

Program Review Report & Feasibility

Native Community Development

Sitting Bull College

2013-2014

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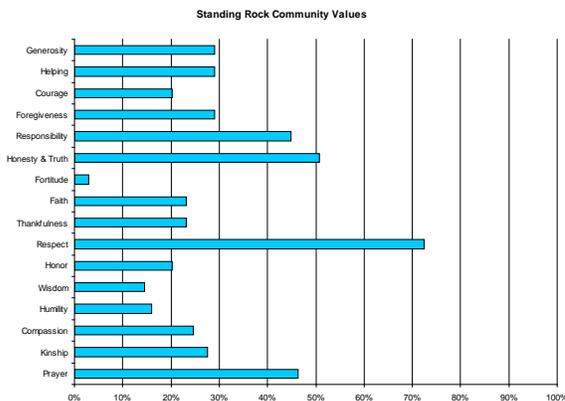
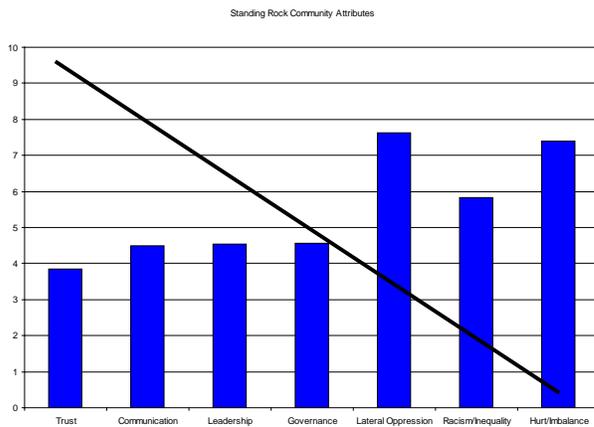
Executive Summary

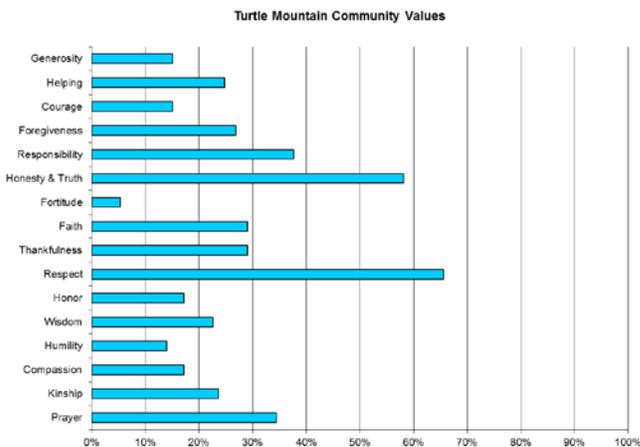
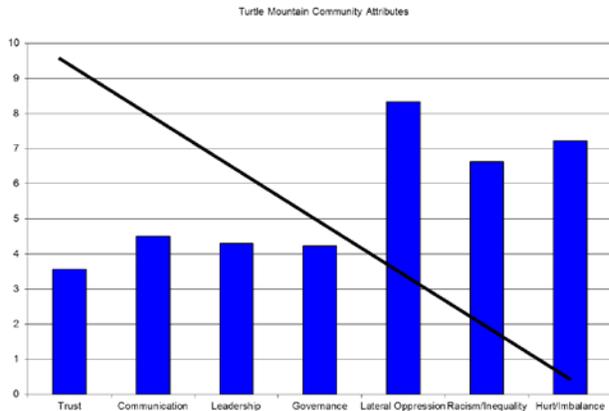
Program Description Summary

The Native Community Development program was established in 2008. In that time student counts have been relatively small. One of the trends has been a keen interest from off reservation interests to have access to the coursework. However, attending the college in a resident status is not an option for them. An on-line offering is a proposed solution to this issue.

Program Self-Evaluation Summary

Currently the program can meet its needs quite well. As we conducted community needs assessments of 5 of the 8 districts on Standing Rock as well as assessments from Turtle Mountain in 2010, we found that the needs of communities were addressed by our curriculum. The needs assessments consistently demonstrated the need for increased trust building, communication skills and leadership development. Additionally the ability of community members to mobilize the community was greatly hampered by increased levels of lateral oppression. The communities consistently lacked the vision and shared values basis which is the corner stone for beginning the journey to self-sufficiency.





We continue to learn how to meet the needs of an academic application with a functional process. We continue to learn and grow in our ability to meet the needs of the college as well as expand our understanding of our discipline within the SBC community.

Courses are taught in the Entrepreneurial Center, with course content delivered in a variety of modes to meet the students' needs i.e.; face to face lecture, hands-on and case study. As we strive to holistically assist the students in their academic pursuits, they are encouraged to utilize the Academic Center of Excellence; the Center assists the students mostly in improving their study and writing skills.

Every year (in advance of the publication of the SBC Bulletin) the faculty member submits course changes in order to keep the program up to date. The number of credits required is being increased overall from 18 to 24, increasing the likelihood that students will be able to use their eligibility for Pell Grant funding.

Program Planning Summary

The future of the program resides in a wider availability of the program. By offering the coursework as an on-line program we can expand our reach across the nation and will be

able to position SBC as the dominate Native Community and Economic Development institution in the country.

Program planning will be a critical part of the ongoing assessment process. Annual systematic analysis of program outcomes will be a needed area. We will require more in depth student input along with additional input coming from an advisory committee to meet the needs of the students and the changing needs of the industry. Program planning is essential to increase the effectiveness of the instructor(s) and to set priorities for the program.

A program need is to secure continuation funding for enhanced assessment and marketing needs. Assessing the effectiveness of the course content delivered on line will require us to be more keenly aware of the applicability of course content to the students in their everyday lives and professions. An additional need is for comprehensive and targeted marketing efforts to attract students nationwide. Currently we are focusing on three marketing segments (prospective students, local community leaders, and funders). We will need to monitor the marketing efforts to ensure we capture significant numbers of students.

Comprehensive Analysis

Role of the Native Community Development Program within SBC

This program will prepare community members, community planners, and tribal planning staff to gain a base knowledge of effectively working within or in partnership with Native communities or those considering working in this area.

The NCD program strongly supports SBC's second student institutional outcome which states: "Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior."

The NCD program strongly supports SBC's strategic plan; specifically to: "make recommendations on ways to educate communities about Sitting Bull College resources and analyze community needs", (SBC 2012-2017 Strategic plan).

Program Outcomes for the NCD Certificate program:

1. The student will master the skills needed to begin effective Native community development and empowerment.
2. The student will understand assets in communities are a powerful way to mobilize a community.
3. The student will understand the dynamics of a community.
4. The student will understand concepts to positively change the community.
5. Students will learn how to prepare community members to positively manage change in the community.

6. The student will gain the ability to expand the leadership base of the community and to develop partnerships needed to achieve the long term goals of the community.
7. The student will identify the issues that create balance in the community and bring a community closer to its dreams by assigning responsibility to groups or individuals to carry out community goals.
8. The student will identify the structures needed to attract and handle resources to sustain the efforts of the community.
9. The student will learn not for profit development that allows the community to attract needed capital and create partnerships with outside entities.

NCD Certificate Program

The current nine month program includes the following coursework:

NCD110 – Community Mobilization & Organization.....	3 cr.
NCD120 – Community Assets & Capital.....	3 cr.
NCD 130 – Community Capacity Building.....	3 cr.
NCD 140 – Community Leadership.....	3 cr.
NCD150 – Community Visioning and Planning.....	3 cr.
NCD160 – Community Resources and Project Sustainability.....	3 cr.
TOTAL REQUIREMENTS.....	18 cr.

We have marketed the program extensively across the reservation over the past 4 years. We have attended community gatherings and made one-on-one contacts with community members across the districts of Standing Rock. The difficulty we have faced in the past, is not a desire to enroll in the program, but rather an inability to finance the opportunity. It is because of that we are recommending that we expand the offering to 24 credit hours to facilitate students qualifying for Pell grants to absorb the financial burden. Therefore, the recommended program would expand to a twelve month program that includes the following:

NCD110 – Community Mobilization & Organization.....	3 cr.
NCD120 – Community Assets & Capital.....	3 cr.
NCD 130 – Community Capacity Building.....	3 cr.
NCD 140 – Community Leadership Concepts.....	3 cr.

NCD 145 – Community Leadership Application.....	3 cr.
NCD 150 – Community Visioning and Planning.....	3 cr.
NCD 160 – Community Resources and Project Sustainability.....	3 cr.
NCD 170 – Community Economic Development.....	3 cr.
TOTAL REQUIREMENTS.....	24 cr.

The major changes are to split the Community leadership offering into two classes that explore the concepts of Native Leadership (NCD140) and then add an additional offering that takes that original conceptual offering into an applied exploration of developing a particular leadership style and how that is formed (NCD145). The final addition is the incorporation of a session dedicated to Community Economic Development (NCD170). See attached syllabi.

In the original series we briefly touch on the tenants of economic development. In this offering we explore the basics of economic development and economic development finance along with demand threshold analysis and economic mapping of communities and the economic carrying capacity of the community.

The result is a more rounded offering that allows us to assist financially via Pell grants.

Program Personnel

The NCD program is guided by the instructor Al Nygard. Mr. Nygard holds an undergraduate degree from the University of Mary. He has 5 years of experience teaching the NCD course at Sitting Bull College and is a guest lecturer at South Dakota State University and the GP-IDEA program at the University of Nebraska at Lincoln. Mr. Nygard is a practitioner in Native community development with 18 years of experience. He is one of the most highly regarded practitioners in Native Community Development in the nation. His work has been recognized by receiving the Excellence in Community Development Programming award from the National Association of Community Development Extension Professionals for his landmark work with Native communities. He is a guest lecturer and invited scholar in Community Development at South Dakota State University and the University of Nebraska at Lincoln.

A program need is to secure additional resources to expand the pool of instructors should the program mature faster than anticipated. There are currently enough graduates of the program who are qualified to teach the course content as many of the graduates of the program hold undergraduate and graduate level degrees.

Program Operations

One of the other needs is to ensure that SBC has the technological infrastructure to facilitate a complete certificate program on line. Currently it is not an issue; however as the program is launched it is always prudent to remain on top of issues and needs.

Program Productivity

The program has been operational for 4 years. In that time we have graduated one student in each of the first three years and six students in the fourth year for a total of 9 graduates.

Year	Students	Graduates
08-09	1	1
09-10	2	1
10-11	4	1
11-12	11	6
Totals	18	9

The certificate program has allowed these students to further their careers and become more effective in their professional endeavors. Two of our students have run for and been elected to the Tribal Council at Standing Rock; three have become the department head of their respective departments and one has become an elected leader of their local government, one is the department chair at the college and two have become independent consultants.

Program Revenue

Program revenue has shown an increase over the past 4 years. Revenue for the first three years has been heavily subsidized through grants from the Northwest Area Foundation. However that most recent year (11-12) saw the addition of non-grant income from tuition to pay the fees associated for the program.

Year	Revenue
08-09	4,812.50
09-10	6,525.00
10-11	2,338.00
11-12	43,367.00
Totals	57,042.50

Program Budget

As was the case for the first three years of operation the program budget was subsidized by \$35,000 excess grant dollars from the Northwest Area Foundation. This was the case for the majority of the fourth year as well.

Current estimates are as follows for an annual operating budget for the new on-line offering.

Salaries.....\$12,800 (\$1,600/class x 8 classes)

Supplies.....\$800 (\$100/class x8 classes)

Technology.....\$2,200 (estimated cost to update and keep current the website outreach on the SBC website -- \$100/hr x 22 hours)

Travel.....\$4,000 (\$1,000 per trip for marketing at national events x 4 events)

Marketing..... \$2,500 (brochure redesign and infographic updating cost)

TOTAL.....\$22,300

The estimate is that 8 students are needed to break even.

Advisory Committee

An advisory committee of 5 members will be an essential need moving forward. Currently the program does not have an advisory committee. It is envisioned that this committee will be populated with former students, community elected leaders and community development professionals. The committee will assist in suggesting to improve specific content areas; industry standards, the updating of curriculum, and the practical application of the curriculum. The committee would meet twice a year at the end of each semester.

Program Self-Evaluation

Faculty

The NCD program is comprised of one staff member, Al Nygard, NCD Instructor. He teaches all the classes. He is a community development practitioner with 18 years of experience working in Native communities. To date he has worked with over 55 Native communities.

Student Relations

The faculty of the NCD program strives to maintain an open-door, collaborative relationship with the program's students via email, text and phone contact. Class sizes in the past four years have ranged from one to eleven students. Because of the nature of the courses, strong mentoring relationships are formed. Classes are typically offered in the evenings on Wednesdays from 5-9pm, the most recent class was offered during the day from 8am-Noon to accommodate the class preference and availability as the majority of students were tribal employees and were granted time off for education.

Curriculum Content, Design, and Delivery

The students' achievement of the learning outcomes of the NCD program are collected and reviewed throughout the academic year. These findings assist in recommending any changes to the curriculum content, design and delivery; for example, more hands-on work and fewer lectures. Additional input is garnered from assessment committee members when these findings are presented annually to the committee. Other collaborative opportunities are provided as the instructor consults with other faculty members to ensure that quality instructional delivery is occurring. Electronic projection is used in the classroom for presentations, allowing slideshows, and recorded media to be seen by students as a group. Materials have been developed by the instructor as there is no published textbook. The instructor is currently in the process of writing a text for the course.

Institutional Support

All of the courses for the NCD program are delivered in the Entrepreneurial Center. The Student Center, Writing Lab, SBC Library, and support staff are readily available. The library provides a number of resources with the library personnel providing assistance as needed.

Academic assistance in the form of tutoring is available to students individually and group settings. Tutoring funding is currently available to students who meet TRIO program requirements. Those students who don't fall within these parameters can obtain assistance with Mr. Nygard. Mr. Nygard has flexible office hours to accommodate all student needs. Timely feedback is given on assignments, some class time is spent reviewing corrected work when appropriate, and allowing students to redo assignments are strategies that have been implemented to assist the students. The institution continues to explore other opportunities to meet the student tutoring needs for courses within the program requirements.

NCD students can participate in Student Government, American Indian Business Leaders, SBC's Culture Club or the annual American Indian Higher Education Consortium competitions.

Importance to the College and other Programs

The NCD program helps to fill important support roles within the community. NCD graduates of the past five years are employed across the Standing Rock Reservation: two are on the Tribal Council, four in tribal government, one at Sitting Bull College, and two in private businesses.

Interest in an on-line opportunity has come from all across the Nation. Several presentations have been made about SBC's program at national gatherings and conventions over the past two years. Inquiries have come from the Housing Loan staff of the Native American Bank in Denver, The 477 program from Nez Perce in Idaho, the economic development department of the Klamath Tribe in Oregon, from the Community Planner at Nishnawbe Aski Development Fund in Ontario Canada; the Tribal Liaison at Child Care Aware of North Dakota in Bismarck to name a few.

This interest can be replicated and broadened with an effective marketing campaign. This can propel SBC into the leading institution for Native community and economic development in Indian Country as well as the nation.

Of particular note is the commitment of the American Indian College Fund's commitment to our program to mandate that select Scholarship recipients enroll in and take the leadership courses (NCD 140 and 145) courses as a condition of the award.

Obstacles and Opportunities

An obstacle is recruiting and retaining students: in that historically, Native American students typically stop-out at least once during the procuring of their educational degree.

Many students have a number of “stop-outs.” Efforts are being undertaken to address this challenge and retain the students with minimal stop-outs. To address this institutional trend, SBC has formulated a retention management plan. However, the design of the program allows for students to easily enter and exit with minimal disruption in the coursework. The idea is to assist in understanding Native communities and become more effective in developing those communities. Each module explores a particular facet.

The major obstacle is to effectively market and enroll students in the program. We are adopting a strategy that incorporates print, video, and social media to attract interest and ultimately students into the program. Below is a summary of the strategies and methods we intend to employ.

<u>Marketing Activity</u>	<u>Target Audience</u>	<u>Frequency</u>	<u>Desired Goals/ Outcomes</u>	<u>Measures (evidence of achieving goals, i.e., marketing products)</u>
<u>Print</u> <u>Info graphics</u> <u>Brochures</u>	<u>Students</u> <u>Funders</u>	<u>Twice</u> <u>each</u> per <u>year</u>	<u>Awareness</u> Raise the <u>awareness of the program of</u> <u>target groups</u> <u>Students – Increase the # of</u> <u>students enrolling</u>	<u>Complete 2 Infographics</u> <u>Complete 2 Brochures</u> <u>Types of Comments on</u> <u>products</u>
<u>Video</u> <u>Story telling</u> <u>Testimonials</u>	<u>Community</u> <u>Students</u> <u>Academics</u> <u>Funders</u>	<u>One time</u>	<u>Raise the awareness of the</u> <u>program of target groups</u> <u>Students – Increase the # of</u> <u>students enrolling</u> <u>Partners – increase the</u> <u>awareness of partners of the</u> <u>program and ultimately the</u> <u>interest in investing in</u> <u>supporting the program</u> <u>Innovation - demonstrate</u> <u>the innovation of the</u> <u>program in practice from</u> <u>former students and</u> <u>community members that</u> <u>have used the process</u>	<u>Impact of the # of</u> <u>inquiries about the</u> <u>program as related to the</u> <u>video</u> <u># of views of the video</u> <u># of Enrollments linked</u> <u>to video</u>

<u>WEB/Social Media</u> <u>Facebook</u> <u>Twitter</u> <u>You Tube</u>	<u>Students</u> <u>Community</u>	<u>Weekly/ Monthly</u>	<u>Raise the awareness of the program of target groups</u> <u>Students – Increase the # of students enrolling</u> <u>Engagement – Create a following and commentary on the relevancy and interest of the program</u> <u>Innovation - demonstrate the innovation of the program in practice from former students and community members that have used the process</u>	<u># of Hits</u> <u># of Followers</u> <u># of Likes</u>
<u>Advertising</u> <u>Trade Press</u> <u>Local Media</u>	<u>Community</u> <u>Professionals</u> <u>Academics</u>	<u>Quarterly</u>	<u>Awareness Raise the awareness of the program of target groups</u> <u>Students – Increase the # of students enrolling</u> <u>Engagement – Create a following and commentary on the relevancy and interest of the program</u> <u>Innovation - demonstrate the innovation of the program in practice from former students and community members that have used the process</u>	<u>Call Backs</u> <u>Enrollment linked to the advertising effort that allows us to focus our advertising</u>
<u>Survey</u> <u>Perceptions</u>	<u>Community</u> <u>Professionals</u> <u>Students</u> <u>Officials</u>	<u>Annually</u>	<u>Needs of our target market</u> <u>Frequencies of offerings of the target market</u> <u>Methods of Connections preferred by our target market</u> <u>Awareness of the program</u>	<u>Response rate</u> <u>Data Relevancy – analysis to understand how to better modify/deliver/reach our target market</u>

Program Planning

Twice each year the faculty and advisory committee will examine the NCD course offerings in relation to similar programs that may exist as well as the applicability of the course content to past students in their jobs and communities. Changes will be made in order to keep the program up to date and competitive; some courses may be eliminated, modified, and new courses added. The number of credits required has been increased from the original offering, increasing the likelihood that students will enroll and be able to afford the course with for Pell Grant funding.

According to Job Service North Dakota and Federal Labor Market Statistics; it's apparent that there are numerous employment opportunities available in the region served by Sitting Bull College, across the state of North Dakota and nationwide. . The challenge is making certain that interested students will have a quality educational experience that prepares them to function effectively with the tools that the NCD course provides.

Trends

According to Job Service North Dakota the demand for planning personnel remains strong. There are other professions that are considered ancillary to the planning discipline. However there are 566 native Nations in the US today. Each of them has a planning function within their government. Additionally, there is a movement across the nation by various philanthropic organizations to assist and increase their funding in Indian Country. The Northwest Area Foundation, the Bush foundation, the McKnight foundation and Kellogg foundation are all major contributors. Each of these organizations has expressed interest in learning how to better understand the needs and nuance of working with Native communities. Recently the NAAF has asked the instructor to present to them our program and how they can better prepare staff to understand how to engage Native concerns better. The Bush Foundation has established the Native Nations Re-builders program and the instructor has presented to them in each of their classes. The McKnight and Kellogg foundation both have Native specific leadership program they have launched in the past two years. Rural Development Initiatives in Eugene Oregon has launched a Native Leadership building initiative in the Pacific Northwest has asked for assistance as well.

The table below shows the estimated 2012 Employment Wage Statistics for individuals employed as Urban and Regional Planners in North Dakota.

Rate Type / Statistical Type	Entry level	Median	Experienced
Annual Wage	\$42,130	\$57,390	\$67,780
Hourly Wage	\$20.25	\$27.59	\$32.59

Wage Data Source: Labor Market Statistics, Occupational Employment Statistics & Wages Program

All of our graduates have secured employment. I would like to say that the NCD program contributed to this trend. However, the reality is that the program does not necessarily assist in employability. Rather it increases the ability of those graduates to become more effective in their current positions. Each of the graduates has moved to a position of higher authority or have commented on how the course has assisted them in becoming better at how they do their work.

SITTING BULL COLLEGE

COURSE SYLLABUS

- I. COURSE TITLE: NCD 140 - Community Leadership Concepts
- II. INSTRUCTOR: Al Nygard
- III. CREDIT HOURS: 03 SEMESTER HOURS
- IV. SEMESTER: FALL 2014
- V. DATE PREPARED: DEC 15, 2013
- VI. MEETING TIMES: TBA
- VII. COURSE TEXTBOOK:
 - The Leadership Challenge, Fourth Edition, James Kouzes and Barry Posner
 - Original writings of the instructor.

- VIII. COURSE DESCRIPTION: The purpose of Community Leadership is to develop a larger core of leaders locally. This leadership development segment is designed to expand the leadership base of the community and to generate capacity and structure from which to identify and seize partnerships that will be needed to achieve the long term goals of the community.
- IX. COURSE OBJECTIVES: Participants will:
 - a) Explore Sovereignty and the relationship to Culture and Spirituality.
 - b) Understand the central tenets of traditional governance and leadership.
 - c) Explore the meaning of Tribal citizenship.
 - d) Identify the process of oppression.
 - e) Explore the historical and current issues surrounding the construct of stewardship.

- X. CULTURAL RELEVANCY ACTIVITY: PORTFOLIO/TECHNOLOGY COMPONENT: This course will focus on non-western approaches to helping Native communities build their capacity and cohesion. Students will learn to take a participatory, culture-centered, and strength-based approach to native community development. Course content is delivered via power point presentation and lecture.
- XI. STUDENT ATTENDANCE POLICY: Successful completion of this course is contingent upon attendance, and completion of requirements in a timely manner. Please notify the instructor or the secretary if you are going to be absent. Excessive absences will be reflected in the student's final grade. ACCOUNTABILITY: All reading, presentations, and assignments must be ready when due in order to successfully complete the course. The instructor reserves the right to issue a failing grade for missing two sessions or failing to demonstrate mastery of the evaluation measures.

- XII. INFORMATION REGARDING CANCELLATION OF CLASS: In case of inclement weather, students should listen to KLND radio for possible cancellations. If the instructor has a unexpected absence, SBC will try to contact the students and announce it on KLND if possible.
- XIII. TEACHING METHODS: The instructor will use a variety of teaching strategies: lecture, case studies, interactive experiences, and collaborative learning.
- XIV. STUDENT EVALUATION MEASURES: Students will complete the following requirements:
- Students will keep a reflective journal of their understanding of Leadership as they observe it locally.
 - Students will interview three different community leaders (Elder, Middle aged and Young adult or youth) on how they evolved as leaders.
- XV. COURSE OUTLINE:
- Week 1– Introductions, overview of course. **Concept: Understanding TRIBAL SOVEREIGNTY AND THE CULTURAL AND SPIRITUAL PERSPECTIVE**
- Week 2 – **Concept: Understanding TRADITIONAL GOVERNANCE AND TRADITIONAL LEADERSHIP in the community**
- Week 3 – **Concept Understanding TRIBAL CITIZENSHIP**
- Week 4– **Concept: Understanding OPPRESSION/RACISM DIVERSITY WITHIN THE TRIBE**
- Week 5 – **Concept: Understanding STEWARDSHIP**
- XVI. STUDENTS WITH DISABILITIES: We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the disabilities coordinator to determine, with you, what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

 Instructor

 VP of Academics

 Date

 Date

SITTING BULL COLLEGE

COURSE SYLLABUS

- I. COURSE TITLE: NCD 145 - Community Leadership Application
- II. INSTRUCTOR: Al Nygard
- III. CREDIT HOURS: 03 SEMESTER HOURS
- IV. SEMESTER: FALL 2014
- V. DATE PREPARED: DEC 15, 2013
- VI. MEETING TIMES: TBA
- VII. COURSE TEXTBOOK:
 - The Leadership Challenge, Fourth Edition, James Kouzes and Barry Posner
 - Original writings of the instructor.
- VIII. COURSE DESCRIPTION: The purpose of Community Leadership is to develop a larger core of leaders locally. This leadership development segment is designed to expand the leadership base of the community and to generate capacity and structure from which to identify and seize partnerships that will be needed to achieve the long term goals of the community.
- IX. COURSE OBJECTIVES: Participants will:
 - a) Understand the roles and responsibilities and privileges of Leadership.
 - b) Explore the historical and current issues surrounding the construct of stewardship.
 - c) Develop an understanding of leadership styles and their own leadership methods
- X. CULTURAL RELEVANCY ACTIVITY: PORTFOLIO/TECHNOLOGY COMPONENT: This course will focus on non-western approaches to helping Native communities build their capacity and cohesion. Students will learn to take a participatory, culture-centered, and strength-based approach to native community development. Course content is delivered via power point presentation and lecture.
- XI. STUDENT ATTENDANCE POLICY: Successful completion of this course is contingent upon attendance, and completion of requirements in a timely manner. Please notify the instructor or the secretary if you are going to be absent. Excessive absences will be reflected in the student's final grade.
ACCOUNTABILITY: All reading, presentations, and assignments must be ready when due in order to successfully complete the course. The instructor reserves the right to issue a failing grade for missing two sessions or failing to demonstrate mastery of the evaluation measures.
- XII. INFORMATION REGARDING CANCELLATION OF CLASS: In case of inclement weather, students should listen to KLND radio for possible cancellations. If the

instructor has a unexpected absence, SBC will try to contact the students and announce it on KLND if possible.

XIII. TEACHING METHODS: The instructor will use a variety of teaching strategies: lecture, case studies, interactive experiences, and collaborative learning.

XIV. STUDENT EVALUATION MEASURES: Students will complete the following requirements:

- Students will keep a reflective journal of their understanding of Leadership as they observe it locally.
- Students will interview three different community leaders (Elder, Middle aged and Young adult or youth) on how they evolved as leaders.

XV. COURSE OUTLINE:

Week 1– Introductions, overview of course. **Concept: Understanding LEADERSHIP: ROLES, RESPONSIBILITIES, PRIVILEGES AND THE PROCESS OF LEADERSHIP**

Week 2 – **Concept: Understanding COMMUNICATION SKILLS AND ETHICAL BEHAVIORS**

Week 3 – **Concept Understanding**

MULTIPLE LEVELS OF LEADERSHIP AND PRACTICAL LEADERSHIP PREPARATIONS

Week 4– **Concept: Understanding LEADERSHIP: CONSEQUENCES & REFLECTIONS AND LEADERSHIP SELF ANALYSIS**

Week 5 – **Concept: Understanding FINAL- Reflection and self-evaluation due during finals week.**

XVI. STUDENTS WITH DISABILITIES: We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the disabilities coordinator to determine, with you, what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

VP of Academics

Date

Date

SITTING BULL COLLEGE

COURSE SYLLABUS

- I. COURSE TITLE: NCD 170 - Community Economic Development
- II. INSTRUCTOR: Al Nygard
- III. CREDIT HOURS: 03 SEMESTER HOURS
- IV. SEMESTER: FALL 2014
- V. DATE PREPARED: DEC 15, 2013
- VI. MEETING TIMES: TBA
- VII. COURSE TEXTBOOK:
 - Original writings of the instructor.
- VIII. COURSE DESCRIPTION: The purpose of Community Economic Development is to develop an understanding of economic development theory and proven economic development practice in Native communities. This economic development offering is designed to assist practioners in advancing the economic development efforts of the community and to generate capacity and structure from which to identify and seize partnerships that will be needed to achieve the long term goals of the community.
- IX. COURSE OBJECTIVES: Participants will:
 - a) Explore Entrepreneurial and Small Business Development Strategies.
 - b) Understand the central place theory and demand threshold analysis.
 - c) Explore economic development strategy and planning.
 - d) Understand workforce development.
 - e) Explore Economic Development Marketing and Attraction.
- X. CULTURAL RELEVANCY ACTIVITY: PORTFOLIO/TECHNOLOGY COMPONENT: This course will focus on non-western approaches to helping Native communities build their capacity and cohesion. Students will learn to take a participatory, culture-centered, and strength-based approach to native community development. Course content is delivered via power point presentation and lecture.
- XI. STUDENT ATTENDANCE POLICY: Successful completion of this course is contingent upon attendance, and completion of requirements in a timely manner. Please notify the instructor or the secretary if you are going to be absent. Excessive absences will be reflected in the student's final grade. ACCOUNTABILITY: All reading, presentations, and assignments must be ready when due in order to successfully complete the course. The instructor reserves the right to issue a failing grade for missing two sessions or failing to demonstrate mastery of the evaluation measures.
- XII. INFORMATION REGARDING CANCELLATION OF CLASS: In case of inclement weather, students should listen to KLND radio for possible cancellations. If the instructor has a unexpected absence, SBC will try to contact the students and announce it on KLND if possible.

- XIII. TEACHING METHODS: The instructor will use a variety of teaching strategies: lecture, case studies, interactive experiences, and collaborative learning.
- XIV. STUDENT EVALUATION MEASURES: Students will complete the following requirements:
- Students will keep a reflective journal of their understanding of Leadership as they observe it locally.
 - Students will interview three different community leaders (Elder, Middle aged and Young adult or youth) on how they evolved as leaders.
- XV. COURSE OUTLINE:
- Week 1– Introductions, overview of course. **Concept: Understanding ECONOMIC DEVELOPMENT**
- Week 2 – **Concept: Understanding MAPPING THE ECONOMY in the community**
- Week 3 – **Concept Understanding CENTRAL PLACE THEORY AND DEMAND THRESHOLD**
- Week 4– **Concept: Understanding INFRASTRUCTURE**
- Week 5 – **Concept: Understanding PLANNING**
- XVI. STUDENTS WITH DISABILITIES: We value you as a person and want you to succeed in your academic endeavors. If you have a physical, psychiatric/emotional, medical or learning disability that may impact your ability to carry out assigned course work, please contact the disabilities coordinator to determine, with you, what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

Instructor

VP of Academics

Date

Date