the network servers to Super Micro Virtual Blade servers along with new Microsoft Server 2008, Microsoft Exchange 2010, and Microsoft Office 2010 software. In June 2012, SGU upgraded its wiring in the Technology building to Category 6 throughout the building. A new switch was also installed at that time. MIS also upgraded the University’s bandwidth from 10MB to 30MB. SGU also upgraded the Mitel Voice Over IP system at that time. SGU has On-site and Off-site backup in place that automatically saves the University’s critical files daily. The local backup saves on 3 TB of storage space while the off-site is stored with Golden West with 2TB of storage space. The wireless has been upgraded with new Wireless-N Access Points installed throughout the campus. The 802.11n standard is the next generation of high-speed Wi-Fi, capable of delivering the range and capacity to support today’s most bandwidth-hungry applications, like streaming HD (High Definition) video, voice and music.

SGU has a Gigabit fiber link connection from Golden West that runs between the Antelope Lake Campus to the Mission campus. There are also fiber link connections from the tech to all other buildings on the Antelope Lake Campus. There is a Cisco 4506 switch located in the Library where the fiber link is connect-
ed. SGU has T1 lines that connect all of its remaining buildings to the network including buildings located in the city of Mission. Also in the summer of 2012, SGU MIS had a propane generator installed at the tech building. Whenever there is a power outage it will automatically switch to the generator and keep the servers running for up to 7 days.

In moving forward, securing more funding is vital in improving technologies. Restructuring is needed, and will be accomplished by working with the University's Technology Committee to discuss improvements needed. One of the long term goals is to develop a Distance Learning Structure to move forward with newer technology to reach out to a broader scope of students.
SGU Economic and Community Development Office has been active promoting economic development activities in several communities and in coordination with different tribal entities such as REDCO (Rosebud Economic Development Corporation), the Tribal Utilities Commission, the EDA Planner and the tribe. Some work included helping the tribe to edit the Comprehensive Economic Development Strategy (CEDS) for a grant through the U.S. Economic Development Administration. This grant also stipulated attending community meetings and promoting economic development throughout the reservation.

Business development for the tribe and individual entrepreneurs is full of obstacles and efforts have been made by the office with many individuals and organizations to bring in businesses and groups that can assist us and help us understand how some businesses succeed and others fail here. We have hosted several meetings and brought companies here from Rapid City to look at the opportunities that exist between SGU, REDCO and outside companies that can develop businesses here. A call center has been considered for development on campus as well as other business activities that can be done.

The office has worked as part of the SGU Resource Development committee planning activities for fundraising with the SGU Foundation as well as developing a program for the alumni association. We have discussed using the alumni in several ways with SGU. A golf tournament is being planned for the forthcoming spring to bring people together who were students, staff and employees who are all part of the SGU family. This will help to develop alumni into future ambassadors and potential fundraisers for the university. There have been more than 15,000 students who have attended Sinte Gleska University since the beginning of the institution back in 1971. The office also works with other Title III programs at Sinte Gleska University.

The office assists the Sinte Gleska University President with planning, development and coordination of various events and activities such as the annual Founders’ Week Community Forums and SGU Graduation. There are countless meetings to prepare and organize all of the details of the weeklong forums along with the wacipi and the evening entertainment. The opportunity for the community members to participate in dialogue about the various issues facing the people daily is healthy for our community and an important part of the SGU mission. This is nation building at its best, and the fact that we record and collect this information is vital for future generations looking back to this time for direction.

Another role that the office plays in in organizing community development such as the skate park and planning a wellness center in Antelope community. There is a lot of money coming into the tribe for communities and the potential to develop business activities and business plans for communities is there for us to work with the people. We have offered to help people at the forums and hopefully we can play a role in the development of their choosing. We developed a handout for people at the forums that gave examples of how to write a business plan or a community development plan with examples of businesses like a hunting lodge and a day labor business.

Recently the SGU Economic and Community Development Officer was selected to serve on the South Dakota Indian Business Association’s (SDIBA) Leadership Council. Our officer was selected and served as the first graduate from the Bush Foundation’s Rebuilding Nations program over the course of the year. This program helps people from 23 tribes in Minnesota, North and South Dakota to develop their nations through training and various activities that the rebuilder selects to pursue in their community.

The Economic and Community Development Officer assisted the Native American Contractor’s Association as co-host of their conference last year in Rapid City and served as a panelist discussing doing business in Indian Country. The office recently was asked to provide assistance to the Cheyenne River Sioux Tribe in the development of a tribal corporation. A presentation on REDCO and the various opportunities that exist for tribes was discussed with their Economic Development committee members on their reservation. These are helpful in promoting regional activities that tribes and our organizations can work together on for the future.
Scott Bordeaux Leadership Institute
The Scott Bordeaux Leadership Institute was created to 1) facilitate the process of Tribal Nation Building within the Sicangu Oyate; and both nationally and internationally among indigenous societies; 2) strengthen the leadership capacity of SGU students, staff and faculty; 3) develop student owned economic projects; and 4) research, create and articulate Lakota models of systems, leadership and management of tribal institutions.

Since its inception, the Scott Bordeaux Leadership Institute has worked with internal Sinte Gleska University systems to build capacity and teamwork in accomplishing the goals of the University's Strategic Plan. The Institute has conducted research and developed position papers on leadership, global warming and social justice.

In 2012, the Leadership Institute completed the activities for the 5-year Rural People, Rural Policy grant from the W.K. Kellogg Foundation. The objective of this grant was to train participants to form coalitions with organizations that had common interests in specific rural policy issues. The Sinte Gleska University team participated in the activities of the Great Plains Rural Policy Network, developing policy for rural housing and rural health concerns. The project team used the network process to work with tribal and local agencies to develop the Institute of Tribal Lands.

The SB Leadership Institute hosted Lakota language and lunch Fridays in 2011 and 2012. The purpose of this activity was to bring Lakota speakers together with students of the language in a social setting to provide a non-threatening climate for students to practice speaking Lakota. Attendance at the activity ranged from 7-20 people at each session.

Scott’s Leadership Institute works closely with the Institute of Tribal Lands. The Leadership Institute helped develop the SGU Greenhouse into a student operated enterprise in 2011. The SGU Greenhouse is open from April-September and sells seedlings for gardens. In the summer of 2011, the Greenhouse staff planted a tree farm, which will begin producing trees for sale in the summer of 2013.

The Leadership Institute developed a school board leadership training workshop, which was conducted at Sicangu Owayawa Oti in December, 2011 and December, 2012.

The Leadership Institute has been assigned the following projects:
• Provide oversight and project management for the Institute of Tribal Lands.
• Develop a process to deliver a greater number of community education workshops and seminars for continuing education credit.
• Work with the Tribal Education Department to develop Tribal Accreditation standards and a process for evaluating tribal educational institutions.
• Work with President Bordeaux and AIHEC to establish a National Tribal University.

Long Range Plans:
• Develop the Leadership Institute into a Community Outreach Center for planning and leadership training.
• Develop the capacity to conduct research and publish findings on subjects relative to tribal nation building and indigenous education.

Collaborations
1. Sicangu Child and Family Services
2. Sicangu Owayawa Oti
3. Tribal Education Department
4. Todd County Schools
5. St. Francis Indian School
National/State Collaborations
1. American Indian Higher Education Consortium
2. South Dakota Department of Education and Cultural Affairs
3. Native American Rights Fund
4. American Civil Liberties Union
5. Oglala Nation Education Consortium
6. National Indian Education Association
7. National Congress of American Indians
8. USDA-NIFA Extension and Equity Projects
9. FALCON

SGU Bison Ranch
The SGU Bison Ranch was developed for several purposes:
1) to provide bison meat for the University’s lunch program and University events throughout the year
2) to re-introduce bison husbandry to the Sicangu as a means of rebuilding the sacred relationship between the Pte Oyate (buffalo nation) and the Ikce Wicasa (common man), a relationship that was thousands of years in the making.
3) to provide an area of study and research for the students and faculty of Sinte Gleska University to rediscover the multiple uses of bison, which was once the foundation of the entire economic system for the Lakota.
4) to provide ceremonial materials for use in Lakota spiritual activities

Currently the bison ranch is managed successfully throughout the year, meeting all outcomes as outlined. The SGU Bison Ranch provides 25,000 pounds of bison meat per year, both to the SGU community and to the reservation community at large. Additionally, bison meat is produced for sale to bison distributors throughout the state of South Dakota. Students and faculty continue to do research using the bison ranch as a teaching tool, laboratory, and spiritual center for Sinte Gleska University and the Sicangu Oyate. Recently the SGU Bison Ranch provided the bison served at the 2013 Presidential Inauguration Luncheon through its partnership with Western Meats of South Dakota.

Sinte Gleska University Foundation
The Sinte Gleska University Foundation, a non-profit organization, develops, receives and administers resources for the benefit of Sinte Gleska University and its students for the purpose of securing the fiscal future of the institution. The mission is to provide access to higher education and delivery of community based services which improve the quality of life for the people of Sicangu Lakota Oyate through development of educational, social and economic resources for Sinte Gleska University.

The Foundation works with national fund raising campaigns to build its donor database and create relationships with donors who are concerned about the educational future of the Sicangu Oyate. Four to five fund raising campaigns a year provide funding to the Northern Plains Indian Art Market, the scholarship endowment fund and to the general institutional fund. The Foundation also hosts several donor events throughout the year in off-reservation locations.
Tiwahe Glu Kinipi
The Mission of the Tiwahe Glu Kini Pi “Bringing the Family Back to Life” System of Care is to improve the lives of children, with serious emotional, behavioral, and spiritual needs (SEBD), and their families through implementation of a Lakota-Based Mental Health Wraparound Model, and use this model in the teaching and preparation of Lakota Counselors at SGU. The goal is to promote a positive and healthy way of helping our children, their families and Tiospaye (extended family,) to restore Wolakota (peace and harmony with all creation.)

Tiwahe Glu Kini Pi is based on core System of Care values: youth guided, family driven, strength based, culturally and linguistically competent. Wraparound provides access to coordinated, comprehensive services, in the least restrictive environment, and includes early identification, intervention, referrals and transition services that are age appropriate. Children's rights are protected & advocated, services are non-discriminatory and confidentiality & privacy are protected.

Youth Mentoring in the Traditional Arts (YMTA)
The YMTA is a workshop center and small store that provides youth and families a safe place to gather after school, on weekends and during school vacations where they can reconnect with the life giving concepts of incorporating beauty and pride into every aspect of Lakota life. Youth and families are instructed and mentored in Lakota Traditional Arts (sewing, beading, featherwork, etc.), Lakota culture and values, work ethics, money management, small home-based business development skills and income generating opportunities.

Youth and families learn to make Lakota dance regalia, ceremonial attire for inipi and sundances, functional items (quilts, blankets, pillows, aprons, wreaths, etc.) to beautify their homes and surrounding environment and gifts for Mother's Day, Father's Day, graduations, etc. Community leaders are also trained to share these skills within their tiospaye (extended family), tribal programs and with outlying communities.

In its fourth year of operation, the YMTA provides summer internships for SGU Business and Human Services students; outreach to schools, programs (RST Meth Rehab, WWT/JDC) and communities upon request. The YMTA also partners with the Oyate networking Project to provide activities for ONP eligible youth. Staff and business interns provide technical assistance on pricing, marketing, and also small YMTA summer outlet store for sale of items produced by participants in the center.

Each year at least 200 youth and families are served by the center. Many youth and families utilize the center to make regalia to participate in the annual Rosebud Fair and Wacipi, SGU Founders’ Week Wacipi and other community and school wacipis and events.

In the past year the YMTA assisted students and teachers at the Todd County North Elementary school to make dance regalia (shawls and vests) for all the students for their annual school wacipi. The YMTA also worked with TCSD students to make costumes for school plays and parade floats.

The YMTA receives some funding for operations from Child Fund International and accepts donations of materials and equipment from private individuals and from Pathway to Spirit. In the future, the YMTA would like to find a way to sustain itself and benefit the community and participants through a retail outlet offering craft materials and items produced locally.
Document III: Appendix A

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RESOLUTION OF THE ROSEBUD SIOUX TRIBAL COUNCIL TO APPROVE THE CHARTER OF ROSEBUD COLLEGE CENTER

WHEREAS, The Rosebud Sioux Tribe desires to provide opportunity for higher education on the Rosebud Reservation to promote the health, and community social, and general welfare of the Rosebud Sioux Tribe, and

WHEREAS, for such purpose the Rosebud Sioux Tribe desires to establish a public corporation capable of both offering courses leading to the granting of degrees and of entering into agreements with public and private agencies for the purpose of their offering higher education, which agreements shall obligate such public corporation alone, and not the Rosebud Sioux Tribe as such, and

WHEREAS, the Charter of Incorporation of Rosebud College Center accurately reflects those desires of the Rosebud Sioux Tribe;

NOW THEREFORE BE IT RESOLVED THAT:

Pursuant to the authority granted by Article IV, Section 1 (n), (t) and (u) of the constitution of the Rosebud Sioux tribe of South Dakota and Sections 5(3) and 5 (j) of the Corporation Charter of the Rosebud Sioux Tribe, the Rosebud Sioux Tribal Council does hereby charter and establish a non-profit, educational, public corporation to be known as Rosebud College Center, which shall be able to offer courses, grant degrees and/or enter into agreements with public or private agencies to offer higher education on the reservation, and issues to the Corporation the Charter of Incorporation attached hereto and incorporated by reference herein, all in accordance with the terms and conditions of the Charter, which shall regulate the affairs of the Corporation.

CERTIFICATION

We, the undersigned hereby certify that the Rosebud Sioux Tribal Council is composed of 22 voting members of whom 21 constituting a quorum were present at a duly called and convened session of the Tribal Council, January 28, 1971, at Rosebud, South Dakota; that the foregoing resolution was adopted by the affirmative vote of 21 members, none opposed.

(s) Webster Two Hawk, President
Rosebud Sioux Tribe

ATTEST: (s) Leo Cordier, Secretary
Rosebud Sioux Tribe
Constitution and By-Laws of the Rosebud Sioux Tribe of South Dakota

PREAMBLE
Under and by virtue of our Creator and His divine providence, we the enrolled members of the Rosebud Sioux tribe of Indians of the Rosebud Indian Reservation in the State of South Dakota in order to establish justice to insure tranquility and enjoy the blessings of freedom and liberty, to conserve our tribal property, to develop our common resources, and to promote the best welfare of the present generation and our posterity, in education and industry, do hereby adopt and establish this constitution and by-laws.

Article I - Territory
The jurisdiction of the Rosebud Sioux Tribe of Indians shall extend to the territory within the original confines of the Rosebud Reservation boundaries as established by the Act of March 2, 1889, and to such other lands as may hereafter be added thereto under any law of the United States, except as otherwise provided by law.

Article II - Membership
Section 1. Membership of the Rosebud Sioux Tribe shall consist as follows: (a) All persons of Indian blood, including persons born since December 31, 1920, who names appear on the official census roll of the Tribe as of April 1, 1935. (b) All persons born after April 1, 1935, and prior to the effective date of this amendment, to any member of the Rosebud Sioux Tribe who was a resident of the reservation at the time of the birth of said persons. (Amendment V effective May 2, 1966) (c) All persons that can provide three (3) generations of lineal descent born after April 1, 1935, to a member of the Rosebud Sioux Tribe, regardless of the residence of the parent. (Amendment C effective September 20, 2007 - vote 508 for; 281 against; 17 ballots spoiled or mutilated)

Section 2. The Tribal Council shall have the power to promulgate ordinances covering future membership and the adoption of new members. (Amendment XVI effective September 23, 1985)

Article III - Governing Body
Section 1. The governing body of the Rosebud Sioux Tribe shall consist of a Council known as the Rosebud Sioux Tribal Council.

Section 2. The President and Vice President of the Rosebud Sioux Tribe shall be elected at large for a term of three years.

The Secretary and Treasurer of the Rosebud Sioux Tribe shall be elected at large for a term of two years and shall have no vote in matters before the Rosebud Sioux Tribe.

The Community Representatives of the Rosebud Sioux Tribe shall be elected for terms of three years.

The offices of the President, Vice President, Council Representatives, Secretary, and Treasurer shall be sub
ject to limits of two consecutive terms. The terms of Community Representatives shall be staggered terms commencing with the next election. Elections for ten Community Representatives will be for the first three year term, the remaining ten Community Representative elections will be for an initial term of two years, and then it will revert to a three year term at the next general election in 2009. The decision of which ten communities will hold the first three year and two year terms will be made by the Rosebud Sioux Tribal Election Board.

Each community of the reservation, as follows, shall be entitled to representation on the Rosebud Sioux Tribal Council as hereinafter provided:

1. Antelope
2. Black Pipe
3. Bull Creek
4. Butte Creek
5. Corn Creek
6. Grass Mountain
7. He Dog
8. Horse Creek
9. Ideal
10. Milks Camp
11. Okreek
12. Parmelee
13. Ring Thunder
14. Rosebud
15. St. Francis
16. Soldier Creek
17. Spring Creek
18. Swift Bear
19. Two Strike
20. Upper Cut Meat

(Amendment F effective September 20, 2007 - vote 459 for; 339 against; 8 ballots spoiled or mutilated) Section 3. All Council members and the President and Vice-President shall be of at least \( \frac{1}{4} \) degree Indian blood. (Amendment E effective September 20, 2007 - vote 557 for; 246 against; 3 ballots spoiled or mutilated)

Section 4. The Tribal Council shall have authority to make changes in the foregoing list according to future community needs. (Amendment XVII effective September 23, 1985)

Section 5. Each recognized community shall have one Community Representative to the Tribal Council. Each Community Representative of the Tribal Council shall be elected at large by the registered voters of the Rosebud Sioux Tribe. (Amendment G effective September 20, 2007 - vote 538 for; 258 against; 10 ballots spoiled or mutilated)

Section 6. Any member of the Sicangu Lakota Oyate at least 30 years of age, who has not been found guilty by the Tribal Council of misconduct in tribal affairs, or who has not been found guilty in a court of law of
felony offense involving violence and who can provide affidavits(s) that prove some history of leadership shall be qualified to seek and hold membership on the Tribal Council. Candidates for the position of President or Vice President of the Sicangu Lakota Oyate must be at least 45 years of age and meet all requirements of qualification for membership on the Tribal Council. (Amendment H effective September 20, 2007- vote 535 for; 261 against; 10 ballots spoiled or mutilated)

Section 6. Any enrolled member of the Rosebud Sioux Tribe possessing at least one fourth (1/4) or more Sicangu blood degree and at least twenty five (25) years of age, who has not been found guilty of any major crimes by any jurisdiction, or who has not been found guilty by the Rosebud Sioux Tribal Council of misconduct in tribal affairs, or who has not been found, by any tribal, state, or federal court of law, or by the Tribal Ethics Commission or by the Rosebud Sioux Tribal Council, to have performed any act containing an element of perjury, forgery, bribery, dishonesty or abuse of public office compromising the welfare of the Rosebud Sioux Tribe or any of its members shall be qualified to seek and hold membership on the Rosebud Sioux Tribal Council. A candidate for President, Vice-President, Secretary and Treasurer must have been living within the boundaries of the Rosebud Sioux Indian Reservation for at least one year preceding the date of the Primary Election, and a candidate for Community Representative must have been living in the community of candidacy for at least one year next preceding the date of the Primary Election. If for any reason a Community Representative is absent from the community for a period exceeding 90 days, the position shall become immediately vacant and filled according to the Constitution and By-Laws of the Rosebud Sioux Tribe. (Amendment I effective September 20, 2007- vote 584 for; 212 against; 10 ballots spoiled or mutilated)

Section 7. If the Office of President becomes vacant before the expiration of the term and one year or more of the term remains, the Tribal Council, within thirty (30) days after the vacancy, shall order a special election. If less than one year of the term remains, the Vice President shall fill the unexpired term; provided, that the tenure of office of any person elected to fill the vacancy shall not extend beyond the term of office of the original incumbent. If the Office of Vice President becomes vacant by reason of succession, or any other cause and one year or more remains in the term, the Tribal Council, within (30) days after the vacancy, shall order a special election. If less than one year of the term remains, the Tribal Council shall elect a Vice President from its own number to fill the vacancy until the next general election; provided, that the tenure of office of any person elected to fill the vacancy shall not extend beyond the term of office of the original incumbent. If the office of any Community Representative becomes vacant before the expiration of the term and one year or more of the term remains, the Tribal Council, within thirty (30) days after the vacancy, shall order a special election to allow all registered voters to vote for the vacant position. If less than one year of the term remains, the community council of the affected community, within thirty (30) days from the date of the vacancy shall appoint a Community Representative for the unexpired term; provided, that the tenure of office of any person elected to fill the vacancy shall not extend beyond the term of office of the original incumbent. If the Office of Secretary becomes vacant before the expiration of the term and one year or more remains in the unexpired term, the Tribal Council shall order a special election to fill the vacancy. If less than one year remains in the term, the Tribal Council shall advertise the vacancy and fill the term from those qualified tribal applicants. The tenure of office of any person elected to fill this vacancy shall not extend beyond the term of office of the original incumbent. If the Office of Treasurer becomes vacant before the expiration of the term and six months or more remain in the unexpired term, the Tribal Council shall order a special election to fill the vacancy. If less than one year remains in the term, the Tribal Council
shall advertise the vacancy and fill the term from those qualified tribal applicants. The tenure of office of any person elected to fill this vacancy shall not extend beyond the term of office of the original incumbent. (Amendment J effective September 20, 2007 - 590 for; 210 against; 6 ballots spoiled or mutilated)

Section 8. The Secretary and Treasurer of the Rosebud Sioux Tribe shall be elected at large for a term of two years by the registered voters from within the twenty (20) communities of the Rosebud Sioux Tribe. The Office of Sergeant-at-Arms shall be elected by the Tribal Council from within or without its members. The Tribal Secretary and Treasurer officers elected shall have no vote in matters before Tribal Council. (Amendment K effective September 20, 2007 - 533 for; 263 against; 10 ballots spoiled or mutilated)

Section 9. Any person elected to these positions shall be of at least ¼ degree Indian blood. (Amendment L effective September 20, 2007 - vote 549 for; 251 against; 6 ballots spoiled or mutilated)

Section 10. The Electorate of the Rosebud Sioux Tribe shall determine the qualifications of its officers, council members, and community officers. (Amendment M effective September 20, 2007 - vote 549 for; 243 against; 14 ballots spoiled or mutilated)

Section 11. There shall be a Primary Election and a General Election for President and Vice-President held every three years, and there shall be a Primary Election and a General Election for Secretary and Treasurer of the Rosebud Sioux Tribal Council held every two years, and there shall be a Primary Election and General Election for Community Representatives to the Rosebud Sioux Tribal Council held at the end of three years terms as specified in Article III, Section 2. The Primary Election shall be held on the fourth Thursday in July and the General Election shall be held on the fourth Thursday in August. If the election Thursday is a legal holiday, the election shall be held on the first subsequent day, which is not a holiday. The terms of Council Representatives and officers in office on the effective date of this amendment shall expire three (3) days following certification of results of the General Election. (Amendment N effective September 20, 2007 - vote 435 for; 353 against; 8 ballots spoiled or mutilated)

Section 12. Newly elected tribal officers and community representatives shall begin their official duties on the first business day of the first week following their certification by the Tribal Election Board. (Amendment XVII effective September 23, 1985)

Article IV - Powers of the Rosebud Sioux Tribal Council

Section 1. Enumerated powers - The Council of the Rosebud Sioux Tribe shall exercise the following powers subject to any limitations imposed by the statutes or the Constitution of the United States, and subject further to all express restrictions upon such powers contained in this Constitution and attached By-Laws. (Amendment I effective June 19, 1962; Yes-346; No-296)

(a) To negotiate with the federal, state and local governments on behalf of the Tribe and to advise and consult with the representatives of the Interior Department on all activities of the Department that may affect the Rosebud Sioux Reservation.
(b) To employ legal counsel for the protection and advancement of the rights of the Tribe and its members. (Amendment O effective September 20, 2007 – vote 472 for; 322 against; 12 ballots spoiled or mutilated)

(c) To purchase and to otherwise acquire lands and other property for or on behalf of the Tribe and to manage, permit, assign, lease, sell, exchange, encumber, or otherwise deal with tribal lands and property as authorized by law; provided that there shall be no sales of tribal or TLE managed lands and no land trades to any non-Indians within the original boundaries of the 1868 Treaty without the consent of tribal members, and to prevent the sale, disposition, lease, or encumbrance of tribal lands, interests in tribal lands or other tribal assets without the consent of the Tribe; provided, that in leasing tribal land for grazing or agricultural purposes preference shall be given to any member of the Tribe who is the economic head of the family. (Amendment XXI effective September 23, 1985)

(d) To advise the Secretary of the Interior with regard to all appropriation estimates or federal projects for the benefit of the Tribe prior to the submission of such estimates to any departments of the United States Government and to Congress. (Amendment XVIII effective September 23, 1985)

(e) To make assignments of tribal land to members of the Tribe in conformity with Article VIII of this Constitution.

(f) To make all economic affairs and enterprise of the Tribe in accordance with the terms of a charter which may be issued to the Tribe by the Secretary of the Interior.

(g) To appropriate for public purposes of the Rosebud Sioux Tribe available Tribal Council funds. (Amendment XVIII effective September 23, 1985)

(h) To levy taxes upon members of the Tribe and to require the performance of reservation labor in lieu thereof, and to levy taxes or license fees upon non-members doing business within the reservation. (Amendment XVIII effective September 23, 1985)

(i) To exclude by ordinance from the restricted lands of the reservation persons not legally entitled to reside therein (Amendment XVIII – September 23, 1985)

(j) To enact resolutions or ordinances not inconsistent with Article II of the Constitution governing the adoption and abandonment of membership.

(k) To purchase lands of members of the Tribe for public purposes, under condemnation proceedings in courts of competent jurisdiction.

(l) To promulgate and enforce ordinances providing for the maintenance of law and order and the administration of justice by establishing a reservation court and defining its duties and power. (Amendment XVIII effective September 23, 1985)

(m) To safeguard and promote the peace, safety, morals and general welfare of the Tribe by regulating the
conduct of trade and the use and disposition of property upon the reservation and provided further that non-
restricted property of members which was obtained without any help or assistance of the government or the
Tribe may be disposed of without restrictions. (Amendment XVIII effective September 23, 1985)

(n) To charter subordinate organization for economic purposes and to regulate the activities of all coopera-
tive associations of members of the Tribe.

(o) To regulate the inheritance of property, real and personal, other than allotted land, within the terri-
tory of the reservation. (Amendment XVIII effective September 23, 1985)

(p) The domestic relations of the Tribe shall be regulated by the Judiciary Department who shall be empowered
by the Rosebud Tribal Council for a separation of powers. All laws legislated by the Rosebud Tribal Council
shall be enforced by this department to ensure fair and equal justice for all people without the interference
of political power or pressure. (Amendment Q effective September 20, 2007 – vote 554 for; 243 against; 9 bal-
lots spoiled or mutilated)

(q) To provide for the protection of all minors, mentally incompetent and any others who need protection or
assistance for reason of health, age, or other extenuating circumstances. The Judiciary Department shall pro-
vide whatever services are needed to fulfill their needs. (Amendment R effective September 20, 2007 – vote 630
for; 160 against; 16 ballots spoiled or mutilated)

(r) To exchange and foster the arts, crafts, traditions and culture of the Sioux.

(s) To regulate the manner of making nominations and holding elections for tribal offices.

(t) To adopt resolutions regulating the procedure of the Council itself and of other tribal agencies and
tribal officials.

(u) To delegate to subordinate boards or tribal officials, to the several communities, or to cooperative as-
sociations, which are open to all members of the Tribe any of the foregoing powers, reserving the right to
review any action taken by virtue of such delegated power.

(v) The Tribal Council shall develop plans and consider implications of the decisions they make on the next
seven generations. (Amendment S effective September 20, 2007 – vote 528 for; 262 against; 16 ballots spoiled
or mutilated)

Section 2. Future Powers – The Tribal Council may exercise such further powers as may in the future be del-
egated to the Tribe by the Secretary of the Interior or, by a duly authorized official or agency of the state
or federal government.

Section 3. Reserved Powers – Any rights and powers heretofore vested in the Rosebud Sioux Tribe but not ex-
pressly referred to in this Constitution shall not be abridged by this article but may be exercised by the
people of the Rosebud Sioux Tribe through the adoption of appropriate by-laws and constitutional amendments.

Section 4. Limitations of Powers –
The powers vested in the Rosebud Sioux Tribal Council shall not be vested in individual council members, but shall be exercised only by the collective body of the Council. Any authority exercised by any member of the Council shall be designated by collective decision of the Council. Exercising the powers of the Council as an individual and without the collective knowledge and approval of the Council shall constitute abuse of Council powers. (Amendment T effective September 20, 2007 – 615 for; 181 against; 10 ballots spoiled or mutilated)

Article V – Community Organization

Each community established under this Constitution shall elect annually, a president and such other officers as may be advisable. The president shall call and preside over popular meeting of the community whenever necessary for the consideration of matters of local interest. The various communities may consult with representatives of the Interior Department on all matters of local interest and make recommendations thereon to the Tribal Council or the Superintendent or Commissioner of Indian Affairs, may undertake and manage local enterprises for the benefit of the community, may levy assessments upon members of the community, may expend money in the community treasury for the benefit of the community, may keep a roll of those members of the Tribe affiliated with the community, and may exercise such further powers as may be delegated to the communities by the Tribal Council. The actions of the community councils shall not be inconsistent with the Constitution, By-Laws and ordinances of the Tribe.

Article VI – Elections

Section 1. Any enrolled member of the Rosebud Sioux Tribe, at least eighteen (18) years of age, who has resided for at least thirty (30) days immediately prior to the election day in the district in which he anticipates to vote, is qualified to vote. (Amendment XIV effective September 4, 1973)

Article VII – Initiative, Referendum, Recall and Removal

Section 1. Initiative. Upon receipt and verification by the Tribal Secretary of a petition of thirty (30) percent of the number of persons who voted in the last tribal election, a proposed ordinance or resolution made by the people shall be submitted to a vote of the people at a regular or special election to be held within sixty days of verification of the petition by the Election Board. The vote of a majority of those actually voting shall be conclusive and binding upon the Tribal Council.

Section 2. Referendum. Upon receipt and verification by the Tribal Secretary of a petition of thirty (30) percent of the number of persons who voted in the last tribal election or upon the request of two-thirds of the total membership of the Tribal Council, any proposed or previously enacted ordinance or resolution of the Tribal Council shall be submitted to a vote of the people at a regular or special election to be held within sixty days of verification of the petition by the Tribal Secretary. The vote of a majority of those actually voting shall be conclusive and binding upon the Tribal Council.

Section 3. Recall.
Upon receipt and verification by the Tribal Secretary of a petition of thirty (30) percent of the number of persons who voted in the last tribal election, it shall be the duty of the Tribal Council to call a special election to consider the recall of the elected tribal official named in the petition. The election shall be held within thirty days of verification of the petition by the Tribal Secretary, provided that if the petition is submitted within six months of the next annual election the Tribal Council may direct that the matter be placed on the ballot for that election. If a majority of those actually voting in favor of the recall of the official, the office shall be declared vacant and filled in accordance with this Constitution.

Section 4. Removal.
The Tribal Council may by a two-thirds vote of the total members of the Tribal Council, after due notice and an opportunity to be heard, remove any Tribal Council member for neglect of duty or gross misconduct. The decision of the Tribal Council shall be final.

Section 5. Ordinance.
Initiative, referendum, recall, and removal procedures shall be set by ordinance by the Tribal Council, provided that such procedures shall be in accordance with the Election Article of this Constitution where appropriate. (Amendment U effective September 20, 2007 – vote 596 for; 197 against; 13 ballots spoiled or mutilated)

Article VIII – Land
Section 1. In any assignment of tribal lands, preference shall be given to heads of families which are entirely landless. Assignments under this section shall be known as “home assignments” and shall be granted for the purpose of giving opportunity to homeless Indians for establishing a home. Any assignment under this provision shall not exceed ten (10) acres in area.

Section 2. If any persons holding a “home assignment” of land shall for a period of six months fail to use the land so assigned or shall use the land for any unlawful purpose, his assignment may be cancelled by the Tribal Council after due notice and opportunity to be heard. Such land may then be available for reassignment. Upon the death of any Indian holding a “home assignment”, his heirs or other individuals designated by him by will or written request shall have preference in the reassignment of the land, provided such persons are eligible to receive a “home assignment.”

Section 3. Any member of the Rosebud Sioux Tribe who owns an allotment of land or any share in heirship land or any deeded land, may, with the approval of the Secretary of Interior, voluntarily transfer his interest in such land, including or excluding mineral rights therein, to the Tribe and receive therefore an assignment in the same land or other land of equal value or he may receive a proportionate share in a unit of grazing land. Assignments made under this section shall be known as “exchange assignments.”

Section 4. A member receiving an “exchange assignment” shall receive the right to lease such assigned lands or interest under the same terms as governing the leasing of allotments.

Section 5. Upon the death of a holder of an “exchange assignment,” such lands shall be reassigned by the Tribal Council to his heirs or devisees, subject to the following conditions: Such lands may not be reassigned to any heir or devisee who is not a member of the Rosebud Tribe, except that a life assignment may be made to the
surviving spouse or child of the holder of such assignment. Such lands may not be reassigned to any heir or devisee who already holds more than 1,920 acres of land on the reservation. (Amendment IV effective June 19, 1962) Such land may not be subdivided into units too small for practical use. No area of grazing land shall be subdivided into units smaller than one hundred sixty (160) acres. No area of agricultural land shall be subdivided into smaller units than two and one half (2 ½) acres. When interests in assignments shall involve smaller areas than the amounts herein set out, the Tribal Council may issue to such heir or devisee a proportionate share in other grazing units or other interest in land of equal value. If there are no eligible heirs or devisees of the decedent, the land shall be eligible for reassignment the same as other tribal lands.

Section 6. Improvements of any character made upon assigned land may be willed to and inherited by members of the Rosebud Tribe. When improvements are made possible of fair division, the Tribal Council shall dispose of them under such regulations as it may provide. No permanent improvements may be removed from any tribal or assigned land without the consent of the Tribal Council.

Section 7. No member of the Rosebud Tribe may use or occupy tribal land except under assignment or lease.

Section 8. Unassigned land shall be managed by the Tribal Council for the benefit of the members of the entire Tribe.

Section 9. Applications for assignments of lands shall be made in writing. Such applications shall be submitted to the Council at regular or special sessions. The applications will be placed in the hand of a proper committee who will call the matter up for action at the next regular meeting of the Council. Any member of the Tribe may object, in writing, to a proposed assignment. In the event of objection, the Chairman of the Council shall set a date for a hearing, advising both the applicant and objector. The action of the Council shall be final. The Secretary of the Council shall furnish the Superintendent or other officer in charge of the agency a complete record of all action taken by the Council on applications for assignment of land, and a complete record of assignments shall be kept in the agency office and shall be open for inspection by members of the Tribe. The Council shall draw up one or more forms for standard and exchange assignments, which shall be subject to the approval of the Secretary of the Interior.

Article IX – Amendments

Section 1. This Constitution and By-Laws may be amended by a majority vote of the qualified voters of the Rosebud Sioux Tribe voting at an election called for that purpose by the Secretary of the Interior, provided that at least thirty (30) percent of those entitled to vote shall vote in such election; but no amendment shall become effective until it shall have been approved by the Secretary of the Interior. It shall be the duty of the Secretary of Interior to call an election on any proposed amendment, upon receipt of a written resolution signed by at least three-fourths (3/4) of the membership of the Council. (Amendment XIX effective September 23, 1985)

Section 2. Upon receipt of a petition that contains the signatures of at least thirty (30) percent of the voters in the last tribal election, the Tribal Secretary shall refer this petition to the next Tribal Council meeting which shall call a Tribal Constitution Convention to commence within thirty (30) days and to appoint
a seven-member Tribal Constitutional Task Force, consisting of tribal members outside the Tribal Council, to conduct this convention for the purpose of hearing proposed amendments and to approve those of which shall be referred to the Secretary of the Interior, and upon receipt of them, it shall be the duty of the Secretary of the Interior to set an election as described in Section 1 above. (Amendment XIX effective September 23, 1985)

Article X – Bill of Rights

Section 1. Bill of Rights.

The government of the Tribe including the community shall not:

(a). Infringe upon religious beliefs or prohibit the free exercise thereof;
(b). Abridge the freedom of speech, press, expression, conscience, association, or the right of the people peaceably to assemble, and to petition the government;
(c). Violate the right of the people to be secure in the privacy of their persons, houses, papers, vehicles, and effects against unreasonable searches and seizures, nor issue warrants but upon probable cause, supported by oath or affirmation signed by a judge, and particularly describing the place, person, house, papers, vehicle, or effects to be searched, the object and scope of such search, and the person or thing to be seized, and any search or seizure taken in violation of this provision shall be excluded;
(d). Search or arrest any person without informing them of their right to remain silent, to have access to an attorney, to be informed that anything they say can be held against them in a court of law, to have these rights explained at the time of the search or arrest, and to ask them if they understand these rights;
(e). Take any private property or possessor interest in private property for public use, without due process and just compensation; deny to any person within its jurisdiction the equal protection, application, or opportunity of the laws; (f). Deny to any person in a criminal or civil proceeding the right to a speedy and public trial which shall be initiated no more than six months from the filing of criminal charges or a civil complaint and which shall be decided by the courts within one year, and in a criminal proceeding to be informed of the nature and cause of the accusation, to be presumed innocent until proven guilty, to be confronted with the witnesses against him or her, to have compulsory process for obtaining witnesses in his or her favor, to have the assistance of counsel for his or her defense including the right to have counsel provided subject to income guidelines; nor deprive any person of liberty or property without due process of law;
(g). Require excessive bail, impose excessive fines, or inflict cruel and unusual methods of interrogation or punishment;
(h). Pass any bill or attainder or a law, which punishes conduct after the fact; (i). Deny to any person the access to his or her own personal information maintained by the Tribe, or to public information, which shall include but not be limited to financial records maintained by the Tribe.

Section 2. Retained Powers.

Powers not granted to the government shall be reserved to the people. (Amendment V effective September 20, 2007 – vote 552 for; 234 against; 19 ballots spoiled or mutilated)

Article XI – Tribal Court

Section 1. The Rosebud Sioux Tribal Court shall be separate and distinct from the legislative and executive
branches of tribal government. No person, including any tribal official or person acting in behalf of a tribal official, shall induce or attempt to induce a favorable decision, or interfere in any manner whatsoever with any decision of any judge of the Tribal or Supreme Court. The Tribal Council shall pass legislation which shall denote sanctions for the violation of this section.

Section 2. The Tribal Court shall consist of one chief judge and such associate judges and staff as are deemed necessary by the Chief Judge, with the advice and consent of Tribal Council. All tribal court personnel shall be subject to the supervision of the Chief Judge. The Chief Judge shall establish such staff positions within the Tribal Court as may be necessary for efficient operation. The Chief Judge shall have the authority to establish qualifications for court staff and shall make the final selection of said staff.

Section 3. The authority of the Tribal Court shall include but is not limited to the power to review and overturn tribal legislative and executive actions for violations of this Constitution or of the Federal Indian Civil Rights Act of 1968 as well as to perform all other judicial and court functions.

Section 4. The Chief Judge shall promulgate rules of pleading, practice, and procedure applicable to any and all proceedings of the tribal court, consistent with the provisions of this Constitution and requirements of federal law. In case of failure of the Chief Judge to establish such rules, the Tribal Council shall have the authority to establish them.

Section 5. The Tribal Council shall set forth qualifications for Tribal Court Chief Judge, Associate Judges, and staff positions by ordinance. The Tribal Council shall appoint a Chief Judge for a term of not less than four years and associates for terms not less than two years.

Section 6. During the tenure of his or her appointment, the Chief Judge, or an Associate Judge may be suspended or dismissed by the Tribal Council only for cause, as defined by the Judicial Code of Ethics, upon due notice and an opportunity for a hearing open to tribal members.

Section 7. There is hereby established the Rosebud Sioux Tribe Supreme Court. The Supreme Court shall take appeals from the Rosebud Sioux Tribal Court that are deemed meritorious under rules and standards set by the Rosebud Sioux Tribal Council by ordinance. The authority of the court shall include the power to review and overturn tribal legislative and executive actions for violations of this Constitution or of the Federal Indian Civil Rights Act of 1968 as well as to perform all other appellate court functions. The Tribal Council shall determine the number of Supreme Court Justices as well as their qualifications and tenure. No Supreme Court Justice may be removed before the end of their tenure, except for cause. (Amendment W – September 20, 2007 – vote 612 for; 176 against; 18 ballots spoiled or mutilated)

By-Laws of the Rosebud Sioux Tribe

Article 1 – Duties of Officers

Section 1. The President shall manage and administer the affairs of the Rosebud Sioux Tribe, including the supervision of tribal employees, subject to the resolutions, ordinances and instructions of the Rosebud Sioux
Tribal Council. No tribal employee or tribal member shall be subjected to unfair and political repercussions and/or retaliation by the President or any of his/her representatives in any matter. Such action will be documented and referred to the Ethics Commission of the Rosebud Sioux Tribe. The President shall preside at all meetings of the Tribal Council. The President shall vote only in case of a tie. (Amendment X effective September 20, 2007 – vote 585 for; 150 against; 71 ballots spoiled or mutilated)

Section 2. The Vice-President shall assist the President when called upon to do so, and, in the absence of the President, he shall preside. When so presiding, he shall have all the rights, privileges, duties, as well as the responsibilities, of the President. The Vice-President shall not have a vote except in case of a tie when acting as President under Section 1 of this Article. (Amendment XIII effective May 2, 1966)

Section 3. The Council Secretary shall keep a full report of all proceedings of each regular and special meetings of the Tribal Council and shall perform such other duties of like nature as the Council shall from time to time by resolution provide, and shall transmit copies of the minutes of each meeting to the Council, to the Superintendent of the Reservation, and to the Commissioner of Indian Affairs. (Amendment Y effective September 20, 2007 – vote 582 for; 210 against; 14 ballots spoiled or mutilated)

Articles II – Duties of the Councilmen

Section 1. It shall be the duty of each member of the Tribal Council to make reports to the community from which he was elected concerning the proceedings of the Tribal Council.

Section 2. It shall also be the duty of each member of the Tribal Council, including any elected or appointed officers of the Tribal Council, to attend any duly called special or regular meeting of the Tribal Council unless excused by motion of the Tribal Council in session, to present to the Tribal Council in a timely manner any duly approved community resolution or any legitimate petition of tribal members, and to abide by the Tribal Code of Ethics adopted by the Tribal Council. (Amendment XX – September 23)

Article III – Oath of Office

Each member of the Sicangu Council and each officer or subordinate officer, elected or appointed hereunder shall take an oath of office prior to assuming the duties thereof; by which oath, he shall pledge himself to support and defend the Constitution and By-Laws of the Sicangu nation and the Treaties entered into with the United States Government or other Governments. (Oath) I, ________________, do hereby solemnly swear that I will support and defend the Constitution of the Sicangu Nation against all enemies as identified in treaties or by
the Sicangu People and I will carry out faithfully, and impartially, the duties of my office to the best of my ability; and will cooperate, promote and protect the best interests of my Tribe, the Sicangu Nation, in accordance with this Constitution and By-Laws. (Amendment Z effective September 20, 2007 – vote 504 for; 269 against; 33 ballots spoiled or mutilated), 1985)

Article IV - Salaries

Section 1. The Tribal Council may prescribe such salaries of tribal officers, employees, or members of the Council, as it deems advisable from such funds as may be available.

Section 2. No compensation shall be paid to any councilman, president, vice-president, secretary, treasurer, tribal council, or any officer out of the tribal funds obtained from the federal government, except upon a resolution stating the amount of compensation and the nature of services rendered, and said resolution shall be of no effect until published as a public notice in a publication for a period of 30 days. (Amendment AA effective 20, 2007 – vote 605 for; 191 against; 10 ballots spoiled or mutilated)

Article V - Meetings of Council

Section 1. Regular meetings of the Tribal Council shall be held once a month on days and places designated by the Tribal Council by resolution, provided special meetings may be called by a majority of Council members in writing or by the Tribal President in writing with at least three days notice in either case. A quorum for the Tribal Council to transact business shall be a majority of the Tribal Council membership, unless a larger number is required elsewhere in this Constitution and By-Laws. (Amendment XX effective September 23, 1985)

Section 2. A designated room or place shall be set-aside for the Tribal Council, where all records and Tribal Council property shall be kept.

Article VI - Sioux Councils

The Tribal Council shall have the power to select delegates to sit in National Sioux Councils.

Article VII - Adoption of Constitution and By-Laws

This Constitution and By-Laws, when ratified by a majority of the qualified voters of the Rosebud Sioux Tribe voting at a special election called for the purpose by the Secretary of Interior, provided that at least thirty percent (30%) of those entitled to vote shall vote in such elections, shall be submitted to the Secretary of the Interior, and, if approved, shall be effective from date of approval.

CERTIFIED OF ADOPTION

Pursuant to an order, approved November 1, 1935, by the Secretary of the Interior, the attached Constitution and By-Laws were submitted for ratification to the members of the Rosebud Sioux Tribe of the Rosebud Reservation and were on November 23, 1935, duly approved by a vote of 992 for and 643 against, in an election in
which over 30 percent of those entitled to vote cast their ballots, in accordance with Section 16 of the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), as amended by the Act of June 15, 1935 (Public, No. 147, 74th Cong.)

/s/ George Kills in Sight, Chairman of Election Board

/s/ George Whirlwind Soldier, Vice Chairman, Rosebud Sioux Tribe

/s/ Wallace A. Murray, Secretary, Rosebud Sioux Tribe

/s/ W.O. Roberts, Superintendent

I, Harold I. Ickes, the Secretary of the Interior of the United States of America, by virtue of the authority granted me by the Act of June 18, 1934, (48 Stat. 984), as amended, do hereby approve the attached Constitution and By-Laws of the Rosebud Sioux Tribe.

All rules and regulations heretofore promulgated by the Interior Department or by the Office of Indian Affairs, so far as they may be incompatible with any of the provisions of the said Constitution and By-Laws are hereby declared inapplicable to the Rosebud Sioux Tribe.
All officers and employees of the Interior Department are ordered to abide by the provisions of the said Constitution and By-Laws.

Approval recommended December 16, 1935.

John Collier, Commissioner of Indian Affairs

Harold I. Ickes, Secretary of the Interior
(SEAL)
Washington, D.C., December 20, 1935
Amendment to the Constitution and By-Laws of the Rosebud Sioux Tribe

Amendment I
(June 19, 1962 - Yes - 346, No -- 296)

ARTICLE IV, Section 1
Enumerated Powers - The Council of the Rosebud Sioux Tribe shall exercise the following power, subject to any limitations imposed by the statutes or the Constitution of the United States, and subject further to all express restrictions upon such powers contained in this Constitution and attached by-laws.

Amendment II
(June 19, 1962 - Yes-330, No - 279)

ARTICLE IV, Section 1(c)
To purchase and to otherwise acquire lands and other property for or on behalf of the Tribe and to manage, permit, assign, lease, sell, exchange, encumber, or otherwise deal with Tribal lands and proposals authorized by law, and to prevent the sale, disposition, lease or encumbrance of Tribal land, interests in tribal lands or other Tribal assets without the consent of the Tribe, provided, that in leasing Tribal land for grazing or agricultural purposes preference shall be given to any member of the Tribe who is economic head of the family.

AMENDMENT III
(June 19, 1962 - YES -325; NO -291)

ARTICLE VIII, Section 1, 2, 3, 4 Repealed; renumber remaining sections as required

AMENDMENT IV
(June 19, 1962 - YES - 325; NO -291)

ARTICLE VIII, Section 9 (b)
Such lands may not be assigned to any heir or devisee who already holds more than 1920 acres of land on the Reservation.

AMENDMENT V
(May 02, 1966 - YES - 702; NO -552)

ARTICLE II, Section 1(b)
All persons born after April 1, 1935, and prior to the effective date of this amendment, to any member of the Rosebud Sioux Tribe who was a member resident of the Reservation at the time of the birth of said person.

ARTICLE II, Section 1(c)
All children on one-fourth (1/4) or more Rosebud Sioux Indian blood born after the effective date of this amendment to a member of the Tribe, regardless of the residence of the parent.
AMENDMENT VI
(May 02, 1966 - YES - 820; NO -455)

ARTICLE III, Section 2
The President and Vice President of the tribe shall be elected at large for a term of two years. All other members of the Council shall be elected for terms of two years. All elections shall be by secret ballot. Each community of the Reservation, as follows, shall be entitled to representation on the Tribal Council, according to population.

CORPORATE CHARTER OF THE ROSEBUD SIOUX TRIBE

A Federal Corporation chartered under the Act of June 18, 1934

Whereas, the Rosebud Sioux Tribe of the Rosebud Reservation in South Dakota is a recognized Indian Tribe organized under a constitution and by-laws ratified by the Tribe on November 23, 1934, pursuant to section 16 of the Act of June 18, 1934 (48 Stat.378); and

Whereas, more than one-third of the adult members of the Tribe have petitioned that a charter of incorporation be granted to such Tribe, subject to ratification by a vote of the adult Indians living on the reservation.

Now, therefore, I Harold I. Ickes, Secretary of the Interior, by virtue of the authority conferred upon me by the said Act of June 18, 1934 (48 Stat. 984), do hereby issue and submit this charter of incorporation to the Rosebud Sioux Tribe to be effective from and after such time as it may be ratified by a majority vote of the adult Indians living on the reservation, at an election in which at least 30 percent of the eligible voters vote.

Corporate Existence
1. In order to further the economic development of the Rosebud Sioux Tribe by conferring upon the said Tribe certain corporate rights, powers, privileges, and immunities, to secure for the members of the Tribe an assured economic independence; and to provide for the proper exercise by the tribe of various functions heretofore performed by the Department of Interior, the aforesaid Tribe is hereby chartered as a body politic and corporate of the United States of America, under the corporate name “The Rosebud Sioux Tribe.”

Perpetual Succession
2. The Rosebud Sioux Tribe shall, as a Federal corporation, to perpetual succession.

Membership
3. The Rosebud Sioux Tribe shall be a membership corporation. Its members shall consist of all persons now or hereafter members of the Tribe, as provided by its duly ratified and approved Constitution and By-Laws.

Management
4. The Rosebud Sioux Tribal Council established in accordance with the said Constitution and By-Laws of the corporate powers hereinafter enumerated.
Corporate Powers
5. The Tribe, subject to any restrictions contained in the Constitution and laws of the United States, or in the Constitution and By-Laws of the said Tribe, shall have the following corporate powers, in addition to all powers already conferred or guaranteed by the Constitution and By-Laws of the Tribe.
(a) To adopt, use, and alter at its pleasure a corporate seal.
(b) To purchase, take by gift, bequest, or otherwise, own, hold, manage, operate, and dispose of property of every description, real and personal, subject to the following limitations.
(Charter Amendment No. 1 effective June 19, 1962)
(1) “No sale, mortgage, or lease may be made by the Tribe of any land, or interest in land now or hereafter, held by the Tribe, except as authorized by law, the regulations of the Secretary of Interior and the Constitution of the tribe.”
(2) No leases, permits (which terms shall not include land assignments to members of the Tribe) of timber sale contracts covering any lands or interest in land now or hereafter held by the Tribe within the boundaries of the Rosebud Reservation shall be made by the Tribe for a longer term than ten years, and all such leases, permits or contracts must be approved by the Secretary of the Interior or by his duly authorized representatives; but oil and gas leases, mineral leases, or any leases requiring substantial improvements of the land may be made for longer periods when authorized by law,
(3) No action shall be taken by or in behalf of the Tribe which in any way operates to destroy or injure the tribal grazing lands, timber, or other natural resources of the Rosebud Reservation. All leases, permits, and timber sale contracts related to the use of tribal grazing or timber lands shall conform to regulations of the Secretary of the Interior authorized by section 6 of the Act of June 18, 1934, with respect to range carrying capacity, sustained yield forestry management, and other matters therein specified. Conformity to such regulations shall be made a condition of any such lease, permit, or timber sale contract, whether or not such agreement requires the approval of the Secretary of Interior, and violation of such condition shall render the agreement revocable, in the discretion of the Secretary of the Interior.
(c) To issue interests in corporate property in exchange for restricted Indian lands, the forms of such interests to be approved by the Secretary of the Interior.
(d) To borrow money for any purpose consistent with Federal law, the tribal constitution of the tribe, this charter, and the regulations of the Interior, Provided that no tribal June assets, including future tribal income, may be pledged as security for a loan except with approval of the Secretary of the Interior, and provided further, that any contract involving payment in excess of $75,000 in any one fiscal year shall be subject to approval by the Secretary of the Interior.
(e) To engage in any business that will further the economic well-being of the members of the Tribe or to undertake any activity of any nature whatever, not inconsistent with law or with any provision of the charter.
(f) To make and perform contracts and agreements of every description, not inconsistent with law or with any provisions of the charter, with any person, association, or corporation, with any municipality or any county, or with the United States or the State of South Dakota for the rendition of public services, provided that all contracts with the United States or contracts submitted for Departmental approval, shall not exceed $10,000 in total amount except with the approval of the Secretary of the Interior.
(g) To pledge or assign chattels or future income due to the Tribe under any notes, leases, or other contracts, or from any other source, whether or not such notes, leases or contracts are in existence at the time, provided that such agreements of pledge or assignments other than agreements with the United States, shall not
extend more than ten years from the date of execution and shall not cover more than one-half the income from any source.
Sinte Gleska University Articles of Incorporation

ARTICLES OF INCORPORATION OF
SINTE GLESKA COLLEGE

The Rosebud Sioux Tribal Council, on proper authority, hereby charters a corporation.

ARTICLE I

Name

The name of this corporation shall be: SINTE GLESKA COLLEGE

ARTICLE II

Duration

The duration of this corporation shall be perpetual.

ARTICLE III

The purpose for which this corporation is formed are:
A. To establish, operate, and maintain an institution or institutions of post secondary education within or without the boundaries of the Rosebud Sioux Indian Reservation with the power to grant appropriate academic and other degrees to individuals upon completion of the proper courses of instruction and to further provide any other education or community programs to help meet the needs of the Rosebud Sioux People.
B. To assist in eliminating prejudice and discrimination and juvenile delinquency through community involvement and by expanding the educational opportunities available to members of the Rosebud Sioux Tribe soliciting and contributing funds for the educational advancement of such members of the Rosebud Sioux Tribe; advising local educational institutions as a committee of concerned citizens of the tribal community; promoting Indian participation in policy-making decisions relevant to the education of the Indians; and planning eventual responsibility for the education of Indian students by Indian self-determination of educational policy and administration.
C. To voluntarily aid, support and assist by gifts, contributions or otherwise, other corporations, community chests, funds and foundations organized and operated exclusively for charitable, religious, scientific, literary or educational purposes or for the prevention of cruelty to children or animals. No part of the net earnings of which inures to the
benefit of any private shareholder or individuals, and no substantial part of the activities of which is carrying on propaganda, or otherwise attempting to influence legislation.

D. Either directly or indirectly and either alone or in conjunction with others, whether such others be persons or organizations of any kind or nature, such as corporations, firms, association, trusts, institutions, foundations, or governmental bureaus, departments of agencies, to do any and all lawful activities which may be necessary, useful or desirable for the furtherance, accomplishment, fostering or attainment of the foregoing purposes, including among other things:

1. To provide advice, support, credit, funds, capital, gifts and all other lawful forms of assistance, financial and otherwise, to or for use in educational institutions operated, or to be operated, by the Rosebud Sioux Tribe

2. To voluntarily furnish management, administrative and other advice, support, training and assistance to members of the Tribe in order to enable them to develop necessary skills successfully to operate and administer educational institutions.

3. To encourage and voluntarily assist Indians to organize, create, acquire, obtain financing for, own, manage and operate educational institutions.

4. To obtain information and conduct research, studies and analyses, and prepare and publish reports, as to any and all matter that may be of use in furthering the expansion of educational institutions operated by Indians, including information, research, studies, analyses, and reports as to services, skills, sources of financing and any and all other matters.

5. To conduct educational and other efforts to eliminate any prejudice and discrimination in the educational and financial community and to foster the establishment of sound and constructive relationships between the educational and financial community and members of the Tribe seeking opportunities in education.

6. To voluntarily aid, support and assist by gifts, contributions, loans, investments and other lawful forms of assistance other persons or organizations seeking to expend the opportunities for educational self-determination by members of the Tribe or furnishing assistance to members of the Tribe in organizing, creating, acquiring, obtaining financing for, administering and operating educational institutions.

E. In furtherance, but not in limitation of the foregoing purposes, the Corporation shall have power and authority:

1. to receive and administer funds and contributions by gift, deed, bequest, and otherwise to acquire money, securities, property, rights and services of every kind and description, and to hold, invest, expend, contribute, use, sell, or otherwise dispose of any money, securities, property, rights or services so acquired for the purpose above mentioned;
(2) To borrow money and to make, accept, endorse, execute and issue bonds, debentures, promissory notes, and other corporate obligations, for moneys borrowed, or in payment for property acquired or for any of the purposes of the Corporation, and to secure payment of any such obligation by mortgage, pledge, deed, indenture, agreement or other instrument of trust, or by other lien upon, assignment of or agreement in regard to all or any part of the property, rights or privileges of the Corporation.

(3) To invest and reinvest its funds in such mortgages, bonds, notes, debentures, shares or preferred and common stock, and any other securities of any kind whatsoever, and property, real, personal or mixed, tangible or intangible, all as the Corporation’s board of directors shall deem advisable and as may be permitted by law;

(4) To do all such other acts as are necessary or convenient to accomplish the objects and purposes set forth to the same extent and as fully as any natural person could or might do and as are not forbidden by law or by this Certificate of Incorporation or by the By-Laws of the Corporation; and

(5) To have all powers that may be conferred upon the charitable corporations formed under the non-profit Corporations Law of the State of South Dakota.

All of the foregoing purposes and powers and all other purposes and powers in which the Corporation is permitted to engage by this Certificate of Incorporation shall be exclusively for such public charitable and educational purposes as are within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954 as it is currently and shall hereafter be in force and effect. Nothing herein contained shall authorize the doing of any act which would require the approval of any Department of the State of South Dakota.

No part of any net earnings of the Corporation shall inure to the benefit of any member or individual, and no substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting, to influence legislation. Upon any dissolution of the Corporation no member shall be entitled to any distribution or division of its remaining property or its proceeds, and the balance of all money and other property received by the Corporation from any source, including its operations, after the payment of all debts and obligations of the Corporation of whatever kind and nature, shall be used or distributed, subject to the provisions of SDCL 1967 47-26 of the State of South Dakota, exclusively for purposes within those set forth in Article III of this Certificate and within the intendment of Section 501(c)(3) of the Internal Revenue Code of 194 as the same may be amended from time to time.
ARTICLE IV
Membership

Membership in the Corporation shall be open only to the persons who meet the qualifications of membership as prescribed in the by-laws.

ARTICLE V
Registered Office and Registered Agent

The initial registered office is located at Box Mission, South Dakota, and the initial registered agent at that office is South Dakota Legal Services Incorporated.

ARTICLE VI
Board of Directors

This corporation shall be managed by a board of directors consisting of at least three, and not more than eleven, members of the corporation as further prescribed by in the by-laws. Incorporating directors shall serve until their successors are duly elected and qualified as prescribed in the by-laws. The names and addresses of those who are to serve as incorporating directors until their successors are elected and qualified shall be:

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ARTICLE VII
Regulation of Internal Affairs

Regulation of the internal affairs of this corporation which are not inconsistent with law shall be governed by the by-laws.

IN TESTIMONY WHEREOF we have herunto set our hands this _________________ day of _________, 1975.

NAME    ADDRESS

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Sinte Gleska University By-Laws

BY-LAWS
SINTE GLESKA UNIVERSITY INC.

These By-laws set forth the rules and guidelines for the internal governance and control of Sinte Gleska University, Inc. The provisions of the Sinte Gleska University, Inc. Corporate Charter take precedence over any inconsistent rules and guidelines set forth herein.

ARTICLE ONE
OFFICES
The principal office of the University shall be located on the Rosebud Sioux Indian Reservation, Mission, South Dakota. The Board of Regents shall have the power and authority to establish and maintain branch or subordinate offices at any other locations it deems appropriate.

ARTICLE TWO
MEMBERSHIP

Section One. Requirements for Membership.
The membership of the Corporation shall consist of all persons at least eighteen years of age who are Rosebud Sioux Tribal members under Article Two of the Rosebud Sioux Tribe’s Constitution, all full- or part-time students of Sinte Gleska University, and all staff and faculty of Sinte Gleska University.

Section Two. Classification of Members.
Corporation Membership shall be of two classes, as follows:
1. Class One shall consist of all persons at least eighteen years of age who are or qualify as Sicangu Lakota Oyate members under Article Two of the Rosebud Sioux Tribe’s Constitution. Class One members may vote on all matters to be decided by the Corporate membership.
2. Class Two shall consist of three categories:
   a. All full- or part-time students of Sinte Gleska University;
   b. All staff of Sinte Gleska University; and
   c. All faculty of Sinte Gleska University.
Class Two members shall vote only in elections to select a Regent for their category.

Section Three. Immunity of Corporate Members.
Members of the Corporation shall not be liable in any way for any obligations, debts, or conduct of the Corporation.

ARTICLE THREE
MEMBERSHIP MEETINGS

Section One. Membership Meetings.
Members shall meet annually on the same day and same place as the annual Sinte Gleska University graduation. The purpose of the annual meeting shall be to disseminate the annual, financial, and Board of Regents reports and to transact such other business as may properly come before the meeting.
Additional meetings of Corporate members may be called from time to time by the Board of Regents or by submission of a petition calling for a meeting and setting
out the specific business to be considered, signed by at least two hundred fifty individual Class One members.
The petition must be delivered to the Chair of the Board of Regents or, in the Chair’s absence, to the Vice Chair, who shall within fifteen (15) working days after receipt of a valid petition set a date, time, and place for the meeting and cause notice of the meeting to be given to the members as provided in Section Two of this Article. Failure of the Chair or Vice Chair to give proper notice of a meeting called by the members through a petition may result in removal from the Board as provided by the Board of Regents Policies and Procedures Handbook.

Section Two. Notice of Meetings.
Written notice of all meetings of the Corporate members shall be posted not less than fifteen (15) working days before the day on which the meeting is to be held. The Chair or Vice Chair of the Board of Regents shall cause written notices of properly called meetings to be posted on conspicuously located bulletin boards in each community within the four (4) regions of the Sicangu Oyate. Notice may additionally be given by such other means as the Board of Regents may direct. Such notices shall state the date, time, and place of the meeting and the authority pursuant to which the meeting is called.

Section Three. Quorum.
A quorum at any meeting of Corporate members is one hundred fifty (150) Class One members.

Section Four. Conduct of Meetings.
The Chair of the Board of Regents or, in the Chair’s absence, the Vice Chair, shall preside at any meeting of the Corporate members. Unexcused absence of the Chair or Vice Chair at any duly called meeting of the members may result in removal from office. In the absence of both the Chair and Vice Chair at a duly called meeting, the meeting shall not be convened. Rules of Order as outlined in the Board of Regents Policies and Procedures Handbook will be used to conduct the meeting.

Section Five. Voting.
All matters coming properly before any meeting of the Corporate members shall be decided by the affirmative vote of a majority of the Class One voting members present at the meeting. Each Class One member present at a meeting of the Corporation may cast one (1) vote on any and all matters voted upon. Voting by proxy is prohibited.

ARTICLE FOUR
BOARD OF REGENTS

Section One. Number, Composition, and Representation.
The Interim Board of Regents shall continue as the Board of Regents until initial elections are held during the Fall of 2005. The Board of Regents shall consist of nine (9) voting Regents, two (2) non-voting Regents, all of whom shall be members of the Rosebud Sioux Tribe, and such honorary non-voting Regents as may be appointed from time to time. Voting and non-voting Regents must be Class One members who satisfy the requirements set forth below in Section Two of Article Three of these By-laws. Regents shall represent the following constituencies in the number provided:

1. One (1) voting Regent shall be the elected President of the Sinte Gleska Student Association;
2. One (1) voting Regent shall be elected from the staff of Sinte Gleska University;
3. One (1) voting Regent shall be elected from the faculty of Sinte Gleska University;
4. Four (4) voting Regents shall be elected from the four (4) regions of the Sicangu Oyate, one (1) from each region;
5. One (1) voting Regent shall be elected from the elder members of the Sicangu Oyate;
6. One non-voting Regent shall be the Chair of the Sicangu Oyate Okolakiciye Education Committee or his designee;
Section Two. General Eligibility Requirements.

Any person serving on the Board of Regents:

1. Must be an enrolled member of the Sicangu Oyate eighteen (18) years or older;
2. Must be dedicated to the purposes of the Corporation, as set forth in the Sinte Gleska University mission and goals statements;
3. May never have been convicted of a felony or a Class A crime under the Rosebud Sioux Tribal Criminal Code;
4. May not be involved as a plaintiff in litigation against the University at the time of election;
5. May not be an Officer of the Corporation as provided by Article Four, Section One of these By-laws, except President; and
6. Must satisfy all other requirements of these By-laws to be seated as Regent.

Section Three. Student Regents.

Regents representing the student body of Sinte Gleska University must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of nomination and throughout the term of service:

1. Be enrolled as a student at the University;
2. Maintain student status:
   a. As a full-time student enrolled in courses totaling at least twelve (12) credit hours; or
   b. As a part-time student enrolled in courses totaling at least six (6) credit hours; and
   c. Student Regents may not serve as full-time University staff during their tenure as a Student Regent.
3. Have a minimum 2.5 cumulative grade point average (GPA) on a 4.0 scale.

Only full-time students enrolled at the University may sign petitions or vote for Student Regents. The Student Regent shall be elected for a term of one academic year, beginning on October 2 and ending on September 30, of the following year. The Student Regent shall serve until the earlier of the following: the Student Regent’s status as a full-time student has changed due to completion of the Student Regent’s course of study; or departure from the University. The Student Regent shall meet with the student body at least four (4) times during each semester of the Student Regent’s term on the Board to report and hear concerns and shall support by their votes the consensus of the student body as reflected by the minutes and actions taken by the Sinte Gleska University Student Association.

Section Four. Staff Regents.

Regents representing the staff of Sinte Gleska University must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of nomination and throughout the term of service, be a full-time staff employee of Sinte Gleska University. Staff employees are all employees except faculty and Corporation Officers. Only staff employees of the University may sign petitions or vote for Staff Regents. Staff Regents shall be elected for a term of one year, beginning on October 2 and ending on September 30, and shall serve until the earlier of the following: their status as a full-time employee has changed by mutual agreement; or the staff member has left the University and/or a successor is appointed and seated to fill the remainder of their term and/or a successor is elected and seated. The Staff Regent shall meet with staff employees at least four (4) times during each term on the Board to report and hear concerns and shall support by his or her votes the consensus of the staff as reflected by the minutes and actions taken by the Sinte Gleska University staff.

Section Five. Faculty Regents.

Regents representing the faculty of Sinte Gleska University must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of nomination and throughout the term of service, be a full-time faculty employee whose position includes teaching, scholarship, and service activities as provided by the Sinte Gleska University Faculty Handbook. Only faculty of the University may sign petitions or vote for Faculty Regents. Faculty Regents shall be elected for a term of one year, beginning on October 2 and ending on September 30, and shall serve until a successor is seated.
The Faculty Regent shall meet with the faculty at least four (4) times during each term on the Board to report and hear concerns and shall support by his or her votes the consensus of the Faculty as reflected by the minutes and action taken by the Sinte Gleska Faculty.

Section Six. Regional Regents.

Four (4) regions of the Sicangu Oyate are hereby established as set forth hereafter for the purpose of electing Regents to the Sinte Gleska University Board of Regents:

Region One shall consist of the St. Francis, Two Strike, Spring Creek, Upper Cut Meat, and Grass Mountain Communities;
Region Two shall consist of the Rosebud, Soldier Creek, He Dog, Parmelee, Black Pipe, and Corn Creek Communities;
Region Three shall consist of the Antelope, Ring Thunder, Horse Creek, and Swift Bear Communities; and
Region Four shall consist of the O’Kreek, Butte Creek, Ideal (Winner), Bull Creek, and Milk’s Camp Communities.

The Regents representing each of the regions set forth above must meet title general eligibility requirements set forth in Section Two of this Article and must, at the time of nomination and throughout the term served:

1. Be a resident of the region they seek to represent on the Board of Regents; and
2. Not be a student, staff member, faculty member, or Officer of Sinte Gleska University.

Only Class One members of the Corporation residing within the region are eligible to sign petitions. Regents shall be elected by Class One members of the Corporation casting ballots in the at-large election.

Regional Regents shall meet at least once with the membership of each community and hold one (1) at-large regional Regent meeting during each term on the Board to report and hear concerns and shall support by their votes the consensus of their region as best discerned from the minutes and action taken by the communities comprising the region.

To insure continuity of elected leadership on the Board of Regents, terms of regional Regents on the Board shall be staggered as follows:

1. Regional Regents elected to represent Regions One and Three above in the first election under these By-laws shall serve a term of two years or until their successors are seated;
2. Regional Regents elected to represent Regions Two and Four in the first election under these By-laws shall serve a term of four years or until their successors are seated; and
3. All regional Regents elected after the first election under these By-laws shall serve a term of four (4) years or until their successors are seated.

Section Seven. Elder Regents.

Regents representing the elders of the Sicangu Oyate must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of election, be sixty five (65) years or older.

Only Class One members of the Corporation may sign petitions. Only Class One members, sixty five (65) years of age or older at the time of the election, may vote for Elder Regents.

Elder Regents shall be elected for a term of two (2) years, beginning on October 2 and ending on September 30 two (2) years thereafter, and shall serve until a successor is seated.

Section Eight. Sicangu Oyate Okolakiciye Regent.

The Chair or his designee of the Rosebud Sioux Tribe’s Education Committee shall serve as the non-voting Sicangu Oyate Okolakiciye Regent, and the Chair’s term on the Board shall coincide with his or her term on the Education Committee.

Section Ten. Honorary Board of Regents Members.

The Board of Regents may designate persons as Honorary Regents for such terms as it deems reasonable in recognition of their accomplishments or in anticipation of their contribution to the best interests of the University. Honorary Regents shall not be allowed to vote, but may participate in meetings.
Section Eleven. Election Committee.
The Board of Regents, within a reasonable time prior to any election, shall appoint an Election Committee of five members. Persons appointed to the Election Committee must be Class One members and shall serve at the pleasure of the Board.
The Election Committee, under policies and procedures approved by the Board, shall carry out all elections under these By-laws, including giving notice of elections, determining eligibility of candidates, overseeing voting, counting votes and certifying election results, and administering election challenges. Decisions of the Election Committee are final, with no right to appeal.
The policies and procedures approved by the Board for conducting the elections under these By-laws shall provide, among other things, that notice of elections be given at least forty-five (45) days prior to elections by the placing of written notices on conspicuously located bulletin boards in each community.

Section Twelve. Election Procedure.
All voting shall be by secret ballot. No member of the Corporation shall be required under any circumstances by any person to reveal the candidates or positions on propositions for which his or her votes were cast.

Section Thirteen. Terms.
No Regent eligible to vote on Board decisions shall serve more than two (2) consecutive terms. Thereafter, a former Regent may serve the University as provided by Article Seven and Section Ten, Article Four of these By-laws.

Section Fourteen. Election of Student Regent.
Elections for Student Officers, including the Sinte Gleska University Student Association President who serves as Regent shall be held annually during the third week in September at a date and time determined by the Student Election Committee.
One week prior to the start of first semester classes, the Student Election Committee shall give notice of the election and make available forms for nominating petitions. Petitions for Student Association Officers must contain the names of forty (40) students and must be filed as required by the Student Election Committee no later than 5 p.m. on the Friday of the first week of September.
Only students may vote for Student Regents.
The Student Election Committee shall certify as Student Regents the two candidates receiving the most votes.

Section Fifteen. Election of Staff Regent.
Elections for Staff Regents shall be held annually during the third week of September at a date and time determined by the Election Committee.
One week prior to the start of the first semester classes, the Election Committee shall give notice of the election and make available forms for nominating petitions. Petitions for Staff Regents must contain the names of twenty persons employed as University staff and must be filed as required by the Election Committee no later than 5 p.m. on the Friday of the first week of September.
Only staff may vote for Staff Regents.
The Election Committee shall certify as Staff Regent the candidate receiving the most votes.

Section Sixteen. Election of Faculty Regents.
Elections for Faculty Regents shall be held annually during the third week of September at a date and time determined by the Election Committee.
One week prior to the start of the first semester classes, the Election Committee shall give notice of the election and make available forms for nominating petitions. Petitions for Faculty Regents must contain the names of fifteen (15) persons employed as University faculty and must be filed as required by the Election Committee no later than 5 p.m. on the Friday of the first week of September.
Only faculty may vote for Faculty Regents.
The Election Committee shall certify as Faculty Regent the candidate receiving the most votes.
Section Seventeen. Election of Regional Regents.
Notice of expiration of the term of any Regional Regent shall be given by the Election Committee at least ninety (90) days prior to expiration of the term. The notice shall be given by the placing of written notices on conspicuously located bulletin boards in each community within the region and by such other means as the Election Committee deems proper. The notice shall state the term that will expire; the qualifications for the position; and the requirements of the nominating petition, including the deadline for filing and the requirement that the petition be signed by fifty (50) Class One members of the Corporation who reside in the electing region.

Elections for Regional Regents shall be held on the fourth Thursday of October at the same time as the general election of the Sicangu Lakota Oyate. Notice of elections for Regional Regents shall be given at least forty-five (45) days prior to the election by the placing of written notices on conspicuously located bulletin boards in each community within the region and by such other means as the Election Committee deems proper. Only Class One members of the Corporation may vote for Regional Regents. The Election Committee shall certify as Regional Regent the candidate receiving the most votes in each region.

Section Eighteen. Election of Elder Regent.
Notice of expiration of the term of any Elder Regent shall be given by the Election Committee at least ninety (90) days prior to expiration of the term. The notice shall be given by the placing of written notices on conspicuously located bulletin boards in each community within each region and by such other means as the Election Committee deems proper. The notice shall state the term that will expire; the qualifications for the position; and the requirements of the nominating petition, including the deadline for filing and the requirement that the petition be signed by fifty (50) Class One members of the Corporation.

Elections for the Elder Regent shall be held on the fourth Thursday of October at the same time as the general election of the Sicangu Oyate. Notice of elections for Elder Regents shall be given at least forty (40) days prior to the election by the placing of written notices on conspicuously located bulletin boards in each community within each region or by such other means as the Election Committee deems proper. Only Class One elder members, sixty five (65) years or older at the time of the election of the Corporation may vote for Elder Regents. The Election Committee shall certify as Elder Regent the candidate receiving the most votes.

Section Nineteen. Seating of Regents.
Persons elected Regent shall be seated on the Board of Regents at the first regular monthly meeting following their certification by the Election Committee.

Section Twenty. Officers of the Board of Regents.
The Board of Regents shall elect a Chair and a Vice Chair from among the one (1) Elder Regent and the four (4) Regional Regents. The election shall take place at the November meeting of the Board of Regents. The Chair and Vice Chair shall serve terms of one year, commencing on the date of their election, and shall serve until their successors are seated.

If the Chair or Vice Chair ceases to be a member of the Board of Regents, the remaining members of the Board shall select a replacement from the remaining Elder and Regional Regents to serve the balance of the term.

Sinte Gleska University shall provide an Executive Secretary to the Board of Regents, who shall act at the Board’s direction and serve at the Board’s pleasure.

Section Twenty-One. Removal of Elected Regents.
Any elected Regent shall be automatically removed from office upon the commission of any of the following acts:
   1. Theft or misuse of University money or property;
   2. Conviction of a felony, a Class A crime under the Rosebud Sioux Tribe’s Law and Order Code, or a misdemeanor involving moral turpitude;
   3. Maintenance of a lawsuit against the University;

Any elected Regent may be removed from office upon the commission of any of the following acts:
   1. Malfeasance or misfeasance as a Regent while in office, including failure to attend meetings;
   2. Commission of any act bringing shame upon or causing embarrassment to the University; or
3. Failure to represent the interests of his or her constituency, as required by these By-laws.

The removal process for an elected Regional Regent, Elder Regent, Student Regent, a Staff Regent, or a Faculty Regent may begin with a petition process with the submission of the petition to the Board:

1. Petitions to remove a Student Regent must be signed by two hundred students;
2. Petitions to remove a Staff Regent must be signed by forty staff members;
3. Petitions to remove a Faculty Regent must be signed by thirty faculty members;
4. Petitions to remove an at-large Regional Regent must be signed by four hundred (400) members of the Corporation.
5. Petitions to remove an Elder Regent must be signed by twenty-five (25) Corporate members who are seventy-four (74) years of age or older.

The removal of any Regent may be instituted by motion of the Board.

The petition or motion shall specify the grounds for removal.

Upon submission of a petition, the Executive Secretary to the Board of Regents shall verify the signatures and, if the petition is in proper order, submit the petition to the Board of Regents within five (5) working days thereafter.

A Grievance Committee shall be appointed by the Board of Regents to consider any petition or motion to remove a Regent, as provided by the Board of Regents Policies and Procedures Handbook. The decision of the Grievance Committee shall be final.

Section Twenty-two. Vacancies.
If a vacancy on the Board is created by a change in the Student Regent’s status as a full-time student or departure of the Student Regent from the University, at the Board’s discretion, the Board may appoint a successor to the said Student Regent or, the Board may choose to leave the Student Regent’s position vacant until the next student election. Vacancies may also result due to the resignation, death, or removal of a Regent, or if a Regent becomes disqualified according to these By-laws, the Board of Regents shall call a special meeting no more than thirty (30) days after the vacancy occurs. At the special meeting, the Board shall appoint another person to serve as Regent for the unexpired term of his or her predecessor, where the unexpired term is of two (2) years or less in duration. Any person appointed to fill a vacancy on the Board must meet the eligibility requirements of these By-laws. Where there is an unexpired term vacant on the Board which is of more than two (2) years in duration, a special election shall be held to fill that vacancy on the Board no more than thirty (30) days after the vacancy occurs.

An oral or written resignation submitted in accordance with the provisions of the Board of Regents Policies and Procedures Handbook shall be effective immediately upon submission without requirement of further action.

Section Twenty-three. Immunity of Regents.
Regents acting within the scope of their position and duties, in toto shall not be liable in any way for any obligations, debts, or conduct of the Corporation.

ARTICLE FIVE
BOARD OF REGENTS
DUTIES AND RESPONSIBILITIES

Section One. General
The Board of Regents is responsible for the general governance of the corporation, to include upholding and supporting the Sinte Gleska University mission statement, the goal statements, and the Preamble for the Bylaws; and enhancing the organization’s public image. This responsibility and authority may be exercised only by the board as a unit. Individual regents are without power to act separately in connection with corporation business.

Major activities within the purview of The Board of Regents include participation in planning for the University; ensuring adequate resources by participating in fundraising activities; approval and adoption of institutional policies; approval of the organizational management structure; approval of the annual University budget; approval of financial depositories of the University and persons authorized to sign checks for the University; assessing its own performance; and other duties as specified in the Board of Regents Policies and Procedures Handbook.

The fiduciary nature of the role of the Board requires that every regent perform his or her responsibilities and duties in a manner that places the interests of the cor
Section Two. Selection of the Wounspe Itancan ici Nunpa (President)
The Board of Regents will ensure that the selection will be in accordance with the appropriate spiritual and cultural practices of the Sicangu Lakota Oyate and will be considered binding.

Section Three. Installation of the Wounspe Itancan ici Nun pa (President)
The Board of Regents will ensure that the installation of the Wounspe Itancan shall be in accordance with appropriate Sicangu Lakota spiritual and cultural ceremonies.

Section Four. President’s Performance Review.
The Board of Regents will conduct an annual review of the Wounspe Itancan ici Nunpa (President) in accordance with Sinte Gleska University Administrative Policies and Procedures Handbook.

Section Five. Selection of a Wounspe Itancan Tokahe (Chancellor)
The Board of Regents may designate and/or select a Chancellor to act as ambassador to promote the vision of Sinte Gleska University Founders’ and the wishes of the Sicangu Lakota Oyate in fulfilling the needs of Sinte Gleska University.

Section Six. Transition of Leadership.
The transition of leadership shall only be done with appropriate Sicangu Lakota spiritual and cultural ceremonies.

Section Seven. Delegation of Authority
As the corporation’s governing body, the Board of Regents delegates responsibility for day-to-day management and leadership of the corporation to officers of the University who shall be responsible for implementation of the policies and directives adopted by the board, as provided in Article Six, Section Two of these by-laws.

ARTICLE SIX
MEETINGS OF REGENTS

Section One. Regular Meetings.
Meetings of the Board of Regents for the conduct of regular business shall be held monthly commencing on the second Tuesday of the month following the election at 1:00 p.m. at the Sinte Gleska University Administration Building, or at such other time and place as the Board authorizes.

Section Two. Special Meetings.
Special meetings of the Board of Regents may be called by the Chair or by any three (3) Regents upon written request to the Chair, or in the Chair’s absence the Vice Chair, setting forth the business to be considered. Within five (5) days after receipt of a request, written or oral notice shall be given to the Board of the date, time, and place of the meeting and the business to be conducted at the meeting. No business other than that set forth in the notice of special meeting may be transacted.

Section Three. Notice and Waiver.
At least twenty-four (24) hours’ notice of a special meeting shall be given to the Regents. Notice shall be in writing and personally delivered or mailed, unless
circumstances permit only oral notice. Notice is not required for regular meetings, unless the Board changes the date, time, and place of the meeting, in which case notice shall be given in the same manner as notice of special meetings, except that the business to be considered need not be set forth. Notice of any special meeting is not required if all Regents sign a waiver of notice and consent to the meeting, which shall be entered into and made a part of the Corporation minutes. Any objection to meetings based on insufficient notice or absence of waiver and consent shall be entered into and made a part of the Corporation minutes.

Section Four. Quorum.
A majority of voting Regents constitutes a quorum for the transaction of any business properly before the Board of Regents. However, no meeting can be held unless either the Chair or Vice Chair is present.

Section Five. Procedure.
The Chair or Vice Chair shall preside at meetings of the Board of Regents, and the Executive Secretary or some other suitable person appointed by the Board shall record minutes of meetings. Rules of Order shall be used to conduct meetings.

Section Six. Voting.
Each voting member of the Board of Regents may cast one vote on all business that is properly brought before the Board. All business shall be decided by the affirmative vote of a majority of the voting Regents. Voting by proxy is prohibited.

Section Seven. Recess.
The Board of Regents may recess any of its meetings from day to day without further notice.

Section Eight. Annual Meeting
There shall be an annual meeting for the purpose of electing officers of the Board of Regents to be held the second Tuesday of November.

ARTICLE SEVEN
OFFICERS OF THE CORPORATION

Section One. Officers.
Officers of the Corporation shall include the President, a Chancellor, one or more Vice Presidents, and a Chief Financial Officer.

Section Two. Authority of Officers.
The President shall be the Chief Executive and Administrative Officer of the Corporation. The Vice President(s) and the Chief Financial Officer shall be appointed by the President following consultation with and advice from faculty and staff as provided by the Sinte Gleska University Administrative Policies and Procedures Manual. The Officers herein shall have the powers and shall discharge all duties as necessary to serve the mission and purposes of Sinte Gleska University.

Section Three. Duties of the President:
1. Shall be responsible for the day-to-day management, supervision, and leadership of the University;
2. May hire and terminate employees of Sinte Gleska University;
3. May establish special committees with definite terms whose members shall serve without compensation; and
4. Shall have the powers and shall discharge the duties customarily and usually held and performed as necessary to serve the mission and purposes of Sinte Gleska University.

Under the direction of the President and in communication and concert with each other and the involvement of the communities and school systems, the Officers of the Corporation shall direct the implementation of institutional policies and directives adopted by the Board of Regents. Officers shall perform their respective roles in a manner that advances the mission and goals of the University and ensures the integrity and continuity of its operations.

Section Four. Salaries.
The compensation of the Officers shall be fixed by the Board of Regents.

Section Five. Immunity of Officers.
Officers of the Corporation shall not be liable in any way for any obligations, debts, or conduct of the Corporation.

ARTICLE EIGHT
COMMITTEES
The Board of Regents may establish special committees or study groups to advise the Board on necessary matters. The Board shall determine the duties, powers, composition, and terms of office of such committees or groups unless otherwise specified by Board action.
Each committee or study group shall be governed in its proceedings by these By-laws and directions given by the Board.

ARTICLE NINE
BUSINESS AFFAIRS

Section One. Depositories.
All funds of the Corporation shall be deposited in such financial institutions as required by Tribal or Federal law or regulation and approved by resolution of the Board of Regents. Reasonable and prudent care shall be exercised over all assets and funds of the Corporation.

Section Two. Signatures.
Checks, drafts, and other financial documents shall be signed by such Officers, staff, or other persons as designated by resolution of the Board of Regents.

Section Three. Loans and Indebtedness.
The Corporation shall not issue any loans or advances, unless authorized by resolution of the Board of Regents. No loan shall be made to any Regent or Officer of the Corporation. Payment of salaries under policies approved by the Board shall not be deemed loans or advances.
The Corporation shall not execute any note or other evidence of indebtedness unless authorized by resolution of the Board of Regents. Any such authorization may be general or specific, may be directed to a specific Officer, or may include authorization to pledge property owned by the Corporation as security or collateral.
Board of Regents authorization of routine business in the normal course of operations is not required, though such transactions may legally obligate the Corporation or result in debt.

Section Four. Expenditures.
Approval of the annual institutional budget by the Board of Regents shall constitute general authorization for expenditure of funds.

Section Five. Contracts.
Only Officers of the Corporation, or other persons specifically authorized by resolution of the Board of Regents, may enter into contracts on behalf of the Corporation. Any contract or instrument executed and delivered in the name of the Corporation by persons other than an Officer or person specifically authorized by resolution is void.

In the event that the Board authorizes persons other than an Officer of the Corporation to execute a contract or other document creating an obligation on behalf of the Corporation, the President and Chief Financial Officer shall be immediately provided with a copy of the resolution and notified of the person authorized and the nature and details of the contract or document.

Section Six. Fidelity Bonds.
The Chair, Vice Chair, President, Vice President(s), Chief Financial Officer, and any other employee who handles funds of the Corporation in any manner, and any other Officers, Agents, and employees of the Corporation specifically designated by the Board of Regents, shall execute fidelity bonds in favor of the Corporation in such amount as directed by the Board. Each such fidelity bond shall be executed by the Officer, Agent, or employee as principal and by a corporate surety company approved by the Board, provided, however, that in the case of employees blanket bonds may be employed in lieu of individual bonds. The Corporation shall pay all premiums for required fidelity bonds.

Section Seven. Books and Records.
The Corporation shall keep complete and correct books and records of account and shall also keep minutes of the proceedings of its Members, Board of Regents, committees, and groups.

Section Eight. Corporate Seal.
The Board of Regents shall adopt a corporate seal, which shall be circular in form and shall have inscribed thereon the name “Sinte Gleska University” and the words “Corporate Seal.” The seal shall be stamped or affixed to such documents as may be prescribed by law or custom or by the Board of Regents.

Section Nine. Gifts.
The Board of Regents may accept on behalf of the Corporation any contribution, gift, bequest, or devise for any purpose of the Corporation.

Section Ten. Intellectual and Other Property Rights.
All intellectual and other property, including but not limited to drawings, pictures, logos, emblems, textbooks, novels, productions, songs, poems, artwork, curriculum, films, recordings, publications, magazines, anthologies, treatises, plays, movies, narratives, inventions, and scientific, archaeologic, or cultural discoveries, in whatever form and wherever found, generated by the University or any person in its employment, shall be the exclusive property of the University and no reproduction, sale, or use of said property in any manner shall be permitted except under policies and procedures adopted by the Board of Regents.

ARTICLE TEN
INDEMNIFICATION OF REGENTS AND OFFICERS

Each Regent, Officer, or employee of the Corporation, now or hereafter serving as such, shall be indemnified by the Corporation against any and all claims and liabilities to which that person has or shall become subject by reason of serving or having served as such Regent, Officer, or employee, or by reason of any action alleged to have been taken, omitted, or neglected by such person as Regent, Officer, or employee; and the Corporation shall reimburse each person for all legal expenses reasonably incurred by him/her in connection with any such claim or liability, provided, however, that no such person shall be indemnified against nor reimbursed for any expense incurred in connection with any claim or liability arising out of that person’s own willful misconduct or gross negligence. The amount to be paid herein is contingent on availability of funds and may be satisfied by insurance purchased by the Corporation and shall not exceed actual, reasonable, and necessary expenses incurred in connection with the matter involved.
ARTICLE ELEVEN
DISSOLUTION

If the Corporation is dissolved, its assets shall be liquidated, its debts paid and its remaining assets, if any, distributed to the Sicangu Oyate for educational purposes, all consistent with its Corporate Charter.

ARTICLE TWELVE
AMENDMENTS TO BY-LAWS

The Board of Regents may amend these By-laws at a regular or special meeting or at a corporate meeting called for that purpose and approved by a vote of eligible voters. Any amendments must be consistent with the Corporate Charter.

CERTIFICATION

This is to certify that the above Sinte Gleska University Inc. By-Laws were passed by the Rosebud Sioux Tribal Council in session on April 16, 2003, by a vote of Thirteen (13) in favor, Two (2) opposed and One (1) not voting. The said By-Laws were adopted pursuant to authority vested in the Council. A quorum was present.

ATTERT:

/s/
Geraldine Night Pipe, Secretary
Rosebud Sioux Tribe

/s/
William Kindle, President
Rosebud Sioux Tribe

AMENDMENT TO THE BY-LAWS OF
SINTE GLESKA UNIVERSITY, INC.

At a duly called meeting of the Sinte Gleska University Interim Board of Regents held on September 29, 2005, of which a quorum was present, an amendment to the SGU By-laws was enacted by Resolution No. 2005-01:

Page 3, Article Four: Board of Regents - Section One. Number, Composition and Representation:

“postpone and continue the elections to replace the interim Board of Regents for not less than two and not more than four years.”

ATTEST:

/s/
Evelyn White Hawk, Secretary
SGU Interim Board of Regents
WHEREAS: Sinte Gleska University was founded in 1970 as a tribally-chartered higher education entity of the Sicangu Oyate (Rosebud Sioux Tribe) to design and deliver appropriate programs, services and opportunities on behalf of the Sicangu Lakota Oyate; and

WHEREAS: during the past 40 years Sinte Gleska University has evolved from a conceptual idea with a modest origin and specific mandate to serve the best interest of tribal citizens and tribal communities to become a leader in the field of Indian Education in the 21st century; and

WHEREAS: Sinte Gleska University’s Mission states that “Sinte Gleska University will provide a model for Indian-controlled education,” and

WHEREAS: Sinte Gleska University conducts continuous research on models of Indian Education, historical Lakota leadership models, governance and cultural practices and beliefs; and

WHEREAS: Sinte Gleska University’s research into non-tribal models of higher education have revealed that most colleges and universities have appointed Board of Directors and Regents who are appointed for terms of not less than six to ten years; and WHEREAS: Sinte Gleska University’s Lakota Studies Department research has shown that tribal leadership was appointed by the Naca or the Wakicunza based on specific criteria of character and ability (or specific skills). Appointments were made for life or until the leader was found unable to fulfill their responsibility effectively; and

WHEREAS: Sinte Gleska University’s research has shown that current models of Indian Education which the Rosebud Sioux Tribal students are subjected to do not work and the institutions are not effective in carrying out their missions; and

WHEREAS: Sinte Gleska University seeks to provide a model for governance of tribal education institutions beginning with the governance structure of the Board of Regents; and

WHEREAS: Article XII of the Sinte Gleska University By-Laws gives authority to the Sinte Gleska University Board of Regents to amend the Sinte Gleska University By-Laws; now

THEREFORE BE IT RESOLVED, that the Sinte Gleska University Interim Board of Regents reaffirm action taken at a duly called Interim Board of Regents meeting at which a quorum was present. Actions reaffirmed in this resolution are:

1) Extend the current terms of the SGU Interim Board of Regents, namely Ms. Cheryl Prue, Ms. Marla Bull Bear, Dr. Olive Pretty Bird, Dr. Julia F. Lambert and Dr. Richard Bordeaux, Sr. for a four-year period at which time the Board of Regents appointment process will be evaluated in accordance with any further recommendations of the NCA visitation team.

2) The Interim Board of Regents authorizes the appointment of an Elder Advisory Council to assist and recommend future appointments according to criteria set forth to fill vacancies; and
THEREFORE BE IT FURTHER RESOLVED, that Sinte Gleska University Interim Board of Regents amend its By-Laws under authority of Article XII of the Sinte Gleska University By-Laws in the following manner: Sinte Gleska University Interim Board of Regents will appoint an Elderly Advisory Council with authority delegated to appoint members to the Sinte Gleska University Board of Regents. Hereafter, the Sinte Gleska University Board of Regents will be appointed by an Elderly Advisory Council. The Sinte Gleska University Board of Regents will consist of seven (7) voting members, one non-voting member, and such other non-voting honorary members as the Board of Regents selects as outlined in Article IV, Section One of the Sinte Gleska University By-Laws; and

BE IT FURTHER RESOLVED, that Sinte Gleska University Board members will meet the following criteria in order to be qualified to serve:

1) Must be an alumni of Sinte Gleska University at the BA or MA Degree level;
2) Must be fiscally responsible in terms of financial debts (i.e., uncleared travel, unpaid salary advances, tuition & fees, etc.) from Sinte Gleska University or any other institution or tribal entity involved with Sinte Gleska University;
3) Must be dedicated to and believe in the concept of tribal colleges/universities;
4) Must be an enrolled member of the Rosebud Sioux Tribe;
5) May not be involved in litigation against the Rosebud Sioux Tribe or any other entity;
6) An individual cannot have been charged with a Class III felony;
7) Bilingual or bi-cultural knowledge preferred;
8) Leadership and work experience in the community or Tribe;
9) Cannot have been removed from any Rosebud Sioux Tribal Board;
10) Not employed privately or in any organization that is in competition with Sinte Gleska University;
11) May not be an Officer of the Corporation as provided by Article IV, Section One of the By-Laws, except President; and
12) Must satisfy all other requirements of the By-laws to be seated as a Regent.

BE IT FURTHER RESOLVED, that a provision shall be added to the amendments to protect the Board of Regents from financial liability so that individuals will be willing to serve on the Board of Regents and said amendment shall read as follows:

“Section Twenty-three. Immunity of Regents. Any individual Regent, or the Regents as a whole, shall be immune from suit, and indemnified for any damages incurred arising out of any action taken in good faith on part of the University and they shall not be liable in any way for any obligations, debts, or conduct of the University, its agents or employees.

BE IT FURTHER RESOLVED, that a complete copy of Article IV, Board of Regents, is attached to this Resolution, with amendments, and said Article IV is approved, passed, and made effective immediately upon the passage of this Resolution.

This is to certify that at a duly called meeting of the Sinte Gleska University Interim Board of Regents held on June 30, 2009 of which a quorum was present that the foregoing resolution was approved by consensus.

/s/
Marla Bull Bear, Chairperson
SGU Interim Board of Regents

/s/
Dr. Richard Bordeaux, Acting Secretary
SGU Interim Board of Regents
SECTION ONE: Number, Composition, and Representation.
The Interim Board of Regents shall continue as the Board of Regents until initial appointments are held. The Board of Regents shall consist of seven (7) voting Regents, one (1) non-voting Regent, all of whom shall be members of the Rosebud Sioux Tribe, and such honorary non-voting Regents as may be appointed from time to time. Voting and non-voting Regents must be Class One members who satisfy the requirements set forth below in Section Two of Article Three of these By-laws. Regents shall represent the following constituencies in the number provided:

1) One (1) voting Regent shall be appointed from the Sinte Gleska Student Association;
2) One (1) voting Regent shall be appointed from the staff and faculty of Sinte Gleska University;
3) Four (4) voting Regents shall be appointed from the four (4) regions of the Sicangu Oyate, one (1) from each region;
4) One (1) voting Regent shall be appointed from the elder Members of the Sicangu Oyate;
5) One (1) non-voting Regent shall be the Chair of the Sicangu Oyate Okolakiciye Education Committee or his designee;

Section Two: General Eligibility Requirements.
Any person serving on the Board of Regents:
1) Must be an Alumni of Sinte Gleska University at the BA or MA Degree level;
2) Must be fiscally responsible in terms of financial debts (i.e. uncleared travel, unpaid salary advances, tuition & fees, etc.) from Sinte Gleska University or any other institution or tribal entity involved with SGU;
3) Must be dedicated to and believe in the concept of Tribal colleges/universities;
4) Must be an enrolled member of the Rosebud Sioux Tribe;
5) May not have been involved or currently involved as a plaintiff in litigation against the Rosebud Sioux Tribe or any other entity;
6) Any individual cannot have been charged and convicted of a Class III felony;
7) Bi-lingual or bi-cultural knowledge preferred;
8) Leadership and work experience in the community or Tribe;
9) Cannot have been removed from any RST Board;
10) Not employed in any organization or privately-owned business that is in competition with Sinte Gleska University;
11) May not be an Officer of the Corporation as provided by Article Four, Section One of these By-laws, except the President; and
12) Must satisfy all other requirements of these By-laws to be seated as a Regent.

Section Three: Student Regents.
Regents representing the student body of Sinte Gleska University must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of nomination and throughout the term of service:
1) Be enrolled as a student at the University;
2) Maintain student status:
   a) As a full-time student enrolled in courses totaling at least twelve (12) credit hours; or
   b) As a part-time student enrolled in courses totaling at least six (6) credit hours; and
   c) Student Regents may not serve as full-time University staff during their tenure as a Student Regent;
3) Have a minimum 2.5 cumulative grade point average (GPA) on a 4.0 scale.
The Student Regent shall be appointed for a term of one academic year, beginning on October 2nd and ending on September 30th of the following year. The Student Regent shall serve until the earlier of the following: the Student Regent’s status as a full-time student has changed due to completion of the Student Regent’s course of study; or departure from the University. The Student Regent shall meet with the student body at least four (4) times during each semester of the Student Regent’s term on the Board to report and hear concerns and shall support by their votes the consensus of the student body as reflected by the minutes and actions taken by the Sinte Gleska University Student Association.

Section Four: Staff/Faculty Regents.
Regents representing the staff/faculty of Sinte Gleska University must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of appointment and throughout the term of service, be a full-time employee of Sinte Gleska University. Full-time Staff and Faculty are all employees except Corporation Officers.
Staff/Faculty Regents shall be appointed for a term of one year, beginning on October 2nd and ending on September 30th, and shall serve until the earlier of the following: their status as a full-time employee has changed by mutual agreement; or the employee has left the University and/or a successor is appointed and seated to fill the remainder of their term and/or a successor is appointed and seated. The Staff/Faculty Regent shall meet with employees at least four (4) times during each term on the Board to report and hear concerns and shall support by his or her votes the consensus of the employees as reflected by the minutes and actions taken by the Sinte Gleska University staff/faculty.

Section Five: Regional Regents.
Four (4) regions of the Sicangu Oyate are hereby established as set forth hereafter for the purpose of appointing Regents to the Sinte Gleska University Board of Regents:

Region One shall consist of the St. Francis, Two Strike, Spring Creek, Upper Cut Meat, and Grass Mountain Communities;
Region Two shall consist of the Rosebud, Soldier Creek, He Dog, Parmelee, Black Pipe, and Corn Creek Communities;
Region Three shall consist of the Antelope, Ring Thunder, Horse Creek, and Swift Bear Communities; and
Region Four shall consist of the O’Kreek, Butte Creek, Ideal (Winner), Bull Creek, and Milk’s Camp Communities.
The Regents representing each of the regions set forth above must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of nomination and throughout the term served:
1) Be a resident of the region they represent on the Board of Regents; and
2) Not be a student, staff member, faculty member, or Officer of Sinte Gleska University.
Only Class One members of the Corporation residing within the region are eligible to nominate candidates. Regents shall be appointed by the Elder’s Advisory Council.
Regional Regents shall meet at least once with the membership of each community and hold one (1) at-large regional Regent meeting during each term on the Board to report and hear concerns and shall support by their votes the consensus of their region as best discerned from the minutes and action taken by the communities comprising the region.
To insure continuity of leadership on the Board of Regents, terms of regional Regents on the Board shall be staggered as follows:
1) Regional Regents appointed to represent Regions One and Three above in the first appointments under these By-Laws shall serve a term of two years or until their successors are seated;
2) Regional Regents appointed to represent Regions Two and Four in the first appointments under these By-Laws shall serve a term of four years or until their successors are seated; and
3) All regional Regents appointed after the first appointments under these By-Laws shall serve a term of four (4) years or until their successors are seated.

Section Six: Elder Regents.
Regents representing the elders of the Sicangu Oyate must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of appointment, be sixty-five (65) years or older. Only Class One members of the Corporation, sixty-five (65) years or older may be appointed by the Elder’s Advisory Council.
Council.
Elder Regents shall be appointed for a term of two (2) years, beginning on October 2nd and ending on September 30th, two (2) years thereafter, and shall serve until a successor is seated.

Section Seven: Sicangu Oyate Okolakiciye Regent.
The Chair of the Rosebud Sioux Tribe’s Education Committee shall serve as the non-voting Sicangu Oyate Okolakiciye Regent, and the Chair’s term on the Board shall coincide with his or her term on the Education Committee.

Section Eight: Honorary Board of Regents Members.
The Board of Regents may designate persons as Honorary Regents for such terms as it deems reasonable in recognition of their accomplishment or in anticipation of their contribution to the best interests of the University. Honorary Regents shall not be allowed to vote, but may participate in meetings.

Section Nine: Elder’s Advisory Council.
The Board of Regents shall appoint an Elder’s Advisory Council of four (4) members with appointment authority to fill future vacancies on the Board of Regents. Persons appointed to the Elder’s Advisory Council must be Class One members, be sixty-five (65) years or older and shall serve at the pleasure of the Board. The Elder’s Advisory Council, under policies and procedures approved by the Board, shall carry out all Board of Regent appointments under these By-laws, including determining eligibility of candidates, reviewing credentials and interviewing candidates and making appointments in accordance with the By-laws. Appointments of the Elder Advisory Council are final, with no right to appeal.
The policies and procedures for making appointments to the Board of Regents shall be approved by the Board of Regents.

Section Ten: Terms.
No Regent eligible to vote on Board decisions shall serve more than two (2) consecutive terms. Thereafter, a former Regent may serve the University as provided by Article Seven and Section Ten, Article Four of these By-laws.

Section Eleven: Appointment of Student Regent.
Appointment for a Student Regent shall be held annually during the third week in September at a date and time determined by the Elder’s Advisory Council. One week prior to the start of first semester classes, the Elder’s Advisory Council shall give notice of the Student Regent vacancy. The SGU Student Association will submit nominations for full-time students to serve on the Board of Regents. The Elder’s Advisory Council will appoint one member of the SGU Student Association to the Board of Regents the third week of September of each year.

Section Twelve: Appointment of Staff/Faculty Regent.
Appointment for Staff/Faculty Regent shall be held annually during the third week of September as determined by the Elder’s Advisory Council. One week prior to the start of the first semester of classes, the Elders Advisory Council shall give notice of the Staff/Faculty regent vacancy. Staff/Faculty will submit nominations for full-time staff/faculty to serve on the Board of Regents. The Elder’s Advisory Council will appoint one member of the SGU Staff/Faculty to the Board of Regents the third week of September of each year.

Section Thirteen: Appointment of Regional Regents.
Notice of expiration of the term of any Regional Regent shall be given to the Elder’s Advisory Council at least ninety (90) days prior to expiration of the term. The notice shall be given by the placing of written notices on conspicuously located bulletin boards in each community within the region and by such other means as the Elders Advisory Council deems proper. The notice shall state the term that will expire; the qualifications for the position; and include the deadline for making nominations. Nominations may be made by Class One members, or by the communities which the Regent will represent. Appointments for Regional Regents shall be made during the third week of September of each year.
Section Fourteen: Appointment of Elder Regent.
Notice of expiration of the term of any Elder Regent shall be given by the Elder’s Advisory Council at least ninety (90) days prior to expiration of the term. The notice shall be given by the placing of written notices on conspicuously located bulletin boards in each community within each region and by such other means at the Elder’s Advisory Council deems proper. The notice shall state the term that will expire; the qualifications for the position; and include the deadline for receiving nominations.
Appointment of the Elder Regent shall be made by the Elder’s Advisory Council during the third week of September.

Section Fifteen: Seating of Regents.
Persons appointed as a Regent shall be seated on the Board of Regents at the first regular monthly meeting following their appointment to the Board of Regents.

Section Sixteen: Officers of the Board of Regents.
The Board of Regents shall select a Chair and a Vice Chair from among the one (1) Elder Regent and the four (4) Regional Regents. The selection shall take place at the November meeting of the Board of Regents. The Chair and Vice Chair shall serve terms of one year, commencing on the date of their selection, and shall serve until their successors are seated.
If the Chair or Vice Chair ceases to be member of the Board of Regents, the remaining members of the Board shall select a replacement from the remaining Elder and Regional Regents to serve the balance of the term.
Sinte Gleska University shall provide an Executive Secretary to the Board of Regents who shall act at the Board’s direction and serve at the Board’s pleasure.

Section Seventeen: Removal of Appointed Regents.
Any appointed Regent shall be automatically removed from office upon the commission of any of the following acts:
1) Theft or misuse of University money or property;
2) Conviction of a felony, a Class A crime under the Rosebud Sioux Tribe’s Law and Order Code, or a misdemeanor involving moral turpitude;
3) Maintenance of a lawsuit against the University.
Any appointed Regent may be removed from office upon the commission of any of the following acts:
1) Malfeasance or misfeasance as a Regent while in office, including failure to attend meetings;
2) Commission of an act bringing shame upon or causing embarrassment to the University; or
3) Failure to represent the interests of his or her constituency, as required by these By-laws.
The removal process for any appointed Regional Regent, Elder Regent, Student Regent, or a Staff /Faculty Regent may begin with a petition process with the submission of the petition to the Board:
1) Petitions to remove a Student Regent must be signed by two-hundred students;
2) Petitions to remove a Staff Regent must be signed by seventy staff members;
3) Petitions to remove an at-large Regional Regent must be signed by four hundred (400) members of the Corporation;
4) Petitions to remove an Elder Regent must be signed by twenty five (25) Corporate members who are sixty-five (65) years of age or older.
The removal of any Regent may be instituted by motion of the Board.
The petition or motion shall specify the grounds for removal.
Upon submission of a petition, the Executive Secretary to the Board of Regents shall verify the signatures and, if the petition is in proper order, submit the petition to the Board of Regents within five (5) working days thereafter.
A Grievance Committee shall be appointed by the Board of Regents to consider any petition or motion to remove a Regent, as provided by the Board of Regents Policies and Procedures Handbook. The decision of the Grievance Committee shall be final.

Section Eighteen: Vacancies.
If a vacancy on the Board is created by a change in the Student Regent’s status as a full-time student or departure of the Student Regent from the University, at the Board’s discretion, the Board may appoint a successor to the said Student Regent or, the Board may choose to leave the Student Regent’s position vacant until the next student election.

Vacancies may also result due to the resignation, death, or removal of a Regent, or if a Regent becomes disqualified according to these By-laws, the Board of Regents shall call a special meeting no more than thirty (30) days after the vacancy occurs. At the special meeting, the Board shall appoint another person to serve as a Regent for the unexpired term of his or her predecessor, where the unexpired term is of two (2) years or less in duration. Any person appointed to fill a vacancy on the Board must meet the eligibility requirements of these By-laws. Where there is an unexpired term vacant on the Board which is of more than two (2) years in duration, the Elder’s Advisory Council shall fill that vacancy on the Board no more than thirty (30) days after the vacancy occurs.

An oral or written resignation submitted in accordance with the provisions of the Board of Regents Policies and Procedures Handbook shall be effective immediately upon submission without requirement of further action.

Section Nineteen: Immunity of Regents.

Regents acting within the scope of their position and duties, in to shall not be liable in any way for any obligations, debts, or conduct of the Corporation.

“Any individual Regent or the Regents, as a whole, shall be immune from suit and indemnified for any damages incurred, arising out of any action taken in good faith on the part of the University and they shall not be liable in any way for any obligation, debts or conduct of the University its agents or employees.”

We, the undersigned hereby certify that at a duly called meeting of the Sinte Gleska University Interim Board of Regents held on June 30, 2009 of which a quorum was present, an amendment to Article 4 (in its entirety) of the Sinte Gleska University By-laws was enacted by Resolution No. 2009-05.

/s/ Marla Bull bear, Chairperson
SGU Interim Board of Regents

/s/
Dr. Richard Bordeaux, Sr.
Acting Secretary
SGU Interim Board of Regents
WHEREAS: Sinte Gleska University was founded in 1970 as a tribally-chartered higher education entity of the Sicangu Oyate (Rosebud Sioux Tribe) to design and deliver appropriate programs, services and opportunities on behalf of the Sicangu Lakota Oyate; and

WHEREAS: during the past 40 years Sinte Gleska University has evolved from a conceptual idea with a modest origin and specific mandate to serve the best interest of tribal citizens and tribal communities to become a leader in the field of Indian Education in the 21st century; and

WHEREAS: Sinte Gleska University's Mission states that "Sinte Gleska University will provide a model for Indian-controlled education," and

WHEREAS: Sinte Gleska University conducts continuous research on models of Indian Education, historical Lakota leadership models, governance and cultural practices and beliefs; and

WHEREAS: Sinte Gleska University's research into non-tribal models of higher education have revealed that most colleges and universities have appointed Board of Directors and Regents who are appointed for terms of not less than six to ten years; and

WHEREAS: Sinte Gleska University's Lakota Studies Department research has shown that tribal leadership was appointed by the Naca or the Wakicunza based on specific criteria of character and ability (or specific skills). Appointments were made for life or until the leader was found unable to fulfill their responsibility effectively; and

WHEREAS: Sinte Gleska University's research has shown that current models of Indian Education which the Rosebud Sioux Tribal students are subjected to do not work and the institutions are not effective in carrying out their missions; and

WHEREAS: Sinte Gleska University seeks to provide a model for governance of tribal education institutions beginning with the governance structure of the Board of Regents; and

WHEREAS: Article XII of the Sinte Gleska University By-Laws gives authority to the Sinte Gleska University Board of Regents to amend the Sinte Gleska University By-Laws; now

THEREFORE BE IT RESOLVED, that the Sinte Gleska University Interim Board of Regents reaffirm action taken at a duly called Interim Board of Regents meeting at which a quorum was present. Actions reaffirmed in this resolution are:

1) Extend the current terms of the SGU Interim Board of Regents, namely Ms. Cheryl Prue, Ms. Marl a Bull Bear, Dr. Olive Pretty Bird, Dr. Julia F. Lambert and Dr. Richard Bordeaux, Sr. for a four-year period at which time the Board of Regents appointment process will be evaluated in accordance with any further rec-
ommendations of the NCA visitation team.

2) The Interim Board of Regents authorizes the appointment of an Elder Advisory Council to assist and recommend future appointments according to criteria set forth to fill vacancies; and

THEREFORE BE IT FURTHER RESOLVED, that Sinte Gleska University Interim Board of Regents amend its By-Laws under authority of Article XII of the Sinte Gleska University By-Laws in the following manner: Sinte Gleska University Interim Board of Regents will appoint an Elderly Advisory Council with authority delegated to appoint members to the Sinte Gleska University Board of Regents. Hereafter, the Sinte Gleska University Board of Regents will be appointed by an Elderly Advisory Council. The Sinte Gleska University Board of Regents will consist of seven (7) voting members, one non-voting member, and such other non-voting honorary members as the Board of Regents selects as outlined in Article IV, Section One of the Sinte Gleska University By-Laws; and

BE IT FURTHER RESOLVED, that Sinte Gleska University Board members will meet the following criteria in order to be qualified to serve:

1) Must be an alumni of Sinte Gleska University at the BA or MA Degree level;
2) Must be fiscally responsible in terms of financial debts (i.e., uncleared travel, unpaid salary advances, tuition & fees, etc.) from Sinte Gleska University or any other institution or tribal entity involved with Sinte Gleska University;
3) Must be dedicated to and believe in the concept of tribal colleges/universities;
4) Must be an enrolled member of the Rosebud Sioux Tribe;
5) May not be involved as a plaintiff in litigation against the Rosebud Sioux Tribe or any other entity;
6) An individual cannot have been charged with a Class III felony;
7) Bi-lingual or bi-cultural knowledge preferred;
8) Leadership and work experience in the community or Tribe;
9) Cannot have been removed from any Rosebud Sioux Tribal Board;
10) Not employed privately or in any organization that is in competition with Sinte Gleska University;
11) May not be an Officer of the Corporation as provided by Article IV, Section One of the By-Laws, except President; and
12) Must satisfy all other requirements of the By-laws to be seated as a Regent.

BE IT FURTHER RESOLVED, that a provision shall be added to the amendments to protect the Board of Regents from financial liability so that individuals will be willing to serve on the Board of Regents and said amendment shall read as follows:

"Section Twenty-three. Immunity of Regents. Any individual Regent, or the Regents as a whole, shall be immune from suit, and indemnified for any damages incurred arising out of any action taken in good faith on part of the University and they shall not be liable in any way for any obligations, debts, or conduct of the University, its agents or employees."
BE IT FURTHER RESOLVED, that a complete copy of Article IV, Board of Regents, is attached to this Resolution, with amendments, and said Article IV is approved, passed, and made effective immediately upon the passage of this Resolution.

CERTIFICATION

This is to certify that at a duly called meeting of the Sinte Gleska University Interim Board of Regents held on June 30, 2009 of which a quorum was present that the foregoing resolution was approved by consensus.

/s/ Marla Bull Bear
Marla Bull Bear, Chairperson
SGU Interim Board of Regents

ATTEST: /s/ Dr. Richard Bordeaux
Dr. Richard Bordeaux, Acting Secretary
SGU Interim Board of Regents

AMENDMENTS TO THE BY-LAWS OF SINTE GLESKA UNIVERSITY, INC.

ARTICLE FOUR BOARD OF REGENTS
SECTION ONE: Number, Composition, and Representation.

The Interim Board of Regents shall continue as the Board of Regents until initial appointments are held. The Board of Regents shall consist of seven (7) voting Regents, one (1) non-voting Regent, all of whom shall be members of the Rosebud Sioux Tribe, and such honorary non-voting Regents as may be appointed from time to time. Voting and non-voting Regents must be Class One members who satisfy the requirements set forth below in Section Two of Article Three of these By-laws. Regents shall represent the following constituencies in the number provided:

1) One (1) voting Regent shall be appointed from the Sinte Gleska Student Association;
2) One (1) voting Regent shall be appointed from the staff and faculty of Sinte Gleska University;
3) Four (4) voting Regents shall be appointed from the four (4) regions of the Sicangu Oyate, one (1) from each region;
4) One (1) voting Regent shall be appointed from the elder Members of the Sicangu Oyate;
5) One (1) non-voting Regent shall be the Chair of the Sicangu Oyate Okolakiciye Education Committee or his designee;

Section Two: General Eligibility Requirements.

Any person serving on the Board of Regents:
1) Must be an Alumni of Sinte Gleska University at the BA or MA Degree level;

2) Must be fiscally responsible in terms of financial debts (i.e. uncleared travel, unpaid salary advances, tuition & fees, etc.) from Sinte Gleska University or any other institution or tribal entity involved with SGU;

3) Must be dedicated to and believe in the concept of Tribal colleges/universities;

4) Must be an enrolled member of the Rosebud Sioux Tribe;

5) May not have been involved or currently involved as a plaintiff in litigation against the Rosebud Sioux Tribe or any other entity;

6) Any individual cannot have been charged and convicted of a Class III felony;

7) Bi-lingual or bi-cultural knowledge preferred;

8) Leadership and work experience in the community or Tribe;

9) Cannot have been removed from any RST Board;

10) Not employed in any organization or privately-owned business that is in competition with Sinte Gleska University;

11) May not be an Officer of the Corporation as provided by Article Four, Section One of these By-laws, except the President; and

12) Must satisfy all other requirements of these By-laws to be seated as a Regent.

Section Three: Student Regents.

Regents representing the student body of Sinte Gleska University must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of nomination and throughout the term of service:

1) Be enrolled as a student at the University;

2) Maintain student status:
   a) As a full-time student enrolled in courses totaling at least twelve (12) credit hours; or
   b) As a part-time student enrolled in courses totaling at least six (6) credit hours; and
   c) Student Regents may not serve as full-time University staff during their tenure as a Student Regent;

3) Have a minimum 2.5 cumulative grade point average (GPA) on a 4.0 scale.

The Student Regent shall be appointed for a term of one academic year, beginning on October 2nd and ending on September 30th of the following year. The Student
Regent shall serve until the earlier of the following: the Student Regent’s status as a full-time student has changed due to completion of the Student Regent’s course of study; or departure from the University.

The Student Regent shall meet with the student body at least four (4) times during each semester of the Student Regent’s term on the Board to report and hear concerns and shall support by their votes the consensus of the student body as reflected by the minutes and actions taken by the Sinte Gleska University Student Association.

Section Four: Staff/Faculty Regents.

Regents representing the staff/faculty of Sinte Gleska University must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of appointment and throughout the term of service, be a full-time employee of Sinte Gleska University. Full-time Staff and Faculty are all employees except Corporation Officers.

Staff/Faculty Regents shall be appointed for a term of one year, beginning on October 2nd and ending on September 30th, and shall serve until the earlier of the following: their status as a full-time employee has changed by mutual agreement; or the employee has left the University and/or a successor is appointed and seated to fill the remainder of their term and/or a successor is appointed and seated.

The Staff/Faculty Regent shall meet with employees at least four (4) times during each term on the Board to report and hear concerns and shall support by his or her votes the consensus of the employees as reflected by the minutes and actions taken by the Sinte Gleska University staff/faculty.

Section Five: Regional Regents.

Four (4) regions of the Sicangu Oyate are hereby established as set forth hereafter for the purpose of appointing Regents to the Sinte Gleska University Board of Regents:

Region One shall consist of the St. Francis, Two Strike, Spring Creek, Upper Cut Meat, and Grass Mountain Communities;

Region Two shall consist of the Rosebud, Soldier Creek, He Dog, Parmelee, Black Pipe, and Corn Creek Communities;

Region Three shall consist of the Antelope, Ring Thunder, Horse Creek, and Swift Bear Communities; and

Region Four shall consist of the O’Kreek, Butte Creek, Ideal (Winner), Bull Creek, and Milk’s Camp Communities.

The Regents representing each of the regions set forth above must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of nomination and throughout the term served:

1) Be a resident of the region they represent on the Board of Regents; and

2) Not be a student, staff member, faculty member, or Officer of Sinte Gleska University.

Only Class One members of the Corporation residing within the region are eligible to nominate candidates. Regents shall be appointed by the Elder’s Advisory Council.
Regional Regents shall meet at least once with the membership of each community and hold one (1) at-large regional Regent meeting during each term on the Board to report and hear concerns and shall support by their votes the consensus of their region as best discerned from the minutes and action taken by the communities comprising the region.

To insure continuity of leadership on the Board of Regents, terms of regional Regents on the Board shall be staggered as follows:

1) Regional Regents appointed to represent Regions One and Three above in the first appointments under these By-Laws shall serve a term of two years or until their successors are seated;

2) Regional Regents appointed to represent Regions Two and Four in the first appointments under these By-Laws shall serve a term of four years or until their successors are seated; and

3) All regional Regents appointed after the first appointments under these By-Laws shall serve a term of four (4) years or until their successors are seated.

Section Six: Elder Regents.

Regents representing the elders of the Sicangu Oyate must meet the general eligibility requirements set forth in Section Two of this Article and must, at the time of appointment, be sixty-five (65) years or older. Only Class One members of the Corporation, sixty-five (65) years or older may be appointed by the Elder’s Advisory Council.

Elder Regents shall be appointed for a term of two (2) years, beginning on October 2nd and ending on September 30th two (2) years thereafter, and shall serve until a successor is seated.

Section Seven: Sicangu Oyate Okolakiciye Regent.

The Chair of the Rosebud Sioux Tribe’s Education Committee shall serve as the non-voting Sicangu Oyate Okolakiciye Regent, and the Chair’s term on the Board shall coincide with his or her term on the Education Committee.

Section Eight: Honorary Board of Regents Members.

The Board of Regents may designate persons as Honorary Regents for such terms as it deems reasonable in recognition of their accomplishment or in anticipation of their contribution to the best interests of the University. Honorary Regents shall not be allowed to vote, but may participate in meetings.

Section Nine: Elder’s Advisory Council.

The Board of Regents shall appoint an Elder’s Advisory Council of four (4) members with appointment authority to fill future vacancies on the Board of Regents. Persons appointed to the Elder’s Advisory Council must be Class One members, be sixty-five (65) years or older and shall serve at the pleasure of the Board.

The Elder’s Advisory Council, under policies and procedures approved by the Board, shall carry out all Board of Regent appointments under these By-laws, including determining eligibility of candidates, reviewing credentials and interviewing candidates and making appointments in accordance with the By-laws. Appointments of the Elder Advisory Council are final, with no right to appeal.

The policies and procedures for making appointments to the Board of Regents shall be approved by the Board of Regents.
Section Ten: Terms.

No Regent eligible to vote on Board decisions shall serve more than two (2) consecutive terms. Thereafter, a former Regent may serve the University as provided by Article Seven and Section Ten, Article Four of these By-laws.

Section Eleven: Appointment of Student Regent.

Appointment for a Student Regent shall be held annually during the third week in September at a date and time determined by the Elder’s Advisory Council.

One week prior to the start of first semester classes, the Elder’s Advisory Council shall give notice of the Student Regent vacancy. The SGU Student Association will submit nominations for full-time students to serve on the Board of Regents. The Elder’s Advisory Council will appoint one member of the SGU Student Association to the Board of Regents the third week of September of each year.

Section Twelve: Appointment of Staff/Faculty Regent.

Appointment for Staff/Faculty Regent shall be held annually during the third week of September as determined by the Elder’s Advisory Council.

One week prior to the start of the first semester of classes, the Elder’s Advisory Council shall give notice of the Staff/Faculty regent vacancy. Staff/Faculty will submit nominations for full-time staff/faculty to serve on the Board of Regents. The Elder’s Advisory Council will appoint one member of the SGU Staff/Faculty to the Board of Regents the third week of September of each year.

Section Thirteen: Appointment of Regional Regents.

Notice of expiration of the term of any Regional Regent shall be given to the Elder’s Advisory Council at least ninety (90) days prior to expiration of the term. The notice shall be given by the placing of written notices on conspicuously located bulletin boards in each community within the region and by such other means as the Elder’s Advisory Council deems proper. The notice shall state the term that will expire; the qualifications for the position; and include the deadline for making nominations. Nominations may be made by Class One members, or by the communities which the Regent will represent.

Appointments for Regional Regents shall be made during the third week of September of each year.

Section Fourteen: Appointment of Elder Regent.

Notice of expiration of the term of any Elder Regent shall be given by the Elder’s Advisory Council at least ninety (90) days prior to expiration of the term. The notice shall be given by the placing of written notices on conspicuously located bulletin boards in each community within each region and by such other means as the Elder’s Advisory Council deems proper. The notice shall state the term that will expire; the qualifications for the position; and include the deadline for receiving nominations.

Appointment of the Elder Regent shall be made by the Elder’s Advisory Council during the third week of September.

Section Fifteen: Seating of Regents.
Persons appointed as a Regent shall be seated on the Board of Regents at the first regular monthly meeting following their appointment to the Board of Regents.

Section Sixteen: Officers of the Board of Regents.

The Board of Regents shall select a Chair and a Vice Chair from among the one (1) Elder Regent and the four (4) Regional Regents. The selection shall take place at the November meeting of the Board of Regents. The Chair and Vice Chair shall serve terms of one year, commencing on the date of their selection, and shall serve until their successors are seated.

If the Chair or Vice Chair ceases to be member of the Board of Regents, the remaining members of the Board shall select a replacement from the remaining Elder and Regional Regents to serve the balance of the term.

Sinte Gleska University shall provide an Executive Secretary to the Board of Regents, who shall act at the Board’s direction and serve at the Board’s pleasure.

Section Seventeen: Removal of Appointed Regents.

Any appointed Regent shall be automatically removed from office upon the commission of any of the following acts:

1) Theft or misuse of University money or property;

2) Conviction of a felony, a Class A crime under the Rosebud Sioux Tribe’s Law and Order Code, or a misdemeanor involving moral turpitude;

3) Maintenance of a lawsuit against the University.

Any appointed Regent may be removed from office upon the commission of any of the following acts:

1) Malfeasance or misfeasance as a Regent while in office, including failure to attend meetings;

2) Commission of any act bringing shame upon or causing embarrassment to the University; or

3) Failure to represent the interests of his or her constituency, as required by these By-laws.

The removal process for any appointed Regional Regent, Elder Regent, Student Regent, or a Staff/Faculty Regent may begin with a petition process with the submission of the petition to the Board:

1) Petitions to remove a Student Regent must be signed by two hundred students;

2) Petitions to remove a Staff Regent must be signed by seventy staff members;

3) Petitions to remove an at-large Regional Regent must be signed by four hundred (400) members of the Corporation;

4) Petitions to remove an Elder Regent must be signed by twenty five (25) Corporate members who are sixty-five (65) years of age or older.
The removal of any Regent may be instituted by motion of the Board.

The petition or motion shall specify the grounds for removal.

Upon submission of a petition, the Executive Secretary to the Board of Regents shall verify the signatures and, if the petition is in proper order, submit the petition to the Board of Regents within five (5) working days thereafter.

A Grievance Committee shall be appointed by the Board of Regents to consider any petition or motion to remove a Regent, as provided by the Board of Regents Policies and Procedures Handbook. The decision of the Grievance Committee shall be final.

Section Eighteen: Vacancies.

If a vacancy on the Board is created by a change in the Student Regent's status as a full-time student or departure of the Student Regent from the University, at the Board's discretion, the Board may appoint a successor to the said Student Regent or, the Board may choose to leave the Student Regent's position vacant until the next student election.

Vacancies may also result due to the resignation, death, or removal of a Regent, or if a Regent becomes disqualified according to these By-laws, the Board of Regents shall call a special meeting no more than thirty (30) days after the vacancy occurs. At the special meeting, the Board shall appoint another person to serve as a Regent for the unexpired term of his or her predecessor, where the unexpired term is of two (2) years or less in duration. Any person appointed to fill a vacancy on the Board must meet the eligibility requirements of these By-laws. Where there is an unexpired term vacant on the Board which is of more than two (2) years in duration, the Elder's Advisory Council shall fill that vacancy on the Board no more than thirty (30) days after the vacancy occurs.

An oral or written resignation submitted in accordance with the provisions of the Board of Regents Policies and Procedures Handbook shall be effective immediately upon submission without requirement of further action.

Section Nineteen: Immunity of Regents.

Regents acting within the scope of their position and duties, in to shall not be liable in any way for any obligations, debts, or conduct of the Corporation.

“Any individual Regent or the Regents, as a whole, shall be immune from suit and indemnified for any damages incurred, arising out of any action taken in good faith on the part of the University and they shall not be liable in any way for any obligation, debts or conduct of the University its agents or employees”.

We, the undersigned hereby certify that at a duly called meeting of the Sinte Gleska University Interim Board of Regents held on June 30, 2009 of which a quorum was present, an amendment to Article 4 (in its entirety) of the Sinte Gleska University By-laws was enacted by Resolution No. 2009-0.

/s/ Marla Bull Bear
Marla Bull Bear, Chairperson
SGU Interim Board of Regents

ATTEST:
Dr. Richard Bordeaux
Acting Secretary
SGU Interim Board of Regents
WHEREAS: Sinte Gleska University was founded in 1970 as a tribally-charted higher education institution of the Rosebud Sioux Tribe to deliver appropriate postsecondary educational programs and opportunities for the benefit of the Sicangu Lakota Oyate; and

WHEREAS: under Article Twelve of the Sinte Gleska University By-Laws, the Board of Regents has authority to amend the By-Laws; and

WHEREAS: at various times a quorum of the Board of Regents cannot be assembled because of different reasons including but not limited to other commitments by Regent members, personal matters, illnesses, resignations, or scheduling conflicts; and

WHEREAS: the inability to gather a quorum creates hardships to the University and makes it difficult if not impossible at times to transact business which is necessary to the continual existence of the University, such as adoption of budgets, making necessary filings, and taking official action; and

WHEREAS: there is a need for the By laws to be amended to provide that action of the Board of Regents can be taken by means of a resolution signed by each Regent setting forth the official action that has been approved by the resolution; and

WHEREAS: Article Six of the Sinte Gleska University By-laws provide for meetings of the Board of Regents; and

WHEREAS: Article Six of the Sinte Gleska University By-Laws should be amended to provide for a Section Nine under Article Six of the Sinte Gleska University By-Laws to provide for action taken by resolution signed and approved by members of the Regents in a number that constitutes at least a quorum.

THEREFORE, BE IT RESOLVED, there is hereby adopted an Article Six, Section Nine of the Sinte Gleska University By-Laws which shall read as follows:

Section Nine. Action By Written Resolution. When circumstances arise which require action by the Board of Regents and a sufficient number of Regents cannot be present at a meeting of the Board of Regents to consider such action, the action can be taken in writing by resolution specifically setting forth the action to be implemented and the action shall be deemed adopted by the Regents provided the resolution is signed by individual Regents in a number that constitutes at least a quorum.

BE IT FURTHER RESOLVED, that this resolution adopting the foregoing amendment shall become effective immediately upon it being signed by individual Regents in a number that constitutes at least a quorum.

APPROVED:

/s/ Dr. Ollie Pretty Bird, Member, SGU Board of Regents Dated: 5/26/11

/s/ Dr. Julia Lambert, Member, SGU Board of Regents Dated: 5/26/11

/s/ Stanley Red Bird, Jr., Member, SGU Board of Regents Dated: 5/26/11

ATTEST:

/s/ Evelyn White Hawk, Secretary
SGU Board of Regents
ARTICLE FOUR BOARD OF REGENTS
Section One. Number, Composition, and Representation.

(AMENDED ON 06/30/09, PER ATTACHED RESOLUTION NO. 2009-05 W/ AMENDMENTS).

The Interim Board of Regents shall continue as the Board of Regents until initial elections are held during the Fall of 2005. The Board of Regents shall consist of nine (9) voting Regents, two (2) non-voting Regents, all of whom shall be members of the Rosebud Sioux Tribe, and such honorary non-voting Regents as may be appointed from time to time. Voting and non-voting Regents must be Class One members who satisfy the requirements set forth below in Section Two of Article Three of these By-laws.

Regents shall represent the following constituencies in the number provided:

1. One (1) voting Regent shall be the elected President of the Sinte Gleska Student Association;
2. One (1) voting Regent shall be elected from the staff of Sinte Gleska University;
3. One (1) voting Regent shall be elected from the faculty of Sinte Gleska University;
4. Four (4) voting Regents shall be elected from the four (4) regions of the Sicangu Oyate, one (1) from each region;
5. One (1) voting Regent shall be elected from the elder members of the Sicangu Oyate;
6. One non-voting Regent shall be the Chair of the Sicangu Oyate Okolakiciye Education Committee or his designee;

Section Two. General Eligibility Requirements. Any person serving on the Board of Regents:

1. Must be an enrolled member of the Sicangu Oyate eighteen (18) years or older;
2. Must be dedicated to the purposes of the Corporation, as set forth in the Sinte Gleska University mission and goals statements;
3. May never have been convicted of a felony or a Class A crime under the Rosebud Sioux Tribal Criminal Code;
4. May not be involved as a plaintiff in litigation against the University at the time of election;
5. May not be an Officer of the Corporation as provided by Article Four, Section One of these By-laws, except President; and

Section Five. Procedure.

The Chair or Vice Chair shall preside at meetings of the Board of Regents, and the Executive Secretary or some other suitable person appointed by the Board shall record minutes of meetings. Rules of Order shall be used to conduct meetings.

Section Six. Voting.

Each voting member of the Board of Regents may cast one vote on all business that is properly brought before the Board. All business shall be decided by the affirmative vote of a majority of the voting Regents. Voting by proxy is prohibited.

Section Seven. Recess.

The Board of Regents may recess any of its meetings from day to day without further notice.

Section Eight. Annual Meeting

There shall be an annual meeting for the purpose of electing officers of the Board of Regents to be held the second Tuesday of November.

(ADDENDUM FOR SECTION 9, PER ATTACHED RESOLUTION NO. 2011-01)

ARTICLE SEVEN OFFICERS OF THE CORPORATION

Section One. Officers.

Officers of the Corporation shall include the President, a Chancellor, one or more Vice Presidents, and a Chief Financial Officer.

Section Two. Authority of Officers.

The President shall be the Chief Executive and Administrative Officer of the Corporation.

The Vice President(s) and the Chief Financial Officer shall be appointed by the President following consultation with and advice from faculty and staff as provided by the Sinte Gleska University Administrative Policies and Procedures Manual. The Officers herein shall have the powers and shall discharge all duties as necessary to serve the mission and purposes of Sinte Gleska University.

Section Three. Duties of the President:

1. Shall be responsible for the day-to-day management, supervision, and leadership of the University;

2. May hire and terminate employees of Sinte Gleska University;
3. May establish special committees with definite terms whose members shall serve without compensation; and
Sinte Gleska University Board of Regents
Board Chair: Stanley Red Bird, Jr.

Members:
Olive Pretty Bird
Ed Clairmont
Faculty Listing and Credentials

Akard, William
Doctor of Philosophy/Anthropology & American History, Ball State University, Muncie, IN
Master of Arts, Anthropology, Ball State University, Muncie, IN
Bachelor of Science, English, Ball State University, Muncie, IN

Antoine, Nora
Master of Arts in Lakota Leadership & Management, Oglala Lakota College, Kyle, SD
Bachelor of Science in Business Administration/Management, The University of South Dakota, Vermillion, SD

Black Crow, Sandra
Bachelor of Arts, Lakota Language/Research, Sinte Gleska University, Mission, SD

Bordeaux, Debra
Master of Educational Administration, Sinte Gleska University, Mission, SD
Bachelor of Science, Elementary Education, Black Hills State University, Spearfish, SD

Bordeaux, Rodney
Master of Arts, Liberal Arts/Computer Science, Evergreen State College, Olympia, WA

Bordeaux-Seeger, Stephanie
Bachelor of Arts, Liberal Arts/Literature & Creative Writing, Sinte Gleska University, Mission, SD

Brandis, Arlene
Bachelor of Science in Business Education/Secondary Ed. Cert., Black Hills State College, Spearfish, SD

Brandis, Marvin
Master of Arts, Elementary Education
Bachelor of Science, Elementary Education

Colombe, Lisa
Bachelor of Science, Agriculture, South Dakota State University, Brookings, SD

Coupland, Mary A.
Doctor of Philosophy, Psychology/Clinical Psychology
Master of Arts, Social Work
Bachelor of Science, Social Work

Cutt, Francis
Bachelor of Arts, Lakota Studies, Sinte Gleska University, Mission, SD

DeCora, Kevin
Master of Arts, Human Services, Sinte Gleska University, Mission, SD

Douville, Victor
Expert, Level III, Sinte Gleska University, Mission, SD

Eastman-Jansen, DeAnn
Master of Science, Nursing, South Dakota State University, Brookings, SD
Bachelor of Science, Nursing

Fargo, Nancy L.
Master of Arts, Education Administration
Bachelor of Science, Speed Education

Fry, Amber
Master of Science, Computer Information Systems
<table>
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<tr>
<th>Name</th>
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<tr>
<td>Gehring, Dana</td>
<td>Master of Arts, Biology, University of South Dakota, Vermillion, SD</td>
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<td>Heinert, Maureece</td>
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<td>Hutchinson, Ron</td>
<td>Juris Doctorate</td>
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<tr>
<td>Klein, Sheryl</td>
<td>Master of Science, Criminal Justice with Counselor Psychology Emphasis, Arizona State University,</td>
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<td>Lang, Gerald</td>
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<td>Quigley, Ione</td>
<td>Bachelor of Science, Cultural Resource Management, Sinte Gleska University, Rosebud, SD</td>
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<td>Ranieri, Raffaella</td>
<td>Master of Arts, Interdisciplinary Studies</td>
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Red Bird, Stanley  
Lakota Studies Rank B, Sinte Gleska University, Mission, SD

Schmelzer, Harold  
Bachelor of Arts, Education, State College of Iowa, Cedar Falls, IA  
Master of Science Teaching/Physics emphasis, State College of Iowa, Cedar Falls, IA

Schmidt, Mike  
Associate of Applied Science, Building Trades, Sinte Gleska University, Mission, SD

Schneider, Rita  
Associate of Arts, Nursing

Singh, Nidhi  
Doctor of Philosophy/Chemistry  
Master of Arts/Chemistry

Singh, Subodh  
Doctor of Philosophy, Polymer Chemistry

Spresser, James  
Doctor of Philosophy/Speech Communications, Southern Illinois University, Carbondale, IL Native American Studies  
Bachelor of Science, Interpersonal Studies, School of Communications/Speech, Southern Illinois University, Carbondale, IL

Tomayo, Mary  
Bachelor of Science, Nursing

Tomayo, Steve  
Bachelor of Fine Arts, Sinte Gleska University, Mission, SD

Wheeler-Cox, Sheila  
Certified Public Accountant  
Bachelor of Science, Business Administration/Accounting
Sinte Gleska University

2013 Self-Study Report

Institutional Snapshot
Institutional Snapshot

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1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Levels (Freshmen-Senior)

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<td><strong>Total</strong></td>
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B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status

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C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

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<th>Female 2011</th>
<th>Male 2012</th>
<th>Female 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

D. Age Range of Undergraduate Students (24 and under; 25 and older)

<table>
<thead>
<tr>
<th>Age Range of Undergraduate Students</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and under</td>
<td>245</td>
<td>245</td>
</tr>
<tr>
<td>25 and older</td>
<td>529</td>
<td>573</td>
</tr>
<tr>
<td>TOTAL</td>
<td>774</td>
<td>818</td>
</tr>
</tbody>
</table>

E. Numbers of Students by Residency Status of Credit-seeking Students who Come to a Campus or Site for Instruction

<table>
<thead>
<tr>
<th>Residency Status</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State Resident</td>
<td>755</td>
<td>866</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Non-US Resident</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>776</td>
<td>875</td>
</tr>
</tbody>
</table>
2. Student Recruitment and Admissions

A. Number of Applications, Acceptances and Matriculations for each of the following categories of entering students:

1. Freshmen
2. Undergraduate Transfer
3. Graduate/Professional

<table>
<thead>
<tr>
<th>Category</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>411</td>
<td>563</td>
</tr>
<tr>
<td>Undergraduate Transfer</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>Acceptances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>411</td>
<td>563</td>
</tr>
<tr>
<td>Undergraduate Transfer</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>Matriculations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>411</td>
<td>563</td>
</tr>
<tr>
<td>Undergraduate Transfer</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>35</td>
<td>28</td>
</tr>
</tbody>
</table>
B. If your institution requires standardized test scores as a condition of admission, what instrument(s) do you require and what is the mean score for each?

- Name of Test(s) Mean Score of Students Accepted

Sinte Gleska University requires that students either submit ACT scores or take the Stanford TASK test* before enrollment, though no students are denied admission if either of those tests are not completed. The scores are used as an advising instrument to place students in courses that are appropriate to their needs. SGU Foundational Studies Department tests each incoming student in four areas: Reading, Math, Science, and Language Arts.

<table>
<thead>
<tr>
<th>Mean Test Scores</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>31.72</td>
<td>16.75</td>
<td>24.55</td>
<td>17.29</td>
</tr>
<tr>
<td>2012</td>
<td>30.11</td>
<td>15.89</td>
<td>21.89</td>
<td>15.47</td>
</tr>
</tbody>
</table>

*As of Spring 2013, the University has begun using the COMPASS test for incoming freshmen.
3. Financial Assistance for Students

A. What percentages of your undergraduate and of your graduate students applied for any type of financial assistance?

Fall 2010: 78% of undergraduate and graduate students applied for financial assistance.
Fall 2011: 74% of undergraduate and graduate students applied for financial assistance.

B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment?

<table>
<thead>
<tr>
<th>Financial Assistance</th>
<th>Undergraduate Enrollment</th>
<th>Graduate Enrollment</th>
<th>Number/Percentage Receiving</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>766</td>
<td>79</td>
<td>388/44.1%</td>
</tr>
<tr>
<td>2011</td>
<td>772</td>
<td>77</td>
<td>474/65.6%</td>
</tr>
</tbody>
</table>

What percentages of your total enrollment received assistance in each of the following categories?
Undergrad Graduate/Professional
- Loans
- Work-Study
- Scholarships/Grants
- Academic Based Merit Based Scholarships

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans</td>
<td>0/0%</td>
<td>0/0%</td>
</tr>
<tr>
<td>Work-Study</td>
<td>7/.009%</td>
<td>10/.012%</td>
</tr>
<tr>
<td>Scholarships/Grants</td>
<td>331/42.2%</td>
<td>464/64.2%</td>
</tr>
<tr>
<td>Academic Based Merit Based Scholarships</td>
<td>0/0%</td>
<td>0/0%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>8/10.1%</td>
<td>15/19.4%</td>
</tr>
</tbody>
</table>
C. Using the formula cited below, what was the tuition discount rate (TDR) for undergraduate and graduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures.

\[
\text{TDR} = \frac{\text{I}}{\text{I} + \text{P}} \times 100
\]

where:
- \( \text{I} \) = Institutional Financial Aid Dollars Awarded for Tuition
- \( \text{P} \) = Payments of Tuition Expected of Students and their External Aid

Sinte Gleska University does not offer discounted tuition: \( \text{I} = $1,191,257.00 \)
4. Student Retention and Program Productivity

A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdowns by race/ethnicity per IPEDS categories.

<table>
<thead>
<tr>
<th></th>
<th>Number Entering</th>
<th>Number Returning</th>
<th>NR/NE as percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2012</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total All</strong></td>
<td>78</td>
<td>37</td>
<td>47.44%</td>
</tr>
<tr>
<td><strong>Fall 2011</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total All</strong></td>
<td>70</td>
<td>27</td>
<td>38.6%</td>
</tr>
</tbody>
</table>
B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

<table>
<thead>
<tr>
<th></th>
<th>2011 Academic Year Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>48</td>
</tr>
<tr>
<td>Native American</td>
<td>7</td>
</tr>
</tbody>
</table>
C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes.

<table>
<thead>
<tr>
<th>Classification of Instructional Programs (CIP)</th>
<th>Associate's Graduates in 2012</th>
<th>Bachelor's Graduates in 2012</th>
<th>Master's Graduates in 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business (52)</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>7</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Health (51)</td>
<td>9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Law (22)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>9</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>49</td>
<td>37</td>
<td>14</td>
</tr>
</tbody>
</table>
## 5. Faculty Demography

A. Indicate the headcount of faculty in the full-time and part-time categories according to highest degree earned.

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>First Professional</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

- Doctorate
- First Professional
- Master's
- Bachelor's
- Associate's
- None
B. Indicate the headcount of faculty in the full-time and part-time categories according to each of the following breakdowns.
- Race/Ethnicity (using the standard IPEDS categories)
- Gender
- Rank

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Female</td>
<td>Full-Time Male</td>
<td>Part-Time Female</td>
<td>Part-Time Male</td>
</tr>
<tr>
<td>American Indian</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>13</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>17</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Female</td>
<td>Full-Time Male</td>
<td>Part-Time Female</td>
<td>Part-Time Male</td>
</tr>
<tr>
<td>American Indian</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>13</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>17</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
C. Report the number of faculty by college/program (full-time and part-time together) in keeping with the following Classification of Instructional Programs (CIP) codes.

<table>
<thead>
<tr>
<th>Program</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Business (52)</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Health (51)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Law (22)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>
6. Availability of Instructional Resources and Information Technology

A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hookups, Internet Cafes, etc.) and explain how you monitor the level of their usage.

Technology resources at SGU are maintained by the Management Information Systems department. The MIS department consists of: 2- Co-Directors, 1-Administrative Assistant, 1-Database Manager, 1-VOIP Telephone technician and 1-PC technician.

Moodle e-learning software is used as a distance learning tool and SGU maintains a Moodle server on campus. Students and Faculty are given a Moodle user account at registration.

Jenzabar software is used to store student records and SGU maintains a Jenzabar server on campus. Jenzabar web access is given to student allowing them access student grades, research courses, check finances and view status sheets.

PowerFaids software is used to store student financial information and SGU maintains a PowerFaids server on campus. Four computers in the financial aid department are dedicated for student use.

SGU maintains an Exchange (email) server on campus and email accounts are given to students during registration for classes. The SGU library provides ten computers dedicated for students use.

SGU has six classrooms populated with Windows computers and one classroom populated with MAC computers. We have approximately eighty Windows computers and thirteen MAC computers dedicated for student use.

SGU student lounge has a student study area with four computers and internet access.

SGU maintains a wireless network providing students wireless internet access 24/7. We have approximately twenty-five wireless access points across campus and a HP controller module to monitor internet usage.
7. Financial Data

Please provide the following information for the past two completed fiscal years.

A. Actual Unrestricted Revenues

<table>
<thead>
<tr>
<th>Actual Unrestricted Revenue</th>
<th>9/30/2010</th>
<th>9/30/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>2,025,144.00</td>
<td>1,995,266.00</td>
</tr>
<tr>
<td>State and Local Appropriations</td>
<td>243,242.00</td>
<td>325,490.00</td>
</tr>
<tr>
<td>Investment and Annuity Income</td>
<td>946.00</td>
<td>2,580.00</td>
</tr>
<tr>
<td>Contributions</td>
<td>160,694.00</td>
<td>91,039.00</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>427,773.00</td>
<td>471,746.00</td>
</tr>
<tr>
<td>Other</td>
<td>352,470.00</td>
<td>246,312.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,210,269.00</strong></td>
<td><strong>3,132,393.00</strong></td>
</tr>
</tbody>
</table>

B. Actual Unrestricted Expense

<table>
<thead>
<tr>
<th>Actual Unrestricted Expense</th>
<th>9/30/2010</th>
<th>9/30/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction/Department/Library</td>
<td>170,139.00</td>
<td>433,086.00</td>
</tr>
<tr>
<td>Student Services</td>
<td>448,315.00</td>
<td>726,531.00</td>
</tr>
<tr>
<td>Operation/Maintenance of Plant</td>
<td>447,128.00</td>
<td>495,210.00</td>
</tr>
<tr>
<td>Administration</td>
<td>2,085,841.00</td>
<td>1,554,833.00</td>
</tr>
<tr>
<td>Fundraising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>125,251.00</td>
<td>114,610.00</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service</td>
<td>6,591.00</td>
<td>6,626.00</td>
</tr>
<tr>
<td>Interest</td>
<td>13,421.00</td>
<td>1,874.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,296,686.00</strong></td>
<td><strong>3,332,770.00</strong></td>
</tr>
<tr>
<td>Revenue Less Expense</td>
<td>(86,417.00)</td>
<td>(200,377.00)</td>
</tr>
</tbody>
</table>

C. If, in either of the past two completed fiscal years, the total in 7B exceeded the total in 7A above, how did the institution cover its shortfall?

Deficit balances are offset by a surplus in the Community University Fund.
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<table>
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<th>68</th>
</tr>
</thead>
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<td>Accreditation History</td>
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<td>63</td>
</tr>
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<td>134</td>
</tr>
<tr>
<td>Article 4 Amendment to By-Laws</td>
<td>142</td>
</tr>
<tr>
<td>Arts &amp; Sciences Wounspe Wankatuya</td>
<td>70</td>
</tr>
<tr>
<td>Authorization</td>
<td>34</td>
</tr>
<tr>
<td>Bookstore</td>
<td>77</td>
</tr>
<tr>
<td>Campus Map</td>
<td>167</td>
</tr>
<tr>
<td>Child Care Services</td>
<td>77</td>
</tr>
<tr>
<td>Chronology</td>
<td>17</td>
</tr>
<tr>
<td>Community Visits</td>
<td>26</td>
</tr>
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</tr>
<tr>
<td>Credits, Program Length, and Tuition</td>
<td>61</td>
</tr>
<tr>
<td>Criteria for Review</td>
<td>42</td>
</tr>
<tr>
<td>Criterion Five: Resources, Planning and Institutional Effectiveness</td>
<td>56</td>
</tr>
<tr>
<td>Criterion Four: Teaching and Learning: Evaluation and Improvement</td>
<td>54</td>
</tr>
<tr>
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