SITTING BULL COLLEGE
Master of Education
In
Curriculum and Instruction
Handbook

“LET US PUT OUR MINDS TOGETHER AND SEE WHAT WE CAN MAKE FOR OUR CHILDREN.” SITTING BULL
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**SBC INSTITUTIONAL VISION**

Let us put our minds together and see what life we can make for our children.

Wakháŋyeža kiŋ lená épi čha táku waštéšte iwíčhunkičiyukčaŋpi kte.

**SBC INSTITUTIONAL MISSION**

Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.

**ROLE of the EDUCATION GRADUATE PROGRAM within SBC EDUCATIONAL DIVISION PHILOSOPHY and THEORY**

**A. SHARED VISION**

As a community of learners in fulfilling Sitting Bull’s vision of building a better future for our children, we emulate the Lakota/Dakota values of bravery, generosity, wisdom, and fortitude. Tribal Colleges have developed their own division of education programs in an effort to validate and empower American Indian communities. (Reyhner, 1992).

**B. MISSION STATEMENT**

The mission of the Sitting Bull College Division of Education is to balance the constructivist view of teaching and learning while integrating the Lakota/Dakota philosophy, values, and beliefs. With the help of SBC Lakota Studies faculty, the following values are acknowledged as indicators of excellence:

- **Woohitika (Bravery)** – The ability to be courageous when facing challenging situations by modeling leadership and positive agents of change.
- **Wowacintanka (Fortitude)** – To persist despite difficulties, be resilient when facing obstacles, and to keep in mind the need for humility.
• **Wacantkiya and/or Wacankkiya (Generosity)** – To show generosity in a variety of ways, but mainly through modeling compassion for others. The SBC Division of Education programs expect that all candidates demonstrate generosity within the context of their communities.

• **Woksape (Wisdom)** – This is defined as the ability to use an accumulation of individual experience in making appropriate decisions in life.

Both SBC and the education department mission statements articulate a need to enhance the educational attainment of Standing Rock members while maintaining a focus on Lakota/Dakota history, language, culture, and values. Since 1995 the education unit has integrated constructivist principles throughout the program of study.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of Sitting Bull College Teacher Education will be extended to the graduate program. This framework provides a cohesive link between and among curriculum, instruction, field experience, clinical practice, and assessment with each candidate’s program of study. The aspects of cultural relevancy are integrated throughout the teacher education curriculum and within the general education coursework to the greatest extent possible.

Secondly, [baccalaureate degree seeking] students construct knowledge through coursework that will serve them in later aspects of their program such as in field experience and clinical practice. In addition, common curriculum instruction and assessment are all centered on the teacher as an active learner. The graduate education students will further their understanding of the social construction of knowledge based in the conceptual model as they continue to apply active learning and social construct knowledge to their students in the classrooms. The social construct of knowledge of teacher education allows students to engage in learning that is relevant to the context of Lakota/Dakota history, culture, and language.

The education unit offers opportunities for teacher education candidates to present and model their own point of view in community settings in which local knowledge is valued.
STRATEGIC PLAN AND GOVERNANCE COMMITTEE

Sitting Bull College’s (SBC) strategic planning process has been and will continue to be carried out through the College’s committee structure. Designated College faculty and staff serve on one of the seven standing committees. In addition, one Board of Trustees member and at least one administrator serve on each committee. Starting in the fall 2014 the committee structure includes: Governance, Activities, Assessment, Business and Fund Raising, Curriculum, Land Grant, and Student Life. Employees who do not serve on a committee are required to be part of a setup and clean-up crew for College activities. The following employees are exempt from the process: daycare providers, janitors, and bus driver.

The Governance Committee serves as the oversight committee and consists of the Chair of the Board of Trustees, Administration, and Committee Chairs. The Committee process has been used as method to ensure shared governance for Sitting Bull College. In order to continue this process without all employees serving on a committee, a faculty and staff representative were selected to serve on the Governance Committee. The responsibility of the representative is to bring employee concerns forward to the Governance Committee. All new and revised policies for the college must originate from one of the standing committees. The committee chair is then responsible to bring the new or revised policy to the Governance committee for review and approval. Once the Governance Committee has reviewed the policy it is then submitted to the Board of Trustees for final approval.

Sitting Bull College Board of Trustees

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<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Sharon Two Bears</td>
<td>Chair</td>
<td>Cannonball</td>
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<tr>
<td>Joe McNeil</td>
<td>Vice-Chair</td>
<td>Long Soldier</td>
</tr>
<tr>
<td>Sami Claymore</td>
<td>Secretary</td>
<td>Kenel</td>
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<tr>
<td>Ron Brownotter</td>
<td>Member</td>
<td>Rock Creek</td>
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<tr>
<td>Adele White</td>
<td>Member</td>
<td>Porcupine</td>
</tr>
<tr>
<td>Geraldine Agard</td>
<td>Member</td>
<td>Bear Soldier</td>
</tr>
<tr>
<td>Jeff Cadotte Sr.</td>
<td>Member</td>
<td>Wakpala</td>
</tr>
<tr>
<td>Ambrosia Ernemc</td>
<td>Member</td>
<td>Running Antelope</td>
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Board of Trustees Code of Ethics

Each Board member signs the Sitting Bull College Board of Trustees Code of Ethics as follows.

The Board of Trustees commits itself to the very highest ethical conduct, in carrying out its requirements under tribal and federal laws.

I, _______________________ , as a member of the Governing Board of Trustees member of Sitting Bull College, hereby agree to:
• Recognize that the primary responsibility of the Board of Trustees is to govern and evaluate the college to best meet the educational needs of the Standing Rock Sioux Reservation.

• Devote time, thought and study to the duties and responsibilities of a college Board of Trustees member so that I may grow in my ability to render effective and credible service; enhance my ability to function as a trustee through the study of contemporary educational issues as well as through attendance at workshops and conferences - state, local and national.

• Work with my fellow Board of Trustees members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debate.

• Base my personal decision upon all available facts in each situation; vote my honest conviction in every case, not swayed by partisan bias of any kind; abide by and support the final majority decision of the board.

• Remember that as an individual I have no legal authority outside the meetings of the Board of Trustees, and I will conduct any relationships with the college staff, the local citizenry and news media on the basis of this fact. I agree that the Board of Trustees Chairperson or designee serves as the official spokesperson and that the individual Board of Trustees members will not represent themselves as speaking for the Board of Trustees.

• Resist every temptation and outside pressure to use my position to benefit either myself or any other individual or agency apart from the total interest of the college.

• Review and analyze the college mission regularly.

• Bear in mind that the Board of Trustees accomplishes its responsibility to govern and evaluate the college by adopting the policies by which the college is to be governed, but that the administration of the educational program and the conduct of college business are the responsibility of the President.

• Welcome and encourage active participation by citizens in establishing policy. Assure the orderly operation of the Board of Trustees by bringing potential agenda items to the Board Chair and President before bringing proposed agenda items to the Board table.

• Recognize that discussions of the Board of Trustees in Executive Session are confidential.

• Be scrupulous in requesting only authorized and legitimate reimbursement of expenses.

• Be familiar with the duties imposed by tribal law upon me as a member of the Board of Trustees member; to understand those duties and powers as set by tribal ordinance; and to faithfully carry out those powers and duties to the best of my ability.

• Finally, to strive for the most effective college board in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

Revised September 2009
Sitting Bull College began as Standing Rock Community College (SRCC) on September 21, 1973. On that date, the Standing Rock Sioux Tribal Council granted a charter to SRCC to operate as a post-secondary educational institution with the authority to grant degrees at the Associate level. Recognizing the need for an institution of higher education which would provide opportunities for people in the immediate area, several movers and shakers on the Standing Rock reservation began the process of establishing one of the nation’s first tribal colleges.

At the time the charter was granted, different colleges from around the state were offering a number of courses on the reservation. However, there was no coordination of effort and tribal leaders felt that it would be best to go through one institution. Bismarck Junior College (BJC) was designated to be that institution. As ties with BJC strengthened, discussions were begun to determine whether the Standing Rock Sioux Tribe should join other tribes which were in the process of forming their own colleges. A grant to BJC from the Higher Education Act provided money for Standing Rock Community College to begin offering courses. Standing Rock Community College opened its doors officially in July of 1973. The first offices and classrooms were in the Douglas Skye Memorial Retirement Complex in Fort Yates. There were three full-time people on staff.

The process of seeking accreditation was initiated in 1975. Candidate Status for accreditation was granted to Standing Rock Community College in 1978 after a thorough evaluation by the North Central Association of Colleges and Schools Commission on Higher Education. This status meant that the college was recognized as providing service and that it would be ready for full accreditation within six years. Every two years during this six-year period, evaluators returned to the college to document progress. SRCC was visited in the spring of 1980 and again in the spring of 1982. Both times, the teams recommended Candidate Status. The college received full accreditation in 1984. To mark this achievement and recognize their continued growth, the college officially changed their name to Standing Rock College (SRC). The college later received continued accreditation in 1987, 1991, 1996, and ten years in 2004 with approval to begin offering Bachelor of Science programs in Business Administration and Elementary Education. In 2007 SBC received approval to add a Bachelor of Science program in Environmental Science and in 2008 approval was received to add Bachelor of Science programs in Early Childhood Education, Secondary Science Education, Special Education, and General Studies.

On March 6, 1996, the Standing Rock Sioux Tribal Council voted to officially amend the charter, changing the college’s name to Sitting Bull College (SBC). The objectives were not altered and the college continues to operate as the charter specifies. Currently, there are over 70 full-time faculty members, administrative, and support staff. The original enrollment of 90 students has grown to approximately 300 each semester. Bachelor programs, associate level general college transfer programs and vocational programs are currently being offered.

While the accreditation activities ensure that Sitting Bull College meets the standards of the higher education agencies, the fact that SBC is tribally controlled means it must also provide services to the Native American community. Advisory boards made up of community members provide input that is relied upon for program continuation and changes. The College Board of Trustees is elected from the eight districts. At the state and national levels, the college is a member of the North Dakota Association of Tribal Colleges and the American Indian Higher Education Consortium.
STANDING ROCK RESERVATION

The Standing Rock Indian Reservation is uniquely located in southern North Dakota and northern South Dakota. The land area is approximately 2,300,000 acres of which 1,408,000 acres are under federal and tribal jurisdiction. This Indian Reservation is larger than the States of Rhode Island and Delaware and approximately the size of Connecticut but with fewer than 4 persons per square mile as compared to 4,845 persons per sq. mile in Connecticut. The primary land use is ranching and dryland farming.

The people on the reservation are mostly Hunkpapa Sioux. The reservation has a population of about 8,560 with approximately 74% of the residents American Indian. The primary type of permanent work on the reservation is government which includes federal, state and tribal government units. Most recent unemployment rate on the reservation is approximately 70% compared nationwide rate of 7.8%. The average per capita income is approximately $10,200 compared to a nationwide per capita income of $37,800 Median family income is about $29,864 compared to a national median of $51,425. There are small returns from leasing land to area farmers and ranchers.

The reservation borders the Oahe Reservoir, which provides all types of water recreation and excellent fishing. Picnic areas and campgrounds are available in many locations on, or adjacent to, the reservation.

ACCREDITATION for GRADUATE DEGREE PROGRAM IN EDUCATION

The master’s degree program in Education at SBC with a specialization in Curriculum and Instruction is accredited by the Higher Learning Commission of North Central Association of Colleges and Schools and the North Dakota Education Standards and Practices Board, effective August 2016. Sitting Bull College is also a member of the American Indian Higher Education Consortium and the North Dakota Tribal College Association. For more information regarding accreditation, please contact the SBC Education Department at (701) 854-8016 or (701) 854-8040.

ADMISSIONS REQUIREMENTS for the MASTER of EDUCATION

Potential students must submit an application package by the application deadline of December 1, if the two-year cohort begins in January, or submit the application package by April 1, if the two-year cohort begins in August. Interested candidates are encouraged to visit Sitting Bull College (SBC) and the SBC Education Department faculty prior to applying to the SBC Graduate Program in Education with a specialization in Curriculum and Instruction.
Requirements of Application Package:

1. Complete the SBC Graduate Application in Education for enrollment at SBC (found on the SBC website).
2. Request official transcripts from all previous colleges and universities be sent to SBC, which must include a four-year bachelor’s degree from an accredited college or university.
3. Transcripts must show a cumulative grade point average of 2.75 or at least 3.00 in the last two years of the undergraduate degree program. Please note: students will cumulative grade point averages below 2.75 may still apply to be considered for acceptance into the graduate program in education at SBC.
4. Complete background check.
5. Resume
6. Praxis I score (if undergraduate degree was in teaching). Please note: students who do not have a degree in teaching are encouraged to apply to the graduate program in Education at SBC. For candidates who do not have a degree in education are not required to submit a Praxis I score.
7. Two letters of recommendation using the SBC Master of Education Application Form. Recommenders will need to be sent the letter of recommendation form (listed in the SBC Master of Education Graduate Application Form on the SBC Website) by the candidate, fill it out, and send it to the college, not the candidate. The letters of recommendation should be completed by those who can attest to the candidate’s likelihood that they will perform well in graduate school.
8. Personal Statement (3/4 to two pages in length for each question):
   a. Please include a chronology of your life experiences and professional experiences that include teaching or practicums that are important to you. Please include reasons as to why these experiences will assist you in the pursuit of a graduate degree in education.
   b. List the skills, abilities, values, and characteristics that you feel are important to being successful in graduate school, as well as your current or future career.
   c. Describe your short and long term goals, as well as the importance of these goals.

Special Notes:

A maximum of 15 graduate students will be allowed into each two-year cohort. In the event that more than 15 candidates apply to the program, acceptance into the program will become more competitive and priority will be given to those who appear (i.e., based on the submitted application materials) to be more likely to succeed in graduate school.

This program is set up to target, in particular, teachers who are already teaching full-time in nearby, surrounding communities. Therefore, the meeting times will typically revolve around these graduate students’ work schedules. Please keep in mind that it will not always be possible to honor everyone’s requests with regard to the scheduling of classes. The program will be offering courses in the evenings (beginning sometime between 4:30 and 6:00) and possibly some
weekends. Students will be polled as to when they can and cannot meet, get input on preference, and then a final decision will be made as to whether to offer a course at a different time. Scheduled times during fall and spring semesters will meet at the originally scheduled time in most cases. The instructor has the final say. Summer session meeting times will be different compared to fall and spring semesters. Summer session will meet during the day, and possibly meet on Saturdays for eight (8) hours each instance.

For the two-year cohort that begins in August, graduate students will take six (6) credits in the fall and spring semesters (i.e., four semesters) and eight (8) credits for summer session the first year. A total of five (5) semesters will fulfill the obligation of completing the master of education in curriculum and instruction degree. A total of 32 semester credits must be completed by the end of spring semester during year two. Since this is a two-year cohort, all graduate students will not have the option for taking elective courses. All courses have been preselected. Graduate students in the two-year cohort will be in the same courses as all other graduate students from the start of the program to the end of the program.

Degree Requirements:

1. Completion of 32 credits at or above the 500 course-number level.
2. A minimum of 24 credit hours must be completed at SBC if transferring in from another accredited college or university. Up to nine (9) credits may be transferred in from another accredited college or university. Please note: If transferring in nine (9) credits, graduate students may still need to complete more than 24 credit hours, in order to receive their master's degree in education at SBC.
3. Maintain a grade point average (GPA) of 3.0 or higher in the program of graduate study, and earn at least a “B” in all courses.
4. Completion of the degree requirements within six (6) years of acceptance.
5. Attend and participate in all graduate seminars/courses or presentations as scheduled.
6. Uphold and maintain academic honesty, personal responsibility, and professional integrity.
7. In the event that a graduate student does not complete all coursework within the two-year cohort timeframe, including the research thesis or scholarly project, he or she will need to enroll in a continuing education graduate credit at $350 per semester, including summer session, until all requirements for completion of the master's degree in education at SBC have been fulfilled.
Graduate School Costs:
1. **TUITION** (charged each semester per credit hour). $350
   Six (6) credits is considered full-time for those seeking financial aid assistance.

2. **REGISTRATION FEE** (charged each semester):
   - Full-time enrollment (12 or more credits; summer session – 6 or more credits) $25
   - Part-time enrollment (1 to 11 credits; summer session – below 6 credits) $15

3. **ACTIVITY FEE** (charged each semester):
   - Fall and Spring full-time and part-time enrollment $30
   - Summer term full-time and part-time enrollment $15

4. **TECHNOLOGY FEE** (charged each semester):
   - Full-time enrollment (12 or more credits) $100
   - Part-time (1 to 11 credits; summer session – below 6 credits) Per Credit Hour $6

5. **TEXTBOOKS & ADDITIONAL RESOURCES** (charged each semester): varies
   - $300 - $500 (est.)

6. **SBC GRADUATION FEE** (purchase of cap, tassel, gown, diploma and cover) $50.00
   - **SBC GRADUATION FEE** (rental of cap and gown; purchase of tassel, diploma, cover) $40.00
   - **SBC GRADUATION FEE** (diploma fee with cover) $10.00

7. **TRANSCRIPT FEE**: $ 5.00

**NO SHOW POLICY**

A student who does not attend any classes within the first three weeks of the fall/spring semester or the first week of the summer session shall be considered a “no show” and 100% tuition and fees refund will be issued.

The student will be billed a “no show” fee of $10.00 per course, registration fee ($25/full-time or $15/part-time), and the total cost of purchases made at the SBC Bookstore. Students may return books up to six weeks from the start of classes if the books have not been written in or if the books are still enclosed in the shrink wrap in which they were shipped.
OFFICE OF THE REGISTRAR

The Registrar's Office maintains the following records:

1. Registration/admission forms: SBC application, degree of Indian blood, high school/college transcripts or GED transcript, release of information, transcript requests, documents relating to deferments, VA documents, and certificate of achievements.
2. Degree plan.
3. Graduation forms: application for graduation, one letter of recommendation, and resume.
4. Permanent Academic Records: semester grade reports, official transcript, and completed add/drop forms.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT OF 1974

Sitting Bull College adheres to a policy of compliances with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). The definition of this Amendment is as follows:

"A federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings."

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school/college beyond the high school level. Students to whom the rights have transferred are "eligible students".

Sitting Bull College has designated the following information as "Directory Information": Students’ name, address, telephone number, date and place of birth, honors and awards, dates of attendance, major field of study, and recent schools/colleges attended.

This information is generally considered not harmful and may be released to anyone unless the student requests otherwise. If there is any information above a student does not want released, he/she may indicate so on the Disclosure of Student Records/Information Release Form which is a part of the Application for Admissions.

Generally, schools/colleges must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools/colleges to disclose those records, without consent, to the following parties or under the following conditions:

- College officials with legitimate educational interest (Faculty/Staff of SBC);
- Other colleges to which a student intends to transfer to;
- Auditors or Evaluators of college programs;
- Funding sources such as Higher Education, WIA, JPTP, VA, Scholarship Programs, etc;
- Organizations conducting certain studies for or on behalf of the college;
- Accrediting organizations;
- Local, State, and Federal judicial orders or lawfully issued subpoena; and,
- Appropriate officials in cases of health and safety emergencies.
Each student has the right to inspect or access their educational record and may:

- be provided a list of personal educational records, files, and documents maintained at Sitting Bull College (attached to the Disclosure of Student Records/Information Release Form which all students are required to sign at the beginning of their first term of attendance at SBC);
- inspect and review the content of such records (contact Registrar to do so);
- receive a response from the college to a reasonable request for explanation or interpretation of records; and,
- have a hearing to challenge the content of the records. Any student wishing to inspect his/her file must contact the Registrar.

**ACADEMIC ADVISEMENT**

Each student is assigned a faculty advisor upon enrollment at SBC. In most cases, the advisor will be an instructor in the student's specific area of study.

The advisor assists in proper course selection to meet curricular requirements and helps students avoid errors in scheduling. However, students have the final responsibility for satisfying the degree requirements for the curriculum chosen and the college’s general education requirements.

**REGISTRATION PROCEDURES**

During registration week, representatives from the Registrar’s Office, Financial Aid Office, Business Office, Counseling Office, and all academic/career and technical education departments are available for consultation. With the assistance of these individuals, students must complete the following steps in order to register for classes:

**RETURNING OR CONTINUING STUDENTS:**

1. Obtain registration materials from the Registrar’s Office.
2. See Accounts Receivable Technician to determine debt status.
3. See Financial Aid Office to finalize financial aid paperwork.
5. Obtain Student ID Card/E-Mail Address. Replacement cards will cost $5.00 payable at the time of the request.
6. Return all registration material to the Registrar’s Office.
7. Go to Bookstore and acquire the necessary texts and materials.

**NEW STUDENTS:**

1. Check in at registration table to start registration process.
2. See Financial Aid Office to arrange for financial assistance. Students are encouraged to complete their financial aid applications prior to enrolling or as soon as possible thereafter.
3. Obtain Student ID Card/E-Mail Address. Replacement cards will cost $5.00 payable at the time of the request.
4. Return all registration materials to the Registrar’s Officer.
5. Go to Bookstore and acquire the necessary texts and materials.

**CREDITS NOT ACCEPTED INTO SBC DEGREE PROGRAMS**

The College will not accept credits into core requirements of a degree plan that are seven years old or older. This includes credits from Sitting Bull College and or accredited institutions of higher learning. Exceptions will be made in the Associate of Arts degree programs of General Studies and Native American Studies, or with approval of advisor and/or Vice President of Operations.

**ATTENDANCE**

Students are expected to attend classes regularly. The instructor will announce attendance requirements for each class and has final authority in excusing students from classes. Faculty are required to take weekly attendance for all methods of instructional delivery.

The student alone assumes responsibility for all absences, and must make arrangements with his/her instructor to make-up work. Conflicts about excused and unexcused absence must be resolved between the student and instructor. Permission to make-up the work is at the discretion of the individual instructor.

Sitting Bull College’s records management system for attendance will refer students taking courses in all methods of delivery with excess absences to an SBC Counselor.

**CONDUCTING RESEARCH AT SITTING BULL COLLEGE**

As an institution of higher education that intends to conduct and/or sponsor research, Sitting Bull College recognizes the importance of research in the generation of new knowledge. Such research is often sponsored by a federal department or agency. Title 45 Code of Federal Regulations Part 46 (45 CFR 46) Protection of Human Subjects specifies federal regulations for the conduct of research involving human subjects.

Sitting Bull College recognizes the importance of having in place a set of principles and guidelines that govern the institution, its faculty, and staff, in the discharge of its responsibilities for protecting the rights and welfare of human subjects taking part in research conducted at, or sponsored by the institution, regardless of the source of funding [Federal Policy §__.103(b)(1)].

The federal regulations and the history of research involving American Indian people serve as compelling reasons that human subjects must be protected in the conduct of research. Language and cultural differences caused misunderstanding about the intent and content of the research in which Native people were engaged. In sometimes intimidating situations, subjects were not informed, nor were they given the opportunity to decline participation. Sacred knowledge, objects, and sites were all too often violated in the name of research and the generation of new knowledge about indigenous peoples and their cultures. While Sitting Bull College must and will demonstrate research compliance, it is also committed to the protection of the citizens of Standing Rock so as not to repeat the history that took advantage of them.
Therefore, research at, or sponsored by, Sitting Bull College will be well-designed and properly executed according to the following principles, policy, and guidelines.

**STATEMENT OF PRINCIPLES**

The ethical principles that govern acceptable conduct of research involving human subjects at or sponsored by Sitting Bull College are found in The Belmont Report. The ethical principles are:

- Respect for persons
- Beneficence
- Justice

Respect for persons involves recognition of the personal dignity and autonomy of individuals, and special protection of those persons with diminished autonomy. This principle underlies the need to obtain informed consent.

Beneficence entails an obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks of harm. This principle underlies the need to engage in a risk/benefit analysis and to minimize risks.

Justice requires that the benefits and burdens of research be distributed fairly. This principle requires that subjects be fairly selected.

**RESEARCH POLICY**

Research at, or sponsored by Sitting Bull College will be well designed and properly executed. All researchers will abide by ethical principles of respect for persons, beneficence, and justice. All researchers will respect the culture of the residents of the Standing Rock Reservation when designing and carrying out proposed research. All researchers will follow the guidelines and procedures for protection of human subjects outlined by SBC and carried out by the Institutional Review Board (IRB). Data collection cannot begin without IRB approval. Research results will be shared with Sitting Bull College.

**CHILDREN IN THE CLASSROOM**

Sitting Bull College has established a daycare facility for use by students. For safety and liability issues, students should not bring their children to classes and should make use of the daycare facility. A student who constantly brings their children to classes will be in violation of SBC’s policies and will be referred to the Vice President of Operations to resolve the issue.
GRADING

The evaluation of a student's work is based upon a system of grade reports and is issued at the end of each term.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>STANDARD INTERPRETATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>High degree of excellence</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average (not acceptable in grad. school)</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Completion of minimum requirement</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure to satisfactorily complete</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Passed</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal done by the student prior</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>to the deadline</td>
<td></td>
</tr>
<tr>
<td>MW</td>
<td>Military Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>WIP</td>
<td>Work in Progress</td>
<td>0</td>
</tr>
</tbody>
</table>

Pass (P) grade may be given for workshops, internships, practicums and military credit.

GRADE POINT AVERAGE (GPA)

A student’s scholastic standing of Grand Point Average (GPA) is obtained by the total number of grade points earned for the semester divided by the total number of semester hours attempted for the semester.

Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
<th>Credits</th>
<th>Honor Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>B</td>
<td>3</td>
<td>x 3</td>
<td>= 9</td>
</tr>
<tr>
<td>Algebra</td>
<td>A</td>
<td>4</td>
<td>x 4</td>
<td>= 16</td>
</tr>
<tr>
<td>Language</td>
<td>A</td>
<td>4</td>
<td>x 4</td>
<td>= 16</td>
</tr>
<tr>
<td>Psychology</td>
<td>B</td>
<td>3</td>
<td>x 3</td>
<td>= 9</td>
</tr>
</tbody>
</table>

Total 14 50
Semester GPA: 50/14=3.57

The cumulative or total grade point averages are obtained by the same method using overall semester hours attempted and overall honor points earned. Grades of (P), (W), (I) are disregarded when figuring grade point averages.
INCOMPLETES

A grade of “I” (Incomplete) will only be issued in emergency circumstances which are approved by the Vice President of Operations. A student must have met the following requirements to be considered for an incomplete:

- The student must have valid documentation to be considered for an incomplete.
- The student must have completed at least (75%) of the assigned coursework.
- The student must be passing the course.
- The student must have over 75% attendance in the course.

The student and instructor must complete an “Incomplete Grade Report Form” indicating the course work to be completed; the deadline date for completion; and the grade assigned if the student does not complete the work as indicated. Students will have three weeks from the end of the semester to complete the course work unless the instructor indicates an earlier date. If the course work is not finished, the grade will be changed from an “I” to the grade the instructor indicated on the “Incomplete Grade Report Form”.

No credits are earned for this course unless the Incomplete grade is changed to a passing grade. Students receiving an "I" are not eligible for the Honor Roll or Graduation and may lose their eligibility for Financial Aid.

WITHDRAWAL POLICY

Change of schedule forms may be obtained from either of the Counselors, and must be completed within the date allowed to withdraw from classes. The student must sign the form provided by the Counselor. If the student is unable to personally come to Main Campus, then he/she must provide a signed notice of intent via fax or pdf* that states the reason for withdrawing and includes the name(s) of the class or classes from which the student will withdraw and have it delivered before the allowed date to withdraw or, if mailed, to have it postmarked no later than the date allowed to withdraw from classes. Upon obtaining a signature from a student or letter of intent, the Counselor will forward the original withdraw form to the Registrar’s office. The student’s instructor(s), advisor, and Jenzabar Database Manager will be notified of the student drop.

*Faxes will be accepted with the student’s signature and information clearly written. An email message without a pdf attached will not be considered an authentic signature. Signatures will be compared with the student’s signature on the admissions application on file.

Any tuition refund or credit will be determined by the date of the change of schedule form.

A student who withdraws from all their courses will not meet minimum academic standards and will be placed on academic warning, academic probation, or academic suspension. (See Academic Probation and Academic Suspension for more information.)

If a course is completed before the last date to withdraw from classes, the student will not be allowed to withdraw from this course (i.e. First Aid).
**MIDTERM GRADES**

Mid-term grades are reported during the Fall and Spring semesters and are mailed to all students by the Registrar. Incomplete grades are not allowed at mid-term. Midterm grades are used to assist students in determining their academic progress. They are not recorded grades and therefore a grade appeal cannot be filed. Midterm grade reports can be viewed and printed by the student through MySBC.

Mid-term grades are not reported during the Summer term or for accelerated courses. Instructors will notify one of the counselors of any student(s) who are failing. The counselor will then contact the student(s).

**FINAL GRADES**

The instructor submits final grades at the end of the semester. The instructor must submit final grades for an accelerated course one week after the end of the course. Final grade reports can be viewed and printed by the student through MySBC.

**GRADE APPEAL**

Occasions arise when a student is convinced that a final course grade is in error. A course grade is considered final unless the student files an appropriate appeal. For the student who has reason to believe the grade issued is incorrect, the SBC Student Grievance Policy must be followed. See pages 58 for the policy and procedures to follow.

A student has up to three (3) weeks from the end of the semester from which the final grades were awarded to file a grade appeal. Unless an appeal has been made to the Vice President of Operations within three weeks from the end of the semester, no grade changes will be made.

**FINAL EXAM POLICY**

Students are required to take their finals during the scheduled time. A makeup final will be granted when students are unable to take the regularly scheduled final for reasons beyond their control or by circumstances created by the College. If a make-up final is granted the student will receive an incomplete (I) grade. The procedures outlined in the Incomplete section will be followed.

**DISPERSING OF DIPLOMAS**

Diplomas will not be dispersed until 30 days after graduation; at the time of graduation, students will receive the diploma cover.
**TRANSCRIPTS**

Sitting Bull College has authorized the National Student Clearinghouse to provide transcripts to students. This secure site is available for your convenience 24 hours a day, seven days a week from any computer with internet access. Students using this service will receive their completed transcript request within 5 to 7 business days. Transcripts will not be released if a student owes a financial obligation to the College. Beginning the fall 2014 semester, there is a $5.00 fee for each transcript requested. Please visit [www.sittingbull.edu](http://www.sittingbull.edu) to request transcript(s).

To utilize the online service, students will need to provide their Social Security / Student ID Number, a valid email address, a valid major credit card (VISA, Master Card, American Express or Discover), in addition to other information requested on the transcript order form.

Students in need of official transcripts for courses taken prior to SBC’s accreditation (fall 1984) should contact Bismarck State College, Bismarck, North Dakota for needed documentation.

**TRANSCRIPT/DIPLOMA HOLD POLICY**

Sitting Bull College reserves the right to place a transcript and/or diploma hold on a student for one or more of the following reasons:

a) past due financial obligations to any department, office, or unit of the college*;
b) need to obtain official documents such as high school or GED transcripts;
c) need to fulfill graduation requirements;
d) as a result of judicial actions.

In order to resolve, or clear a hold, a student must contact the college/department/office which placed the hold and correct the issue accordingly.

*Students who are enrolled at Sitting Bull College for the semester and have an outstanding bill may apply for scholarship opportunities. If the scholarship requires an official transcript, the Registrar may issue the transcript directly to the scholarship organization. In addition, the Registrar or Director of Financial Aid may send letters of enrollment and GPA information to funding sources directly for registered SBC students as requested.

**TRANSFERABILITY**

Credits earned at SBC are transferable to other colleges and universities. The student intending to transfer to a four-year institution should consult the catalog of that institution, since requirements vary. Regardless of the number of credits earned, the credits accepted for transfers toward a degree are determined solely by the institution to which the student transfers.
A student who plans to transfer to a four-year college or university should follow these four steps:

1. Obtain a current catalog of the institution to which he/she wishes to transfer and study the entrance requirements and suggestions for freshman and sophomore programs in the major field of interest.
2. Talk with a SBC Counselor or Academic Advisor about fulfilling these requirements.
3. Confer either by letter or by personal interview, with an admissions officer of the institution for further information about the curriculum and transfer regulations.
4. Check carefully a semester or two before transferring to be certain all requirements will be met and all regulations observed to the satisfaction of the four-year college or university.

**FACULTY EXPECTATIONS**

SBC Education Department Faculty are committed to the success of all graduate students in the SBC Education Department. Faculty are expected to adhere to the following expectations:

1. Maintain confidentiality at all times;
2. Demonstrate professionalism toward students;
3. Create and update course syllabi that includes learner outcomes, course assignments/projects that are aligned to standards/learner outcomes, rubrics, etc.;
4. Plan, develop, implement, and review curriculum;
5. Serve on pre-determined committees;
6. Advise students;
7. Communicate effectively with faculty and students;
8. Utilize class time wisely;
9. Turn in grades and attendance in a timely fashion;
10. Provide descriptive, timely feedback to students’ assignments/projects;
11. Assess students using rubrics on assignments that are aligned to standards and learner outcomes;
12. Assist with the implementation and review of the program;
13. Demonstrate effective teaching methods, including but not limited to: direct instruction, class discussion (small group and whole group), class activities, class projects/presentations/micro-teaching lessons, role playing, problem solving through question and answer or case studies/scenarios that build on critical thinking skills, reflective thinking questions, differentiated instruction, etc.;
14. Be available to students during office hours; and
15. When assigned as a thesis/scholarly project advisor, advise, provide feedback, and assist as needed.

**FINANCIAL AID RESOURCES**

Financial aid is made available to students who, without such assistance, would not be able to attend Sitting Bull College (SBC). These programs are designed to complement the student’s own resources. Financial aid consists of grants and scholarships, loans, work-study programs, and waivers of tuition. Grants and scholarships are gifts of money that do not have to be repaid. Loans
are funds borrowed that must be repaid. Work-study (student employment) allows the student to work and earn money for educational purposes.

The following process should be followed in applying for financial aid:

- Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov and list Sitting Bull College's code - 014993 - on the FAFSA. Students (and parents of dependent students) will need an electronic PIN # to sign the form electronically. Visit the PIN Site at www.pin.ed.gov. The FAFSA is the application for the federal Pell grant program. The FAFSA application should be completed as soon as possible after January 1st for the following academic year. Applicants are strongly encouraged to use the IRS Data Retrieval Tool when completing the FAFSA.

- Complete the FAFSA prior to April 15 to be considered for funding from the North Dakota State Student Incentive Grant (SSIG). This scholarship is only available to North Dakota residents.

- Complete the FAFSA by April 30 to receive priority consideration for funding from the Federal SEOG and Federal Work Study programs at SBC for fall term or October 31 for spring term.

- Complete the Higher Education Grant application by the priority date established by that program. For Standing Rock Sioux Tribe, the following priority dates are established:
  - June 30 for a completed application for the academic year or fall term only
  - November 30 for a completed application for the spring semester only
  - April 30 for a completed application for the summer term
  - Applications may be accepted after these dates until funds are expended.
  - Other tribes may have different priority dates for their program.

- Complete the Job Placement Training Program (JPTP) application by June 30 to receive priority consideration for funding from that program.

- Complete the Workforce Investment Act (WIA) application in July or August for fall term and November or December for spring term.

- Complete the North Dakota Indian Scholarship by July 15. This scholarship is only available to North Dakota residents attending a North Dakota college and who meet the Native American requirements.

- Complete the SBC Application for Institutional Financial Aid to be considered for all institutional scholarships and grants available from Sitting Bull College by April 30 for fall term or October 31 for spring term.

- Apply for any and all sources of financial aid available to the student.

The SBC Financial Aid Office reserves the right to make the final determination regarding the type(s) and amount of aid awarded to students. Awards are based upon an evaluation of the student's eligibility as determined by the need analysis service using the Free Application for Federal Student Aid (FAFSA) form and the availability of funds of the various aid programs.

Students who have submitted the FAFSA should receive an award letter notification by June 30. Only those students who have a completed financial aid file will receive federal financial
aid. If a student’s FAFSA application is selected for verification and the process has not been completed, the student will receive a tentative award letter stating federal funds that s/he may be eligible to receive. However, federal funds will not be disbursed to the student until the verification process is completed.

To qualify for federal financial aid, the student must:

- Be a U.S. citizen or an eligible non-citizen
- Have earned a high school diploma or GED certificate
- Not have already earned a baccalaureate degree
- Be enrolled as a regular student in an eligible program
- Be making satisfactory academic progress toward completion of an eligible course of study
- Not be in default on a federal education loan
- Not owe a refund or repayment on a federal education grant (Pell, SEOG, SSIG, ACG, SMART, TEACH, or other federal financial aid grant)
- Have signed a statement of educational purpose
- Be registered with U.S. Selective Service if required
- Have signed an anti-drug abuse act statement
- Have completely repaid fraudulently obtained funds, if convicted of a crime or pled nolo contendere or guilty to a crime involving fraud in obtaining Title IV, HEA financial assistance
- Be determined eligible based on information submitted on the FAFSA.

Beginning July 1, 2012 students are limited to a Pell lifetime eligibility unit (LEU) of 600% which equates to 12 semesters of full-time enrollment.

Financial aid is awarded based on the need and availability of funds. Need is defined as the difference between the estimated cost of education and the EFC (expected family contribution) calculated by the Department of Education based on information the student provided on his/her FAFSA application.

The estimated cost of education (BUDGET) includes those line items necessary for a student to pursue an education: tuition, fees, books and supplies, room, board, transportation, computer rental or purchase, personal expenses, child care expenses.

The following list includes SBC’s estimated direct education costs per year that include full-time tuition, fees, and books:

$5,110. .......................................................... Certificates and Associate degrees

$5,110. .......................................................... Sitting Bull College Baccalaureate degrees

$7,810. .......................................................... Sitting Bull College Masters degrees

*The Building Trades and Welding programs are higher ($5,610) to accommodate the costs for tools, and coveralls ($500) during the first year of enrollment.

*The Licensed Practical Nursing program is higher ($6,205) to accommodate the costs for insurance, background check, uniforms, shoes, stethoscope, scissors, expenses for clinical in Bismarck, and the annual nursing conference ($1,075).
The estimated indirect costs per year that include room, board, transportation, personal expenses, and childcare are:

- $7,334................................. Single student living with parents, not commuting
- $10,916........................................ Single student not living with parents, not commuting
- $10,916........................................ Married students, no dependents, not commuting
- $10,916........................................ Single/Married students with dependent, not commuting

SBC has several housing units available for student use. Students who live in campus housing may expect to pay a monthly rent fee between $350 and $500 based on the type of house assigned to the student. SBC also has 24 single unit apartments available. Students who live in the single unit apartments may expect to pay a monthly rent fee of $250 per month.

The financial aid director may be contacted by e-mail through the college website at www.sittingbull.edu or by telephone at (701) 854-8013.

The financial literacy/scholarship coordinator may be contacted by email through the college website at www.sittingbull.edu or by telephone at (701) 854-8006.

FINANCIAL AID GRIEVANCE PROCEDURE

It is the policy of SBC that all financial aid applicants have at their disposal during the period when they are students, specific and equitable procedures which afford due process for resolving grievances.

A grievance is an alleged unfair, inequitable, or discriminatory application or implementation of college policy or procedure. A grievance can result from issues that require institutional attention for which there is no policy or procedure.

The purpose of the informal procedure is to require the parties involved in a grievance to attempt to resolve the problem themselves through the following steps:

1. The student should attempt to discuss the complaint with the person(s) who appears to be the source of the grievance.
2. If the problem is not resolved at the first step, the student may take the complaint to the respondent's supervisor.
3. If the problem is not resolved to the satisfaction of the student through the informal process, the student may enter the formal grievance procedure.
   a. The grievant shall submit to the SBC Financial Aid Ad Hoc Committee a written grievance containing a concise description of the grievance and the requested remedy to the grievance.
   b. A hearing shall be held within ten working days after the grievance has been submitted to the Financial Aid Office.
   c. A recommendation shall be made to the College President within ten working days of the hearing. The President may:
1. Institute the recommended action of the Financial Aid Ad Hoc Committee;
2. Refer the matter back to the Financial Aid Ad Hoc Committee for additional consideration and review; or
3. Reject the recommendation of the Financial Aid Ad Hoc Committee and resolve the grievance.
4. The grievant shall be informed in writing of any and all actions taken.

GRADUATE SCHOOL FINANCIAL AID RESOURCES

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Eligibility Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing Rock Sioux Tribe Higher Education Graduate Scholarship Ethnicity: Standing Rock Sioux Tribe Enrolled Member Degree Plan: Any Graduate Study Award Amount: $500/Credit Hour Application Deadline: June 1st Scholarship Resource</td>
<td>- Must be an enrolled member of the Standing Rock Sioux Tribe - Must maintain a minimum 2.5 GPA - Must be a full-time student in accordance with policy - Must declare and state his or her program study as part of the initial application for the Graduate/Doctorial Program - Must have a complete application prior to consideration for funding with the program - For an application, please contact the SRST Tribal Department of Education @ (701) 854-8545</td>
</tr>
<tr>
<td>Cheyenne River Sioux Tribe Graduate Scholarship Ethnicity: Cheyenne River Sioux Tribe Enrolled Member Award Amount: Amounts Vary Application Deadline: June 15th Scholarship Resource</td>
<td>- Complete both Higher Education Scholarship Application/Cheyenne River Sioux Tribe Scholarship - Must be enrolled full-time in accordance with policy - Certificate of Degree of Indian Blood - Letter of Acceptance from eligible institution - Must have High School Diploma or GED - Must maintain 2.0 GPA - Updated College Transcript - Financial Aid Package/Needs Analysis Form - For an application please visit: <a href="http://www.crsteducationservices.com">www.crsteducationservices.com</a></td>
</tr>
</tbody>
</table>
| Higher Education Grant Program | - Higher Education Grant Program Application  
| Ethnicity: Mandan, Hidatsa & Arikara Nation | - Letter of Acceptance and Updated college/university transcript  
| Enrolled Member | - High school transcripts or GED scores  
| Degree Plan: Any Graduate Study | - Signed Release of Grade form  
| Award Amount: N/A | - Signed Privacy Act form  
| Application Deadline: March 15th Scholarship Resource: | - Certificate of Degree of Indian Blood (CDIB), which can be obtained by calling (701)627-4238  
| Higher Education Grant Program | - Financial Needs Analysis form (from Financial Aid Officer)  
| 404 Frontage Road | - For an application, please contact the Higher Education Grant Program @ (701) 627-4112  
| New Town, ND 58763 | P. (701) 627-4112  
| F. (701) 627-2295 |

| Lower Brule Higher Education Grant Program | - Application for Lower Brule Higher Education grant  
| Ethnicity: Lower Brule Sioux Tribe Enrolled Member | - Verification of enrollment from the Lower Brule Sioux Tribe with degree of Indian blood  
| Degree Plan: Any Graduate Study | - Copy of high school transcript or GED certificate  
| Award Amount: $2,000 | - Acceptance letter from an institution of higher education  
| Application Deadline: July 15th Scholarship Resource | - Copy of a completed Student Aid Report (SAR - Pell Grant)  
| | - Signed Financial Needs Analysis form  
| | - Signed Privacy Act statement  
| | - Class schedule for upcoming semester/quarter  
| | - For an application, please contact the Lower Brule Higher Education Program @ (605) 473-9232  

| Turtle Mountain Band of Chippewa Indians Tribal Higher Education Scholarship Program | - Certificate of Degree of Indian Blood  
| Ethnicity: Turtle Mountain Band of Chippewa Enrolled Member | - Letter of Acceptance/Admission  
| Degree Plan: Any Graduate Study | - Student Award Letter  
| Award Amount: Amounts Vary | - High School Transcript or GED  
| Application Deadline: September 1st Scholarship Resource | - College Transcripts  
| | - For an application please visit: [www.tm.edu](http://www.tm.edu)  

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<table>
<thead>
<tr>
<th>Scholarship Program</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| **Sisseton Wahpeton Oyate Higher Education Grant Program** | - Higher Education Grant Application with signature.  
- Financial Aid Budget (completed and signed by the Financial Aid Office)  
- Degree of Indian Blood which can be obtained by the Tribal Enrollment Office at (605) 698-3911, ext.#215  
- Letter of acceptance from the College or University.  
- Continuing students must submit a copy of their current transcripts  
- For an application, please contact the Sisseton-Wahpeton Oyate Higher Education Endowment Program @ (605) 742-0150 |
| **Massachusetts Indian Association** | - Must complete application  
- Must submit completed Financial Aid Verification Form  
- Application can be mailed or faxed to the contact information  
- For an application, please contact the SBC Financial Aid Office @ (701) 854-8016 |
| **The American Indian College Fund Full Circle Scholarship** | - U.S. citizenship  
- Enrolled in full-time in a graduate program  
- Registered as a member of a federal or state recognized tribe, or a descendant of at least one grandparent or parent who is an enrolled tribal member. (Alaska Natives may use Native Corporation membership.)  
- Must have a minimum 2.0 GPA  
- Application are submitted online @ [www.collegefund.org](http://www.collegefund.org) |
<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Description</th>
</tr>
</thead>
</table>
| **The Ethel and Emery Fast Scholarship Foundation, Inc.** | - Be an American Indian of a Federally recognized tribe  
- Have successfully completed on year of a post-secondary education at an accredited college or university  
- Be currently enrolled in same as a full-time student in good standing  
- Demonstrate financial need  
- For an application, please contact the Ethel and Emery Fast Scholarship Foundation @ (301) 762-1102 |
| **Native American & Alaska Native Fellowships:** | - Enrolled full-time in a graduate program  
- Able to demonstrate financial need through submission of the AIGC Financial Need Form (FNF)  
- Enrolled member of a federally recognized American Indian or Alaska Native group  
- Apply online: [http://www.aigcs.org/scholarships/graduate-fellowships/](http://www.aigcs.org/scholarships/graduate-fellowships/) |
| **Allgoan Slagle Memorial Scholarships Association on American Indian Affairs Ethnicity:** | - Must be Native American from continental US tribes or Alaska Native  
- Must be enrolled in their tribe, a copy of tribal enrollment is required  
- No minimum blood quantum requirement for eligibility  
- Must be enrolled as full-time student for both fall and spring semester  
- Minimum need of $750 both fall and spring semester to be eligible  
- Must be attending an accredited school. *See FAQ's for more info.  
- Apply online: [http://www.indian-affairs.org/scholarships/allogan_slagle.htm](http://www.indian-affairs.org/scholarships/allogan_slagle.htm) |
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<tr>
<th>Scholarship Fund</th>
<th>Requirements</th>
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<tr>
<td>Elizabeth &amp; Sherman Asche Memorial Scholarship Fund</td>
<td>- Must be Native American from continental US tribes or Alaska Native - Must be enrolled in their tribe. A copy of tribal enrollment is required. - No minimum blood quantum requirement for eligibility. - Must be enrolled as full-time students for both fall and spring semester. - Minimum need of $750 both fall and spring semester to be eligible. - Must be attending an accredited school. *See FAQ's for more info. - Apply online: <a href="http://www.indian-affairs.org/scholarships/elizabeth_asche.htm">http://www.indian-affairs.org/scholarships/elizabeth_asche.htm</a></td>
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<tr>
<td>Sequoyah Graduate Scholarships</td>
<td>- Must be Native American from continental US tribes or Alaska Native. - Must be enrolled in their tribe. A copy of tribal enrollment is required. - No minimum blood quantum requirement for eligibility. - Must be enrolled as full time students for both fall and spring semester. - Must have a minimum need of $750 both fall and spring semester to be eligible. - Must be attending an accredited school. *See FAQ's for more info. - For additional scholarship information please see the scholarship page of the website. - Apply online: <a href="http://www.indian-affairs.org/scholarships/sequoyah.htm">http://www.indian-affairs.org/scholarships/sequoyah.htm</a></td>
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<td>AISES Intel Scholarship</td>
<td>- Must provide a personal essay with no more than 1000 words. This essay is evaluated by stating educational and/or career goals, stating interest in and motivation to continue higher education, understanding the importance of college and a commitment to completion, expressing commitment to learning, and giving back to the community. - Apply online: <a href="https://aises.academicworks.com/opportunities/4">https://aises.academicworks.com/opportunities/4</a></td>
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<td>Scholarship Name</td>
<td>Ethnicity</td>
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<tr>
<td>A.T Anderson Memorial Scholarship</td>
<td>Native American/Alaska Native/ Native Hawaiian</td>
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<td>American Indian Education Foundation</td>
<td>Native American/Alaska Native/ Native Hawaiian</td>
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<tr>
<td>Helen Gough Scholarship Foundation</td>
<td>Three Affiliated Tribe Enrolled Member</td>
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<tr>
<td>Scholarship Resource</td>
<td>Criteria</td>
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| **HSF/General College Scholarship**  
Ethnicity: Hispanic  
Degree Plan: Any Graduate Study  
Award Amount: $1,000 - $5,000  
Application Deadline: December 15th Scholarship Resource | - Be of Hispanic heritage  
- Be a U.S. citizen or legal permanent resident  
- Minimum 3.0 GPA  
- Enrolled full-time with an accredited college or university  
- Must apply for federal financial aid  
- Be pursuing first undergraduate or graduate degree  
- Apply online: [www.hsf.net](http://www.hsf.net) |
| **HSF/ALPFA Scholarship Program**  
Ethnicity: Hispanic  
Degree Plan: Business Administration/Economics Finance/Management  
Award Amount: $2,000 - $10,000  
Application Deadline: January 31st Scholarship Application | - Be of Hispanic heritage |Be a U.S. citizen, legal permanent resident or eligible Non-U.S. citizen  
- Minimum 3.0 GPA  
- Enrolled full-time in a graduate program  
- Majoring in Accounting, Business Administration, Economics, Finance, Management  
- Must plan to apply for federal financial aid  
- Must submit a resume as part of the application  
- Apply online: [www.hsf.net](http://www.hsf.net) |
| **First Catholic Slovak Ladies Association Scholarship**  
Ethnicity: All-Ethnicities  
Degree Plan: Any Graduate Study  
Award Amount: $1,250 - $1,750  
Application Deadline: March 1st Scholarship Resource | - School must be accredited  
- Application Requirements: Recommendation(s), Essay, Transcript, SAT/ACT scores, & photograph  
- Must demonstrate: academic achievement, leadership, proof of eligibility, & service to others  
- Must be a member of First Catholic Slovak Ladies Association for at least three years prior to date of application, and on a $1,000 legal reserve certificate, a $5,000 term certificate, or have an annuity certificate  
- Minimum 2.5 GPA  
- Apply online: [http://www.fcsla.org/scholarship.shtml](http://www.fcsla.org/scholarship.shtml) |
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<tr>
<th>Scholarship Program</th>
<th>Ethnicity:</th>
<th>Degree Plan:</th>
<th>Award Amount:</th>
<th>Application Deadline:</th>
<th>Scholarship Resource</th>
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<tr>
<td>Hawaiian Homes Commission Scholarship</td>
<td>Native Hawaiian or Lessee of Department of</td>
<td>Any Graduate</td>
<td>N/A</td>
<td>March 1st</td>
<td><a href="http://www.hawaiicommunityfoundation.org/scholarships/how-apply-scholarships">http://www.hawaiicommunityfoundation.org/scholarships/how-apply-scholarships</a></td>
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<tr>
<td>or Lessee of Department of Hawaiian Home Lands</td>
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<td>Study Award Amount: N/A</td>
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<td>Application Deadline: March 1st</td>
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<td>Ethnicity: All-Ethnicities</td>
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<td>Degree Plan: Any Graduate Study</td>
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<td>Award Amount: $330 - $5,000</td>
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<td>Application Deadline: February 1st</td>
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<td>Congressional Hispanic Caucus Institute Scholarship Awards</td>
<td>Hispanic</td>
<td>Any Graduate</td>
<td>$5,000</td>
<td>April 16th</td>
<td><a href="http://www.chci.org/scholarships/">http://www.chci.org/scholarships/</a></td>
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<td>Ethnicity: Hispanic</td>
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<td>Degree Plan: Any Graduate Study</td>
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<td>Study Award Amount: $5,000</td>
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<td>Application Deadline: April 16th</td>
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<td>- School must be accredited</td>
<td>- Application Requirements: Recommendation(s),</td>
<td>- Applicant must demonstrate: academic achievement, character, financial need, leadership, &amp; service to others</td>
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<td>- Application Requirements: Recommendation(s), Essay, &amp; Transcript</td>
<td>Essay, &amp; Transcript</td>
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<td>- Minimum 3.0 graduate</td>
<td>- Applicant must demonstrate: academic achievement, character, financial need, leadership, &amp; service to others</td>
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<td>- Must either be native Hawaiian or lessee of Department of Hawaiian Home Lands (DHHl)</td>
<td>- Application Fee: $5.00</td>
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<td>- Applicants not required to be Hawaiian resident</td>
<td>- Application online: <a href="http://www.scholarshipscollege.com/esa-foundation-scholarship-program/">http://www.scholarshipscollege.com/esa-foundation-scholarship-program/</a></td>
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<td>- Apply online: <a href="http://www.hawaiicommunityfoundation.org/scholarships/how-apply-scholarships">http://www.hawaiicommunityfoundation.org/scholarships/how-apply-scholarships</a></td>
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<td>- Full-time enrollment a graduate/professional program</td>
<td>- Must demonstrate financial need</td>
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<td>- Must demonstrate financial need</td>
<td>- Consistent, active participation in public and/or community service activities</td>
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<td>- Strong writing skills - Applicants must be U.S. citizens</td>
<td>- Application Requirements: resume, recommendation(s), essay, SAR, financial need, leadership &amp; service to others</td>
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<td>Thomas R. Pickering Graduate Foreign Affairs Fellowship Program</td>
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<td>Ethnicity: Women/Minority Groups</td>
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<td>Degree Plan: Public Policy/International Affairs/</td>
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<td>Public Administration/Business/Economics/Political Science/Sociology/Foreign Language</td>
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<td>Award Amount: Up to $40,000</td>
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<td>Application Deadline: January 30th Scholarship Resource</td>
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<td>- Must be a United States citizen</td>
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<td>- Minimum 3.2 or higher GPA</td>
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<td>- Must be enrolled full-time master's degree program in either public policy, international affairs, public administration, or</td>
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<td>in an academic field such as business, economics, political science, sociology, or foreign languages</td>
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<td>(U.S. graduate institutions only).</td>
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<td>- Must demonstrate outstanding leadership skills and academic achievement in programs relevant to the work of the U.S.</td>
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<td>- Must demonstrate financial need.</td>
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<td>- Apply online: <a href="http://www.woodrow.org/pickering">www.woodrow.org/pickering</a></td>
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**RETURN OF TITLE IV FUNDS (FEDERAL FINANCIAL AID) POLICY**

(Effective Fall 2013)

Federal regulations require all college institutions to develop a policy that determines the amount of Title IV grant or loan assistance that a Title IV aid recipient has earned as of the recipient’s withdrawal date.

At SBC, federal financial aid will be paid to students on the second Friday after the semester has begun and on the first Friday of consecutive months in the term.

In calculating the return of Title IV funds at SBC, the following 8 steps shall be taken:

1. SBC shall collect information about Title IV aid the student received.

A review of the student’s award notification shall reveal information about aid disbursed and aid that could have been disbursed.

1. SBC shall calculate the percentage of Title IV aid earned by the student.

The percentage of Title IV aid earned is determined by dividing the number of completed calendar days in the period of enrollment by the total number of calendar days in the period of...
enrollment (excluding scheduled breaks of 5 calendar days or more) rounded down to the nearest tenth of a percent.

1. SBC shall calculate the amount of Title IV aid earned by the student.

The amount of Title IV aid earned is determined by multiplying the percentage of Title IV aid earned times Title IV aid disbursed plus Title IV aid that could have been disbursed during the payment period.

1. SBC shall determine if the student is due a post-withdrawal disbursement OR if Title IV aid must be returned.

The amount of aid disbursed is compared to the amount of aid earned.

If the amount of aid earned is more than the amount of aid disbursed, the student is due a post-withdrawal disbursement of Title IV aid. *

*If a student is due a post-withdrawal disbursement, payment shall be made within 45 days from the time SBC determines that the student withdrew. The post-withdrawal disbursement shall first be applied to the student’s account for outstanding current period charges due to SBC. If funds remain, SBC shall notify the student in writing that s/he is due a post-withdrawal disbursement. The school shall identify the type and amount of funds and explain the option to accept or decline all of part of the disbursement. The student shall be advised that s/he must respond within 14 days of date of notice to receive payment of the post-withdrawal disbursement.

If the amount of aid earned is less than the amount of aid disbursed, Title IV aid must be returned.**

** If a student must return unearned aid to the Title IV programs, SBC shall send a notice to the student within 30 days after it has determined the student withdrew from school. The notice shall explain to the student that s/he retains eligibility for Title IV funds for a 45-day period during which one of the following should happen:

- Repayment in full
- Satisfactory repayment arrangement with SBC to repay the funds (within a 2-year period)
- Satisfactory repayment arrangement with the Department of Education

If a student fails to repay the overpayment or sign an agreement with the school within the 45 day period or fails to meet the terms of agreement signed with SBC, the college shall report the overpayment to the Department of Education NSLDS department. At that time, the student shall lose her/his eligibility for federal Title IV financial aid.

1. SBC shall calculate the amount of unearned Title IV aid due from the school.

SBC shall calculate the actual institutional charges (tuition, fees, books, room and board) for the payment period. The institutional refund is calculated by multiplying the amount of institutional
charges times the percentage of Title IV aid unearned. This amount is compared to the amount of Title IV aid that must be returned and the lesser amount is refunded to the Title IV aid programs.

1. SBC shall determine the Return of Title IV Funds by the school.

SBC shall return the unearned aid for which it is responsible by repaying funds to the following sources, in order, up to the total net amount disbursed from each source: Federal Pell Grant, Federal SEOG, Iraq Afghanistan Service Grant.

1. SBC shall calculate the initial amount of unearned Title IV aid due from the student.

To determine the initial amount of unearned Title IV aid due from the student, SBC shall subtract the amount of Title IV aid due from the school from the amount of Title IV aid to be returned.

1. SBC shall determine the Return of Title IV Funds by the student.

If the initial amount of unearned Title IV aid due from the student is greater than zero, the student must return unearned aid for which s/he is responsible by repaying funds to the following sources, in order, up to the total net amount disbursed from each source, after subtracting the amount the school will return: Federal Pell Grant, Federal SEOG, and Iraq Afghanistan Service Grant. Amounts to be returned by students to grants are reduced by 50%. A student does not have to repay a grant overpayment of $50 or less.

For a student who was awarded Title IV financial aid, SBC shall calculate the percentage of Title IV aid earned through the 60% point in an enrollment period. After the 60% point of the enrollment period, the student has earned 100% of Title IV financial aid awarded.

How the withdrawal date is determined:

The withdrawal date for calculating refunds/return of Title IV funds shall be determined as follows:

- the date the student began the withdrawal process or officially notified the college of intent to withdraw (in writing or orally) – see note below on programs offered in modules to determine withdrawal date;
- the last date of documented attendance for a student who unofficially withdraws or leaves without notifying the college (SBC does not have a policy for an approved leave of absence);
- documented date of student’s last attendance at academically-related activity include:
  - Physical class attendance where there is direct interaction between instructor and student;
  - Submission of an academic assignment;
  - Examination, interactive tutorial, or computer-assisted instruction;
• Study group assigned by school;
• Participation in on-line discussion about academic matters;
• Initiation of contact with instructor to ask question about academic subject.
• if student didn’t notify due to circumstances beyond the student’s control, the date related to that circumstance;
• if student rescinded (in writing) a withdrawal notice and later withdraws from all classes, the date the student initially began the withdrawal process unless the school documents a later date based on the student’s attendance at an academically-related event.
• A program offered in modules is defined by the U.S. Department of Education as a course or courses in a program that do not span the entire length of payment period of period of enrollment. A student is considered to be a withdrawal if he/she does not complete all days scheduled to complete within the payment period or term. A student is not considered a withdrawal if he/she provides written confirmation of intent to attend a future module in the same period of enrollment and the written confirmation is provided at the time of withdrawal. The student may change the return date in writing but it must be provided prior to the original return date. Also, the return date for the future module must begin within 45 calendar days of the student’s withdrawal date.

Office to contact to withdraw from classes:

The designated sites students must contact when they intend to withdraw from all classes are the Academic Counselor’s and/or Career Counselor’s office at the Fort Yates campus.

Exceptions to Return of Title IV Funds Policy:

Any exceptions to this policy shall be based upon extenuating circumstances and must be approved by the financial aid director. The college shall, upon application by eligible students, grant waivers to the refund policy and refund 100% of tuition and fees for students who withdraw or drop classes because they are called to active military duty.

**SBC INSTITUTIONAL REFUND POLICY**

(No Show and Official/Unofficial Withdrawals)

Effective Fall 2014

SBC shall use the last day of the third week of each semester or the 3rd held class session for classes that meet once a week as the census date for determining student enrollment for the fall and spring terms. For the summer term, the census date shall be the 6th scheduled class day after classes begin.

A student who does not attend any class prior to the census date shall be considered a “no show” and a 100% tuition refund will be issued for the classes not attended. The student will be billed a “no show” fee of $10.00 per course, a $25.00 registration fee, and the total cost of
purchases made at the SBC Bookstore. Students may return books (no later than mid-term) if the books have not been written in or if the books are still enclosed in the shrink wrap in which they were shipped.

If a student attends any class, s/he will be considered to be enrolled in all courses registered in during that term. Tuition will only be refunded if the student withdraws from a course(s) during the first 3 weeks of the fall or spring semesters or during the first 6 class days of the summer term based on the refund schedule listed below:

During Fall and Spring terms the refund shall be calculated as follows:

- 100% refund will be issued the first week of classes,
- 80% refund will be issued the second week of classes, or
- 60% refund will be issued the third week of classes
- 0% refund issued after the third week of classes.

During the Summer term the refund shall be calculated as follows:

- 100% refund will be issued the first two days of classes,
- 80% refund will be issued the third and fourth day of classes, or
- 60% refund will be issued the fifth and sixth day of classes
- 0% refund issued after the sixth day of classes.

In the programs offered in modules (Energy Technician, Wind Turbine, and Accelerated Business Administration), 100% of tuition will be refunded if the student officially withdraws from the class prior to the start of the class. If a student attends class during the first week in any of the modules, no tuition will be refunded for that module.

The above policy applies to ALL courses regardless of when they actually begin and also applies to students who do not officially withdraw from all their classes.

**FINANCIAL AID DISBURSEMENT SCHEDULE**

*(Effective Fall 2011 Term)*

**FEDERAL PELL GRANT and FEDERAL SEOG GRANT**

At end of week three (3) of the semester, payment of FPELL/FSEOG grants will be authorized to:

- Pay SBC for tuition, books, and fees expenses
  SBC shall grant an extension of credit to students to purchase their books through the SBC Bookstore. **EXCEPTION:** Students may choose not to utilize this option for purchasing their textbooks at the SBC Bookstore and, in this situation, the student must notify the financial aid office in writing at least one
month prior to the first day of the term. If the student financial aid file is complete and payable prior to the start of the term, the college will issue payment of excess aid to the student on the 7th day of the term so that s/he may purchase the textbooks elsewhere. Students who have not attended each class at least once during the first week will not be eligible to receive the payment.

- Pay SBC for housing fees and rent (if living in student family housing); room and board (if living in efficiency apartments).
- Pay current term daycare expenses as authorized by the student.
- Pay up to $200 on your account from federal financial aid funds (Pell or SEOG) if you owe SBC for prior year expenses.
- Pay student the balance remaining after paying tuition, books, fees, housing fees, room and board expenses, other allowable costs.

Pell applications completed after week three (3) of the semester will be paid out at the next scheduled financial aid disbursement date.

Students enrolled in the Energy Technician, TREND certificate, and accelerated BS Business Administration programs will not receive excess Pell funds until the November and April financial aid disbursement dates. This is because these programs are “block” scheduled and student attendance must be documented for full-time eligibility of federal Pell funds.

**FEDERAL WORK STUDY**

Paid every two weeks at $10.00 per hour and based on actual hours worked. Annual leave, sick leave, and holiday pay are not accrued or earned. (Student may opt to have college costs and housing rental fees withheld from work study payroll and must authorize withholding from payroll office in writing.)

**ALL OTHER FINANCIAL AID FUNDS**

Financial aid will be disbursed once per month – a total of 4 payments per semester:

- **Fall term:** The first financial aid disbursement is paid on the third Friday in the semester. Financial aid disbursements two, three and four will be paid on the first Friday of the month (October, November, December).

- **Spring term:** The first financial aid disbursement is paid on the third Friday in the semester. Financial aid disbursement payments two, three and four will be paid on the first Friday of the month (February, March, and April).

- If those dates are on a holiday or weekend, the financial aid disbursement will be issued the last working day prior to the holiday or weekend.

- Any funds received between financial aid disbursement dates will be paid on the next scheduled financial aid disbursement date and will be divided equally by the number of financial aid disbursements remaining in the term. **Example:** $3000 received in August, will be paid in September, October, November, December at $750 each financial aid disbursement. Same funds received in mid-September, would be paid in October, November, December, at $1,000 each financial aid disbursement.
Other Disbursement Rules:

- Financial aid disbursements will NOT be issued during the first week of the semester.
- Students who live in SBC housing are required to pay their rent from whatever financial aid is awarded after tuition, books, and fees are paid and before the first financial aid disbursement is issued to the student. If financial aid is not sufficient to cover the total cost for the semester, the student shall be held responsible for making rental payments from their own means of support.
- Students may request to have funds withheld from their financial aid to pay additional rental costs not covered during the 9-month financial aid period of enrollment (i.e. summer months). EXAMPLE: $350 per month x 12 months’ rent fee paid out of the 9-month financial aid award.
- If a student is selected for FPELL verification and s/he has not completed the process, SBC shall hold all other aid awarded for payment of tuition, books, fees, housing, room and board until verification is completed.
- If FPELL is not sufficient to pay all tuition, books, fees, housing, and room and board costs, payment shall be made from other aid awarded before issuing the first financial aid disbursement to the student.
- Students who fail to maintain attendance at minimum full-time enrollment may have their full-time financial aid award canceled.

| Some financial aid programs pay the tuition, books, and fees expenses for their clients. If your costs are paid through a source other than the FPELL grant, you may use your federal financial aid for your living expenses or other college-related costs. You may (for budgeting purposes) request that SBC disburse federal Pell Grant funds to you in financial aid disbursement (4 per term paid once a month). If the student wants SBC to disburse these funds in this method, s/he must complete a disbursement request form available from the SBC Financial Aid Office. |

Financial Aid Disbursements:

- Financial aid disbursements will only be issued to students with proper identification. Students may pick up their checks at 1:00 p.m. from the Academic Counselor. If not available to disburse the checks, the Career and Technical Education Counselor will disburse them. If neither counselor is available, the Financial Literacy/Scholarship Coordinator will disburse financial aid disbursements.
- Financial aid disbursement checks will only be given to the student whose name is on the check. Checks may not be picked up by the student’s friends, relatives, or spouse or significant other.
- Checks not picked up by 2:30 p.m. on the dates listed will be mailed to the student unless there is a problem with the student’s attendance in classes.
- Students funded through the JPTP program will pick up their financial aid disbursement from the JPTP office – not the Academic Counselor.
- Advances of financial aid will not be issued. Please do not ask for special consideration. Early release of financial aid disbursement checks will not be issued unless approved by the Vice President of Operations under emergency situations and provided the checks are printed and available at the requested release time.
CENTER FOR STUDENT SUCCESS

The Center for Student Success (CSS) is committed to providing support services to enhance life-long learning, personal growth and academic excellence to SBC Students. The CSS offers a variety of services to include: academic guidance and support, peer and professional academic coaches, weekly Connection Newsletter, assistance in the transition to college life (individual, family, group and career), referral services, financial literacy, disability services, intervention services and campus educational programs.

STUDENT SERVICES RESOURCES

Student Services provides a variety of services designed to enhance SBC students’ academic skills, increase their retention and graduation rates, facilitate their entrance into graduate and professional schools, and foster a supportive institutional environment.

This office provides:

- Academic coaching for all college subjects
- Academic counseling
- Personal counseling and referrals
- Remedial courses

DISABILITY SERVICES

In accordance with the Americans with Disabilities Act (ADA), Sitting Bull College recognizes its responsibility to provide appropriate accommodations for students with documented disabilities who are otherwise qualified to participate in programs and courses of the college. Staff and faculty will work with students and/or other agencies to arrange for reasonable accommodations. These accommodations may include, but are not limited to: extended time on tests, tests read aloud, reduced distraction testing, audio textbooks, large print materials, Braille materials, recording lecture, or other accommodation to allow the student access to the curriculum.

Students can initiate disability services by contacting the Disabilities Coordinator’s office. 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, Melody Azure, at 854-8020 to determine, with you, what accommodations are necessary and appropriate. All information and documentation of disability is confidential.

An application for services and written documentation of the disability must be submitted to qualify for disability services. Documentation must come from an appropriate professional (such as a physician, psychologist, learning disability specialist, or audiologist), and documentation must include information regarding the type of disability, functional limitations, and modes of treatment. IEP’s are not sufficient for documentation requirements. Students who think they may have a disability should schedule a time to meet with the Disability Coordinator to discuss their concerns. If appropriate, a referral for formal evaluation will be made. Referrals are made to professionals or agencies in the community who do diagnostic work in the specific
area of disability. The Disability Coordinators office is located in the Center for Student Success.

**COUNSELING SERVICES**

The goal of Sitting Bull College Counseling Services is to maximize student potential and to provide students with the tools they will need to live a healthy and responsible life. SBC Counselor’s strive to help students improve their quality of life and in turn quality of life of those around them. Sitting Bull College’s Counseling Department follows the College’s non-discrimination policy in that it affords equal employment opportunities to all qualified individuals, without regard to their race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state or local law.

Sitting Bull College also offers Academic, Career and Financial Aid Counseling. These services are located in the Student Services building on the Fort Yates Campus. In addition, scheduled counseling services are available at the McLaughlin and Mobridge site. Schedules will be posted at the beginning of each semester.

The Academic Counselor is prepared to help students with a variety of concerns, including mental health and chemical dependency issues. This Counselor acts as a support system and can provide individual counseling, referrals and preventive education for students who are experiencing difficulties. Resource materials, particularly in the area of mental health and chemical dependency are available for students from this office. All information is held in the strictest confidence.

Financial Aid Counseling is provided by the Financial Aid office staff to help students understand the various types of financial aid programs at Sitting Bull College, how to access scholarship funds from other sources, and to understand their respective rights and responsibilities as students receiving financial aid funds.

Career Counseling includes, but is not limited to, a course wherein the process of applying for a job is experienced through textbook, in-class assignments and ending with a mock interview. Counseling continues beyond the classroom for students who request support in their ongoing development of job seeking/keeping style. Students have access to information about and from colleges worldwide. At any point in the student’s time at Sitting Bull College, counseling is available which would address advancing their degree, whether at Sitting Bull College or transferring to another school.

**FINANCIAL LITERACY**

The Financial Literacy/Scholarship Coordinator supports the development financial literacy. Each semester there are financial education based activities brought into the classroom, speakers, a financial fair, workshops, and FAFSA support.
GRADUATE PROGRAM IN EDUCATION GOALS

The goals of the graduate program in education at SBC are to 1). graduate the student by having the student successfully fulfill all master of education in curriculum and instruction degree requirements; and to 2). demonstrate proficiency (i.e., acceptable/average) on all program outcome assessments that are based on NCATE, ESPB, and NBPTS Standards (see below).

PROGRAM OUTCOMES (GOALS)

Candidates completing a master’s degree in Education with a specialization in Curriculum and Instruction are expected to have achieved the following:

1. Demonstrate advanced knowledge, skills, and dispositions. The program reflects consideration of the standards for advanced study of the National Board for Professional Teaching Standards (NBPTS), professional specialty associations, and the National Council for the Accreditation for Teacher Education (NCATE).

2. Understand, develop, and apply research and research methods through effective communication relevant to the advanced field of study using effective communication through writing.

3. Demonstrate a deepened understanding of the study of the role of schools in society and the development of positive-relationship partnerships with families and the larger community through effective communication and the implementation of programs, services, events, and/or best practices.

4. Demonstrate a deepened understanding and apply advanced teaching strategies and models of teaching relevant to the advanced field of study, in order to meet the needs of all students.

5. Demonstrate various methods of integrating current, appropriate instructional technologies.

6. Demonstrate practicum performance via a field experience that shows evidence of the potential impact on P-12 student learning using varied assessments.

7. a). Determine and apply sound pedagogical practices to meet the needs of all students as learners and of the learning environment.
b). Demonstrate a deepened understanding of curriculum theory, design, and delivery.

c). Determine, apply, and reflect on multiple means of assessing and evaluating diverse students’ learning.

d). Demonstrate professional experience and growth as educational leaders and supervisors and curriculum and instruction strategists for the purpose of preparing teachers for different roles in schools.

**STUDENT INSTITUTIONAL OUTCOMES**

1. Students will display technical and critical thinking skills through effective oral and written communication.

2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.

3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.

4. Students will gain an understanding and appreciation for Native American cultures.

**ESPB STATE STANDARDS AlIGNED TO COURSE ASSIGNMENTS**

<table>
<thead>
<tr>
<th>ESPB State Standard</th>
<th>Course Prefix and Title (with electronic links to syllabi)</th>
<th>Assessment (from among those listed under items 4 and 5 below)</th>
</tr>
</thead>
</table>
| 50081.1 Advanced program courses are designed to result in advanced knowledge, skills, and dispositions. The program reflects consideration of the standards for advanced study of the National Board for Professional Teaching Standards (NBPTS), professional specialty associations, and the National Council for the Accreditation for Teacher Education (NCATE). | EED 501 – Adv. Foundations  
EED 520 – Multicultural Ed.  
EED 560 – Field Experience  
EED 540 – Education Law | Pre and Post (Self-Assess) on projects  
Multicultural Education Plan/Pre and Post (Self-Assess)  
Pre and Post Reflective Paper/Self Assess  
Tests and Pre and Post Reflection (Self-Assess) |
| InTASC: 1-10  
NBPTS: 1-5 | | |
<p>| 50081.2 The program requires candidates develop the ability to apply research and research methods relevant to the advanced field of study that demonstrates effective communication in writing. | EED 501 – Adv. Foundations | Annotated Bibliography/Self-Assess |</p>
<table>
<thead>
<tr>
<th>Code (50081.x)</th>
<th>Description</th>
<th>InTASC:</th>
<th>NBPTS:</th>
<th>Courses</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td></td>
<td>1-6, 9-10</td>
<td>1-4</td>
<td>EED 525 – Critique/Design</td>
<td>Shortened Chapters 1 &amp; 3 and Self-Assessment</td>
</tr>
<tr>
<td>4, 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research Proposal</td>
</tr>
<tr>
<td><strong>50081.3</strong></td>
<td>The program requires study of the role of schools in society and the development of positive relationships with families and the larger community.</td>
<td>1-6, 9-10</td>
<td>1-4</td>
<td>EED 501 – Adv. Foundations</td>
<td>Action Plan (school/comm.) &amp; Self-Assessment</td>
</tr>
<tr>
<td><strong>50081.4</strong></td>
<td>The program requires study of advanced teaching strategies and models of teaching relevant to the advanced field of study.</td>
<td>1, 2, 4-8</td>
<td>2, 3, &amp; 5</td>
<td>EED 522 – Teaching Models</td>
<td>Research Paper &amp; Self-Assessment</td>
</tr>
<tr>
<td><strong>50081.5</strong></td>
<td>The program requires the use of current, appropriate instructional technologies.</td>
<td>4, 5, 7, &amp; 8</td>
<td>1, 2, 3, &amp; 5</td>
<td>EED 522 – Teaching Models</td>
<td>Lesson w/ instr. tech. &amp; Self-Assessment</td>
</tr>
<tr>
<td><strong>50081.6</strong></td>
<td>The program requires a field experience related to the area of advanced study. At least a portion of the practicum experience is designed to demonstrate potential impact on P-12 student learning. The program uses varied assessments of practicum performance.</td>
<td>1-6, 9-10</td>
<td>2 &amp; 3</td>
<td>EED 522 – Teaching Models</td>
<td>Projects and Assignments (variety of rubrics) &amp; Self-Assessment</td>
</tr>
<tr>
<td><strong>50081.7 A. Advanced Study in Specialty Area Education</strong></td>
<td>1) The program’s advanced content area specialization study is designed to reflect the standards of the National Board for Professional Teaching Standards and professional specialty association recommendations for advanced study. 2) The program’s advanced content area specialization study provides for breadth in the field or for detailed study of one or more specialized</td>
<td></td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
aspect of the field, and for access to new research and developments.

<table>
<thead>
<tr>
<th>50081.7 B. Advanced Study in Professional Education</th>
<th>1. EED 501 – Adv. Found.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The program requires advanced study of students as learners and of the learning environment.</td>
<td>1. EED 520 – Multicul. Ed.</td>
</tr>
<tr>
<td>2) The program requires advanced study of curriculum theory, design, and delivery.</td>
<td>1. EED 510 – Differentiation</td>
</tr>
<tr>
<td>4) Programs designed to prepare teachers for different roles in schools, as supervisors or curriculum and instruction specialists, must also require professional experience in schools as a criterion for admission and include study of educational leadership and supervision of personnel with emphasis on professional growth.</td>
<td>2. EED 530 – Curriculum</td>
</tr>
<tr>
<td>InTASC: 1-10</td>
<td>2. EED 510 – Differentiation</td>
</tr>
<tr>
<td>NBPTS: 1, 3, 4, &amp; 5</td>
<td>3. EED 527 – Statistics</td>
</tr>
<tr>
<td></td>
<td>3. EED 560 – Field Exp.</td>
</tr>
<tr>
<td></td>
<td>4. EED 522 – Teach Models</td>
</tr>
<tr>
<td></td>
<td>4. EED 560 – Field Exp.</td>
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<tr>
<td></td>
<td>4. EED 540 – Ed. Law</td>
</tr>
<tr>
<td></td>
<td>1. Analysis Paper (ed. Issue)/Self-Assess</td>
</tr>
<tr>
<td></td>
<td>1. Thematic Unit and Self-Assessment</td>
</tr>
<tr>
<td></td>
<td>1. Self-Assess (learning environment)</td>
</tr>
<tr>
<td></td>
<td>2. Annotated Bibliography &amp; Self-Assessment</td>
</tr>
<tr>
<td></td>
<td>2. Self-Assessment on projects</td>
</tr>
<tr>
<td></td>
<td>3. Assignment #3 &amp; Pre &amp; Post (Assess.)</td>
</tr>
<tr>
<td></td>
<td>3. Assess. in Lesson Plans &amp; Self-Assess</td>
</tr>
<tr>
<td></td>
<td>3. Staff Dev./School Impr. &amp; Self-Assessment</td>
</tr>
<tr>
<td></td>
<td>4. Guest speakers with reflection (self-assess)</td>
</tr>
<tr>
<td></td>
<td>4. Self-Assessment on Projects/Experiences</td>
</tr>
<tr>
<td></td>
<td>4. Self-Assess on Assignments &amp; Projects</td>
</tr>
</tbody>
</table>

**PURPOSE OF GRADUATE PROGRAM IN EDUCATION**

The purpose of initiating and continuing the master of education in curriculum and instruction program at SBC is to provide a quality educational service at the graduate level in education by focusing on the diverse learning needs of all students. A survey for teachers went out to nine area school districts and revealed in the fall of 2015 that a significant number of them (i.e., 19) and three undergraduate students wished to pursue a master’s degree in education at SBC. Equally important is the fact that the program was initiated to serve Native Americans who wish to further their education beyond the bachelor’s level. The nine surrounding school districts are considered geographically isolated, and make it difficult for current teachers to pursue graduate level coursework at traditional colleges or universities. By offering a graduate program in education at SBC, the demand will have been met for educators and non-educators with a four-year degree who wish to pursue a graduate degree in education.
**COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Course Description</th>
<th># Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>501</td>
<td>Advanced Foundations in Education</td>
<td>This course examines the historical, philosophical, and sociological foundations of education in the United States and addresses current and future societal and legal issues affecting education. It will provide an in-depth examination of Lakota/Dakota education and philosophy.</td>
<td>3</td>
</tr>
<tr>
<td>510</td>
<td>Differentiated Instruction</td>
<td>This course is designed to give candidates the theory and skills to create and teach lessons that are varied to meet the individual learning needs of students. Candidates will demonstrate proficiency in teaching the same curricula to all students by individualizing the complexity of the content, learning activities, and/or products.</td>
<td>2</td>
</tr>
<tr>
<td>520</td>
<td>Multicultural Education: Theory and Practice</td>
<td>This course examines multicultural education through historical, sociological, and philosophical foundations. It emphasizes the role of ethnicity in educational systems. It includes an overview of multicultural and multilingual curricula, exposure and understanding of various cultures, and culturally and linguistically responsive instructional and assessment techniques.</td>
<td>3</td>
</tr>
<tr>
<td>525</td>
<td>Critique and Design of Research</td>
<td>This course focuses on the application and critique of research design in various educational disciplines. It provides an in-depth examination of quantitative and qualitative research approaches, sampling techniques, threats to validity, ethical considerations and reviewing, writing quantitative and qualitative research.</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
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</tr>
<tr>
<td>526</td>
<td>Research Writing</td>
<td>This course covers basic research writing skills and requirements to write an effective APA formatted research paper or thesis.</td>
<td>1</td>
</tr>
<tr>
<td>527</td>
<td>Statistics</td>
<td>This course covers the fundamentals of modern statistical methods in the context of biology, social science and other areas of interest. Topics covered in this course include descriptive statistics, the binomial and normal distributions, estimation, and hypothesis testing. The z, t, F, and chi-square test statistics ANOVA and some exposure to multi-variant analysis are included.</td>
<td>3</td>
</tr>
<tr>
<td>528</td>
<td>Educational Assessment</td>
<td>This course examines research theory and practice relevant to learning outcome assessments. It focuses on assessment strategies for students including developing the skills to select, score, and interpret educational assessments.</td>
<td>3</td>
</tr>
<tr>
<td>530</td>
<td>Curriculum Design and Common Core Requirements</td>
<td>The course is designed to teach candidates to design, develop and evaluate curriculum to improve the instructional process and learning experiences. Topics include historical factors in society that influence curriculum, research regarding learning, models of curriculum design, methods of evaluation, and incorporating ethnic and cultural diversity into the curriculum planning process with specific emphasis on the Lakota/Dakota cultures.</td>
<td>2</td>
</tr>
<tr>
<td>540</td>
<td>Education Law &amp; Ethics</td>
<td>This course is designed as a beginning graduate level law course for educators. The topics to be studied include organizational structures of school, tribal, federal and state systems, church and state related</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>550</td>
<td>Advanced Integration of Technology Into the Classroom</td>
<td>This course is an in depth study of ways to incorporate practical teaching strategies and instructional methods for integrating computers, the Internet, and other interactive technology. It focuses upon the day-to-day realities of classroom situations, provides instructional examples, and lesson ideas.</td>
<td>2</td>
</tr>
<tr>
<td>522</td>
<td>Models of Teaching and Learning</td>
<td>This course provides a comprehensive focus on teaching models. Students will become familiar with teaching and learning contexts and identify models that may be used effectively in a given situation.</td>
<td>3</td>
</tr>
<tr>
<td>570</td>
<td>Thesis Option: Research Seminar I (1 cr.)</td>
<td>I. EED 570 is the first of two research courses in the thesis track. The thesis is conducted in an area of interest of the candidate with advisor approval. It is designed to provide the knowledge and skills in a variety of areas to strengthen personal, academic, and research competencies vital to the success in completing a research thesis. A thesis is a systematic inquiry into an issue or phenomenon. The candidate identifies an educational issue or phenomenon by investigating it and gathering, analyzing, and interpreting data. This seminar will result in the</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Notes</td>
<td></td>
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</tr>
<tr>
<td>571</td>
<td>Research Seminar II (2 cr.)</td>
<td>Completion of the thesis proposal, which includes an introduction, review of the literature, and methodology that are written in APA format. Some of the requirements (e.g., collecting baseline data) for the field experience (EED 560) course may coincide with the data collection of the thesis.</td>
<td></td>
</tr>
<tr>
<td>572</td>
<td>Research Presentation (1 cr.)</td>
<td>II. EED 571 is the second research course in the thesis track. The candidate will have completed the thesis proposal that includes an introduction, review of the literature, and methodology (Chapter 1, 2, and 3). EED 571 will entail the gathering, coding, analyzing, and interpreting of data findings. It will include recommendations, summary of findings, and conclusions.</td>
<td></td>
</tr>
</tbody>
</table>

III. Candidates will orally present to faculty their research methodology, findings, conclusions, and recommendations from their thesis in the form of an electronic presentation.
<table>
<thead>
<tr>
<th>580</th>
<th>Non-Thesis Option: Scholarly Project Seminar I (1 cr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>EED 580 is the first of two courses in the scholarly project track. The scholarly project is conducted in an area of interest of the candidate with advisor approval. It is designed to provide the knowledge and skills in a variety of areas to strengthen personal, academic, and research competencies vital to the success in completing a scholarly project. A scholarly project results in the candidate applying theory and empirical research to create a product (e.g., program, curriculum, or intervention) that is designed to address (e.g., solve, remediate, or improve) a practical educational problem. The candidate identifies a problem, implements a product, compares data before and after the implementation of the product, and analyzes and interprets the comparative data findings. This seminar will result in the completion of the scholarly project proposal, which includes an introduction, review of the literature, and methodology that are written in APA format.</td>
</tr>
<tr>
<td>581</td>
<td>Scholarly Project Seminar II (2 cr.)</td>
</tr>
<tr>
<td>II.</td>
<td>EED 581 is the second course in the scholarly project research track and will result in the completion of the project. EED 581 will entail the gathering, coding, analyzing, and interpretation of data findings.</td>
</tr>
</tbody>
</table>
### Scholarly Project Presentation (1 cr.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>582</td>
<td>III. Candidates will orally present to faculty their scholarly project methodology, findings, conclusions, and recommendations from their project in the form of an electronic presentation.</td>
<td></td>
</tr>
</tbody>
</table>

### Field Experience

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>560</td>
<td>This course is designed for students to utilize skills attained through prior coursework. The field experience requires 15 hours of classroom instruction and 30 contact hours in a school setting working with students, staff, and stakeholders. The field experience will take place during the time in which the candidate works on the thesis or scholarly project. A variety of assessments will be used to determine performance of the field experience.</td>
<td></td>
</tr>
</tbody>
</table>

Total 32 credits
DEGREE PLAN

The graduate program in Education, with a specialization in Curriculum and Instruction, will assist graduate students in developing skills sets and understanding in curriculum, instruction, and assessment. Graduate students will be exposed to and challenged in the areas of research, writing, critical thinking, and practicums. Graduate students will be exposed to both theory and practice in their research, textual readings, classroom discussions, and experiential learning.

This program is intended to: 1). Assist current teachers develop their skills sets and understanding of curriculum, instruction, and assessment; or 2). Assist graduate students, who do not have a background in teaching, develop skills sets necessary for an administrative role (or similar role) in the field of Education (i.e., Higher Education). Applicants who do not have a background in teaching are encouraged to apply. Applicants with a degree in subjects that are taught at the secondary education level may be eligible for a North Dakota secondary teaching license after the successful completion of the graduate program in Education. They would need to contact the Education Standards and Practices Board (ESPB) in North Dakota about licensing requirements, or contact the department of education in the state in which they reside or plan to live. For applicants who do not have a teaching background, this degree program may serve to be useful in administrative roles in the field of Education (i.e., Higher Education) and possibly other discipline areas, and may be applicable to jobs such as corporate trainer and educational consultant.

SCHEDULE OF COURSES

The degree program will be offered using a cohort model in which all students’ progress through the program together; thus, providing support and networking for each other. Classes will be scheduled in the evenings and possibly weekends during the academic year using an intensive block format with a larger required course load during the summer months of the first year of the cohort, when K-12 schools are not in session. Summer session meeting times will take place during the day, with the possibility of some Saturday sessions which meet for eight (8) hour blocks. The cohort will consist of a total of five semesters. Fall and spring semesters will require graduate students to take a total of six (6) credits per semester.
YEAR ONE COURSE SCHEDULE (i.e., Cohorts 2, 3, 4, etc.):

**Fall Semester**
- 501 Advanced Foundations in Education 3 credits
- 525 Critique & Design of Research 2 credits
- 526 Research Writing 1 credit

**Spring Semester**
- 527 Statistics 3 credits
- 522 Models of Teaching and Learning 3 credits

**Summer**
- 520 Multicultural Education: Theory and Practice 3 credits
- 510 Differentiated Instruction 2 credits
- 530 Curriculum Design & Common Core Requirements 2 credits
- 570/580 Research Seminar I/Scholarly Project Seminar I 1 credit

YEAR TWO COURSE SCHEDULE:

**Fall Semester**
- 528 Educational Assessment 3 credits
- 571/581 Research Seminar II/Scholarly Project Seminar II 2 credits
- 560 Field Experience 1 credit

**Spring**
- 540 Education Law & Ethics 3 credits
- 550 Advanced Integration of Technology in the Class 2 credits
- 572/582 Thesis /Scholarly Project Presentation 1 credit

COHORT 1 YEAR ONE COURSE SCHEDULE:

**Spring Semester**
- 501 Advanced Foundations in Education 3 credits
- 525 Critique & Design of Research 2 credits
- 526 Research Writing 1 credit

**Summer Semester**
- 527 Statistics 3 credits
- 522 Models of Teaching and Learning 3 credits
530 Curriculum Design & Common Core Requirements 2 credits

COHORT 1 YEAR TWO COURSE SCHEDULE:

**Fall Semester**
- 520 Multicultural Education: Theory and Practice 3 credits
- 510 Differentiated Instruction 2 credits
- 570/580 Research Seminar I/Scholarly Project Seminar I 1 credit

**Spring Semester**
- 528 Educational Assessment 3 credits
- 571/581 Research Seminar II/Scholarly Project Seminar II 2 credits
- 560 Field Experience 1 credit
**Summer Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>540 Education Law &amp; Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>550 Advanced Integration of Technology in the Class</td>
<td>2 credits</td>
</tr>
<tr>
<td>572/582 Thesis /Scholarly Project Presentation</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

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**NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS**

**(NBPTS) ALIGNED TO COURSES**

**NBPTS Five Core Propositions (Standards)**

Proposition 1: Teachers are committed to students and their learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
Proposition 3: Teachers are responsible for managing and monitoring student learning.
Proposition 4: Teachers think systematically about their practice and learn from experience.
Proposition 5: Teachers are members of learning communities.

**Master of Education in Curriculum and Instruction**

- EED 526 - Research Writing - NBPTS Standards 1, and 4 (Semester 1)
- EED 501 – Adv. Foundations in Ed. - NBPTS Standards 1, and 4 (Semester 1)
- EED 528 - Educational Assessment - NBPTS Standards 2 and 3 (Semester 3)
- EED 530 - Curriculum Design and Core Requirements - NBPTS Standard 5 (Sem. 3)
- EED 540 - Educational Law and Ethics - NBPTS Standard 2 (Semester 5)
- EED 527 - Statistics - NBPTS Standard 5 (Semester 2)
- EED 525 - Critique and Design of Research - NBPTS Standard 5 (Semester 1)
- EED 570 - Research Seminar I - NBPTS Standard 4 (Semester 3)
- EED 580 - Scholarly Project Seminar I - NBPTS Standard 4 (Semester 3)
- EED 571 - Research Seminar II - NBPTS Standard 4 (Semester 4)
- EED 581 - Scholarly Project Seminar II - NBPTS Standard 4 (Semester 4)
- EED 572 - Research Presentation - NBPTS Standard 4 (Semester 5)
- EED 582 - Scholarly Project Presentation - NBPTS Standard 4 (Semester 5)
- EED 560 - Field Experience - NBPTS Standards 2 and 3 (Semester 4)
- EED 522 - Models of Teaching and Learning - NBPTS Standards 2 and 3 (Semester 2)
- EED 510 - Differentiated Instruction - NBPTS Standard 5 (Semester 4)
- EED 520 - Multicultural Ed.: Theory & Practice - NBPTS Standards 1 and 3 (Semester 3)
- EED 550 – Adv. Integration of Technology into the Class - NBPTS Standard 1 (Sem. 5)
ASSESSMENT OF STUDENT LEARNING

Assessment of Student Learning begins with the Sitting Bull College mission statement. The SBC mission and its corresponding vision, values, purposes, and goals inspire all assessment activity. As the scope of assessment is widened, it involves multiple committees, along with academic and student service programs in a well-planned and organized cycle. Central to this process is the Assessment Committee who functions as a collection point for the data. The Vice President of Operations is accountable to the Board of Trustees, administration, academic and student service divisions for reporting and publishing the summative results of yearly assessments activities.

Sitting Bull College has an Assessment Committee that is composed of faculty members, Vice President of Operations, Adult Basic Education/Learning Center Coordinator, and Director of Institutional Research. The chair of the Assessment Committee is a faculty member. The chair and the faculty members are rotated and serve a term of three years.

The Assessment Committee meets quarterly throughout the academic year and holds a two-day general education and program assessment reporting process during the last two days of faculty academic contracts. During the reporting process faculty are required to complete a one-page summary of their findings, along with the general education or program plan that lists the outcomes, measurement tools, measurement goals, findings, analysis of data, and action or recommendations.

Assessment procedures at the course, program, and institution level are at the core of the institutional activities and strategic planning at SBC. Feedback collected through these outcomes provides support for the decisions made for future SBC planning. Since planning guides resource allocation, the feedback through assessment is used to coordinate future resource allocation to guide institutional effectiveness and assessment of student learning.

Minutes are kept for all Assessment Committee meetings along with the two-day assessment reporting process, which includes recommendations and action items for each general education and degree program outcomes. The minutes along with each general education and degree program findings are filed in three ring binders that are housed with the Vice President of Operations. In addition, all findings and minutes are stored in shared folder on the SBC server that can be accessed by all faculty and staff. During the two-day reporting schedule, recommendation and action items from the previous academic year are also reviewed with each faculty as a follow-up to insure that the recommendations and action items from the previous year have been implement.

PROGRAM REVIEW

PROLOGUE

Sitting Bull College (SBC) Curriculum Committee decided in spring 2008 to implement an ongoing process of integrated planning and program review processes with linkages to resource allocation. This effort is a collaboration with the Assessment Committee, Institutional Data Coordinator, administration, faculty, and staff.
INTRODUCTION

The program review process focuses on evaluation, planning and improvement to help serve students better. The Program Review process at Sitting Bull College is supervised by the Dean of Academics and provides a framework within which to review, evaluate, and formulate goals for each program. This process is an important component of institutional evaluation, planning, and resource allocation; therefore, the dialogue, constructive participation and cooperation of all members of the faculty, staff, and administration are encouraged.

Program Review is, by intent, an opportunity for members of the faculty, staff, and administration to review and strengthen their own programs to better serve students, rather than a mechanism for punitive scrutiny. Program review also provides a means for examining new programs for possible adoption.

OBJECTIVES

Program Evaluation, the first objective of Program Review at Sitting Bull College, is accomplished through a comprehensive, structured, documented, and periodic self-study of each program’s performance. Self-study is an opportunity to demonstrate good performance, to identify areas in need of development or revision, and to maintain and improve the quality and scope of instruction and services.

Program Planning is the second objective of Program Review at Sitting Bull College. It is accomplished through the development of a program plan, including both short-term and long-term goals. It includes evaluation of potential programs.

LINKAGES AND INTEGRATION

Program Review is coordinated with the following processes:
1. Accreditation: The Program Review process addresses requirements included in the Higher Learning Commission standards for the systematic evaluation by the institution of the effectiveness of courses, programs, services, leadership, and use of resources.

2. Educational Planning: Planning documents that are prepared by each program through the Program Review process are integrated into the plan.

3. Assessment Analysis: Program review is supported by the documents prepared annually and submitted to the Assessment Committee. This facilitates utilization of assessment results.

4. Budget Development: Resource needs identified through the Program Review process are the basis for individual program budgets, facilities, and staffing proposals and guide the allocation of financial resources to these programs.

5. Institutional Research: Program Review is supported by research and integrates planning, evaluation, and resource allocation.

The most recent program review for the education department can be found by going to the following web address: https://sittingbullcollege.files.wordpress.com/2015/10/education-2015.pdf
INSTITUTIONAL REVIEW BOARD (IRB) GUIDELINES

Research at, or sponsored by Sitting Bull College will be well designed and properly executed. All researchers will abide by ethical principles of respect for persons, beneficence, and justice. All researchers will respect the culture of the residents of the Standing Rock Reservation when designing and carrying out proposed research. All researchers will follow the guidelines and procedures for protection of human subjects outlined by SBC and carried out by the Institutional Review Board (IRB). Data collection cannot begin without IRB approval. Research results will be shared with Sitting Bull College.

Applicant Responsibility:

1. Obtain application packet and Institutional Review Board Guidebook from the Office of the Academic Vice President or below.
3. Determine type of IRB review application to be used (see section on Types of IRB Review).
4. Complete the appropriate IRB review application. Any required parts of the protocol such as an informed consent form or an interview instrument must be attached to the application.
5. Submit the complete application, with attachments, to the IRB Chair for review; indicate what will happen with the research results.
6. Secure IRB approval before data collection can begin.

For more information, contact:

Dr. Mafany Mongoh, IRB Chair
9299 Highway 24
Fort Yates, ND 58538
Ph: 701.854.8051

LAKOTA/DAKOTA VALUES AND DIVERSITY

The Sitting Bull College learning community defines diversity as a collaborative effort to create, model, apply, and practice the Lakota/Dakota values, or virtues that are culturally identified ideals for being in this world. Rather than abstract and elusive philosophical principles to be strived after, however, these qualities are essential elements of one’s everyday life. As the Lakota author Joseph Marshall points out,

They are instilled in us as firmly and as specifically as American courtesies like saying “please” and “thank you” . . . I knew growing up that at some point I was supposed to be the things I learned in the stories: compassionate, honorable, and brave, and so forth . . . The virtues espoused by the stories . . . are the foundation and moral sustenance of Lakota culture. (Marshall, The Lakota Way p. xiii).

There are numerous virtues, and while individuals may identify different virtues or order them variously according to significance, the underlying theme is always the same: expectations for
individual behavior and character that ensure balance and well-being within society – human and beyond. In Marshall’s words, “There is nothing more important.”

The following Lakota/Dakota values have been adopted as a guide for students to follow during their educational journey at Sitting Bull College.

1. Wóohola (Respect): SBC family should be thoughtful and considerate towards property, policies and people including themselves, fellow students, faculty, staff, and visitors.
2. Wówačhanțognake (Generosity): SBC family should assist others in need without expecting anything in return.
3. Wówaunšila (Compassion): SBC family should display empathy for those less fortunate.
4. Wówothāŋja (Integrity): SBC family should show honesty and truthfulness for their actions and work.
5. Wówačhiŋtȟaŋka (Patience): SBC family should show endurance under difficult situations.
6. Wówičakȟe (Honesty) SBC family should display integrity, truthfulness and straightforwardness in their educational studies and activities.
7. Wunššiic’iye (Humility): SBC family should be modest and respectful to themselves, fellow students, faculty, staff, and visitors.
8. Wóksape (Wisdom): SBC family should strive to gain the understanding to apply perceptions, actions, and judgment in a good way.
9. Wóohitike (Bravery): SBC family may face uncertainty and need to find courage in order to succeed.
10. Wówalitake (Fortitude): SBC family need to find the mental and emotional strength in difficult times.


**CODE OF CONDUCT**

When students fail to maintain a reasonable standard of conduct on campus, at the instructional centers or at any college-sponsored activity, they may be subject to disciplinary action. Disciplinary proceedings shall commence only after the student has been counseled or warned about improper conduct.

SBC forbids the possession and/or use of alcohol and/or drugs on campus. Sitting Bull College will specify those standards of behavior, which it considers essential to its educational mission and its community life. These specific regulations shall be designed to represent reasonable standards of student conduct.

The following misconduct for which students are subject to college discipline applies to all times on campus and any off campus functions sponsored or supervised by the college.

1. Plagiarism is from a Latin word for kidnapper. The act of kidnapping is the act of stealing. To use someone else’s ideas or words as one’s own would qualify as having plagiarized or stolen their work. Plagiarism can be applied to written work (i.e., papers, diagrams,
statistical tables), to material from the Internet, CD-ROM’s or other electrical sources and to examinations and tests.

Penalties for plagiarism and cheating may include but are not limited to the following:

- re-writing the assignment in question
- receiving an “F” on the assignment or test in question
- failing the course in which the assignment was submitted
- academic suspension

2. Dishonesty, such as cheating or knowingly furnishing false information to the college.

3. Forgery, alteration, or misuse of college documents, records, or identification.

4. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities including its public service functions or of other authorized activities.

5. Physical, verbal, and/or cyber (as outlined by the social media network) abuse of any person or conduct, which threatens or endangers the health or safety of any such person.

6. Theft of or damage to property of the college, its Board, employees, students or visitors.

7. Unauthorized entry to or use of college facilities.

8. Intoxication from the use of alcohol or being under the influence of unlawful drugs, or unlawfully distributing, selling, or possessing drugs/alcohol on college property or at events sponsored by the college.

9. Failure to comply with directions of college official acting in performance of their duties.

10. Any act that injures, degrades, or disgraces, any fellow student or person attending the college.

11. Smoking in non-designated areas.

Penalties for items 2-11 may include but are not limited to the following:

- Mandatory counseling
- Failure of a course
- Travel privileges revoked
- Participation in college sponsored activities revoked
- Academic suspension
- Permanent expulsion

PROCEDURAL STANDARDS IN DISCIPLINARY PROCEEDINGS

In developing responsible student conduct, disciplinary proceedings shall commence only after the student has been counseled or warned about said conduct from the Vice President of Operations. The college will establish a method for imposing discipline, which complies with the requirements of due process. In all situations the student will be informed of the nature of the charges against him/her; that he/she be given an opportunity to refute them; that the institution not be arbitrary in its actions; and that there be provisions for appeal of a decision. The college has an obligation to specify those standards of behavior, which it considers essential to its educational mission defined as clearly as possible and interpreted in a manner consistent with principles of relevancy and reasonableness. Disciplinary proceedings will be instituted only for violations of standards of conduct.

ADMINISTRATION OF THE CODE OF STUDENT CONDUCT

1. The Vice President of Operations will be responsible for administering the Code of Conduct and for the general conduct of students. Any person who has knowledge of any such violations after referred to, as the Code, shall report all violations of law and the Code of Conduct herein immediately to the Vice President of Operations.
2. The Vice President of Operations will ensure that the best interest of any student charged with an offense is served by making use of appropriate counseling or other professional services deemed necessary. The Vice President of Operations in seeking professional assistance and advice shall consult with a minor student's parent(s) or guardian(s).

3. In cases of violations of the Code, the Vice President of Operations will impose those sanctions, which he/she deems appropriate and will inform the student of the decision in writing. He/she will further inform the student charged with misconduct and the disciplinary action. He/she will further inform the student of his/her right of appeal to the Student Appeals Board. The Student Appeals Board shall sustain, modify, or overrule the decision of the Vice President of Operations.

**STUDENT APPEALS BOARD**
**STUDENT CODE OF CONDUCT**

**PROCEDURE**

The request for a hearing in front of a Student Appeals Board must be in writing to the Vice President of Operations. It will be the Vice President of Operations responsibility to assemble the Student Appeals Board. The request for a hearing before the Student Appeals Board must take place within five (5) working days from receipt of written notification from the Vice President of Operations. If the student does not appeal within the appropriate time period, the decision of the Vice President of Operations will be final.

The student will be given written notice at least three (3) school days prior to the scheduled hearing.

1. Membership of the Student Appeals Board shall consist of:
   a. One faculty selected by the Vice President of Operations
   b. Two students - the President of the Student Government and one student at-large (selected by the student)
   c. One Board of Trustees member
   d. The Vice President of Operations (non-voting member)
   e. One counselor selected by the Vice President of Operations

2. All members will have equal votes. The President of the Student Government will serve as Chairperson of the Board.

3. Three out of five voting committee members will make a quorum. In the absence of the permanent chairman, the President of the College will designate an acting person from the Student Government.

4. A majority vote of those present will be required on all decisions of the Board.

**POLICY**

1. The student appealing before the Student Appeals Board shall have the right to be assisted in his/her defense by an advisor of his/her choice.

2. Burden of proof shall rest upon the college. Each official charging a student of misconduct must be prepared to substantiate the charge.

3. The student shall be given an opportunity to testify and to present evidence and witnesses. He/she shall have an opportunity to hear and question the adverse witnesses. The Appeals Board shall not consider statements against the student unless he/she has
been advised of their content and of the names of those who made them. The student must be given an opportunity to rebut unfavorable inference, which might otherwise be drawn.

4. All matters upon which the decision may be based must be introduced as evidence at the Appeals Board meeting. The decision shall be based solely upon the evidence.

5. A qualified secretary will provide an accurate record of all proceedings. A tape recording will be authorized if requested by the accused.

6. Proceedings shall be orderly. If the Chairperson of the Board feels that any person present is disruptive he/she may be excluded from the hearing. Such disruptive conduct may be the basis for subsequent disciplinary action against such persons, including expulsion from college.

7. After the commencement of the hearing, the chairperson will notify the student that he/she may challenge, for stated causes, the qualification of any member sitting on the case. If the challenge is upheld by a majority vote of the Board members, the challenged member will be disqualified from sitting on the Appeals Board for that particular case.

8. The hearing shall be private if requested by the student charged.

9. A student may elect not to appear at the hearing, but the hearing will continue as scheduled. The Board members will base their decision on the evidence presented.

10. The recommendations of this committee will be given to the SBC President within five (5) working days of the hearing. The President will have an additional five (5) working days to decide whether to accept the recommendation of the committee or to render a different decision. The President will notify the student in writing within that time frame.

11. The decision of the President is final and there are no further means of appeal to be made.

**GRIEVANCE PROCEDURES**

It is the policy of the College that all students have at their disposal specific and equitable procedures, which afford due process for resolving grievances.

A grievance is a result of an alleged unfair, inequitable or discriminatory interpretation, application, or implementation of college policy or procedure including the Statement of Non-Discrimination listed on page two of the *College Bulletin*. You may obtain a copy of the grievance procedure from the Office of the Vice President of Operations.

**GRIEVANCE PROCEDURE**

In a relationship of student to instructor and staff member of SBC, misunderstandings can develop. Therefore, it is imperative that a formalization of procedures be developed to disarm any situation that can develop and also give the student an avenue for correction of a problem. It is the intent of this policy to alleviate any feelings of retribution or prejudice that can arise from problem situations. To assist the student, instructor, staff member, and the college in arriving at a fair and unbiased decision, this procedure will strive to assist in resolving disputes and conditions.

1. **Initial Grievance:** The student must discuss the grievance with the instructor or staff member from whom the disagreement stems. If the matter cannot be settled at this point, the student then has the responsibility to confer with the Vice President of Operations. The student may ask one of the Counselors’ to attend the meetings with the student.
2. **Submission of Written Grievance:** If the student is not satisfied with the verbal conference with the Vice President of Operations she/he must submit a written grievance to the Vice President of Operations within five (5) working days and she/he will receive a written response from the Vice President of Operations within five (5) working days.

3. **Grievance Committee:** If the student is not satisfied with the written response, she/he has five (5) working days to request in writing that a grievance committee hear the matter. This request is given to the Vice President of Operations and a hearing will be scheduled within five (5) working days. The committee shall be comprised of the following:
   a. Vice President of Operations
   b. One counselor selected by the Vice President of Operations;
   c. One faculty member selected by the Vice President of Operations;
   d. One staff member selected by the Vice President of Operations;
   e. One member of the SBC Student Government selected by the grieving student
   f. One Board of Trustees member

The decision of the committee is final. The Vice President of Operations will notify the student in writing within five (5) working days of the hearing.

**HARASSMENT POLICY**

Harassment comes in many forms, some of which are listed below:

**BULLYING**
a complex phenomenon of unwanted offensive and malicious behavior which undermines an individual or group through persistently negative attacks. There is typically an unpredictable and irrational abuse of power or position that can manifest itself in physical, verbal or non-verbal forms. There is usually an element of vindictiveness attached to bullying and the behavior is calculated to undermine, patronize, humiliate, intimidate or demean the recipient.

**STALKING**
a form of harassment which is being more commonly reported. It involves pester ing an individual, either in person or in writing or electronic formats or on the telephone. Stalking can also involve following an individual or spying on them, alarming the recipient or causing them distress and may involve violence or fear of violence.

**SEXUAL HARASSMENT**
unwanted behavior of a sexual nature. It includes unwanted attention of a sexual nature that denigrates or ridicules or is intimidating. This may be physical, ranging from unwanted touching, groping or the invasion of personal space to sexual assault, rape or indecent exposure. Sexual harassment can be verbal and may include unwanted personal comments or sexual slurs, belittling, suggestive, lewd or abusive remarks, explicit ‘jokes’ or innuendo, and compromising invitations, including demands for sexual favors. Examples of non-verbal sexual harassment include: suggestive looks, leering, explicit gestures, sending sexually explicit emails or the display of pornographic material on College equipment or premises. Most commonly, the reported incidents refer to the sexual harassment of women by men, although there are reports of women sexually harassing men and of same sex sexual harassment.
RACIAL HARASSMENT
unwanted behavior based on race, ethnic or national origin. It includes written or verbal threats or insults based on race, ethnicity or skin color, abusive comments about racial origins, ridicule based on cultural grounds, derogatory name calling, racist jokes, damage to property, the display of offensive graffiti or insignia and incitement of others to commit any of the above.

RELIGIOUS HARASSMENT
unwanted behavior based on religious beliefs or practices. This may take many forms including ridiculing items worn for religious reasons, denigrating cultural customs and dismissive treatment of requests for holidays for religious or cultural festivals, or derisory comments against an individual's beliefs. It includes the incitement or persistent pressure through forms of evangelism and religious propaganda that suggests the answer no is unacceptable to the person trying to spread their ideas on religion or recruiting to their particular group.

DISABILITY HARASSMENT
unwanted behavior based on disability, impairment or additional need. Such behavior may include comments that are patronizing or objectionable to the recipient or which creates an intimidating, hostile or offensive environment for people with disabilities. Disability harassment includes inappropriate reference to disability, unwelcome discussion of the impact of disability, refusal to work with and exclusion of people with disabilities from social events or meetings.

SEXUAL ORIENTATION HARASSMENT
unwanted behavior based on known or presumed sexual orientation. Such behavior includes name calling, stereotyping, assault, verbal abuse, actual or threatened unwanted disclosure of sexuality, derogatory comments, excluding same-sex partners from social events or intrusive questioning about a person’s domestic circumstances.

CASES OF PHYSICAL ASSAULT
physical assault is a criminal offence and if you have been attacked, it is important that you seek help immediately. Contact the Vice President of Operations or an SBC Counselor and they will offer support and help you decide what to do. You will be advised about the choices that are open to you.

PROCEDURE
Any complaint of harassment should be handled in the following manner:

1. The issue must immediately be taken to Sitting Bull College’s Vice President of Operations or counselors for informal discussion with both parties.
2. Any further violation will result in written reprimand and possible suspension of employment or disciplinary dismissal until treatment or counseling or both is received.
3. Termination or expulsion will result should behavior continue.

This policy is designed to protect all employees and students from harassment in any way associated with the college environment, no matter who the harasser is.

* Students, Faculty and Staff have the right to appeal (see appeals process)
REGISTERED SEX OFFENDER POLICY

To increase the safety and welfare of the students, faculty, and staff of Sitting Bull College no convicted or registered sex offenders will be allowed to enroll in any SBC courses or allowed on any SBC property or at any SBC sponsored event.


*Chttp://www.nsopw.gov/Core/PublicRegistrySites.aspx

CAMPUS CRIME STATISTICS ACT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the landmark federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses.

For more information and statistics about SBC contact the office of the Vice President of Operations or visit web site: http://ope.ed.gov/security.

WEAPONS/FIREARMS POLICY

I. PURPOSE:
The Sitting Bull College Weapons and Firearms Policy is to ensure the safety of the students, faculty, staff, residents, and visitors to the college campus and outreach sites. In an effort to maintain a safe environment, the institution does provide a safety awareness program that consists of, but is not limited to the following:

a. During orientation, students will receive information regarding maintaining a safe learning environment.

b. Campus crime statistics will be disclosed to the federal government at http://ope.ed.gov/security.

c. Workshops and information sessions on personal safety and self-defense will be offered every academic year.

d. Counseling and referral services will be provided, as deemed appropriate or as provided in this Policy.

II. POLICY:
The unauthorized possession of weapons or firearms or the unreported knowledge of such items, on the College's premises or during College-sponsored programs off campus, is considered a serious offense and may be subject to disciplinary action. Concealed firearm permits are not valid on the property of the Sitting Bull College or at sanctioned events.

This Policy shall apply to all faculty, staff and students of SBC and to all visitors of the campus or on property of the College.
III.  EXEMPTIONS:
The SBC Weapons Policy does not apply to authorized law enforcement officials in the lawful discharge of their duties or SBC staff and faculty during academic pursuits and activities. Temporary exemptions may be granted by written permit only by the Vice President of Operations for job related, educational, or demonstration purposes.

A rifle or shotgun which the owner intends to use solely for sporting, recreational or cultural purposes and which is carried or displayed in the motor vehicle and unloaded, by faculty, staff, students and visitors of SBC shall be exempt from this Policy. Rifles or shotguns, carried or displayed in the motor vehicle and which are loaded, with a round in the chamber are considered in violation of this Policy.

IV.  DEFINITIONS:
Weapon: Any switchblade or gravity knife, machete, scimitar, stiletto, sword, dagger, or knife with a blade of five inches or more; any throwing star, nunchaku, or other martial arts weapon; any billy club, blackjack, sap, bludgeon, cudge, metal knuckles, or sand club; any slingshot; or spear; and, any stun gun.

Firearm: Any device that will expel, or is readily capable of expelling, a projectile by the action of an explosive or other propellant, loaded or unloaded; and any projector of a bomb, or any object containing, or capable of producing and emitting any explosive or incendiary charge, noxious liquid or gas.

V.  PROCEDURE:
Any student of Sitting Bull College who has a weapon or firearm in violation of this Policy will be escorted to the office of the College Counselor to proceed with one of the following actions:

a. A violation of this Policy by students is considered a violation of the SBC Code of Conduct, paragraph #9, which states: “Failure to comply with directions of college official acting in performance of their duties.” Any student in possession of a weapon or firearm or any incident involving a student in possession of a weapon or firearm in violation of this Policy will be referred to the College Counselor.

b. If the College Counselor deems the possession of the weapon is without justification, the College Counselor will immediately call the BIA Tribal Police or Sheriff’s office. The College Counselor will prepare a report and submit the report to the Vice President of Operations.

c. The Vice President of Operations will then handle the violation as a violation the Code of Conduct.

d. If the situation occurs a second time with the same individual during the same academic year, the above procedure will be repeated. However, at this point, the student will be placed on disciplinary dismissal until counseling is received. Upon applying for reentry into the College, the individual must provide verification of counseling and an understanding of the SBC Weapons Policy to the Vice President of Operations.

Exception: If the student possessing a weapon is malicious in intent and harms another person or property, the College has the authority to expel the student immediately and permanently.
CONTAGIOUS DISEASE POLICY

SBC will make decisions regarding contagious diseases based on the best available information and professional judgment on a case-by-case basis. The college remains open to re-examination of the issues as new or/and additional information becomes available.

DEFINITION: Contagious disease (Communicable disease) - A disease whose causative agents may pass or be carried from one person to another directly or indirectly. Modes of transmission include (1) direct contact with body excretions or discharges from an ulcer, open sore, or respiratory tract; (2) indirect contact with inanimate objects such as drinking glasses, toys, computer keyboards; and (3) vectors such as flies, mosquitoes, or other insects capable of spreading the disease.

PROCEDURE:
1. A student who is aware of being infected with a contagious disease is required to report the disease to the Vice President of Operations.
2. A team of college personnel, directed by the Vice President of Operations shall be responsible for institutional decisions relative to any person with a contagious disease who is known to us and is part of, or has applied to become part of, the college community. This group shall rely heavily on advice and information from the Center for Disease Control (CDC).
3. As a general rule, a student with a contagious disease who do not pose a health risk to others should not be segregated from their normal involvement in the college community.
4. A student with a contagious disease may be required to submit to regular monitoring and medical attention to maintain an up-to-date record of their condition.
5. Such persons’ names shall not be disclosed to the public unless it is the desire of the person to have such information known.
6. The college may require, in certain circumstances, that such persons disclose his or her medical condition to others with whom he or she might have especially close contact (e.g. instructors and Indian Health Service personnel or other hospital personnel).
7. The college shall provide to the college community up-to-date information and educational programming with regards to contagious disease.
8. In those instances where the student may create health concerns to others or may risk infecting others by their mere physical presence on campus, the student will not be allowed to attend classes or be on the college campus.
9. A doctor’s statement indicating that the student is no longer contagious will be required before the student is allowed back into classes or on the college campus.

SMOKING POLICY

Smoking on the Fort Yates campus and at the Mobridge and McLaughlin sites is permitted only in designated areas. These designated areas are clearly marked by appropriate signage and cigarette butt receptacles. Cleaning up the trash from cigarette butts costs the college dollars, therefore, use of the receptacles is both stewardly and common courtesy. Students, faculty, staff, and visitors are not allowed to smoke while walking on the sidewalks or other areas of campus. Enforcement of this policy is up to members of the Sitting Bull College community (all students, faculty, and staff). For the common good, please encourage one another to respect and abide by this policy.
**DRUG AND ALCOHOL POLICY**

Sitting Bull College agrees with the concepts of a drug free work place as defined by the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226. In compliance with federal regulations, the institution will adhere to the following:

1. It is a policy of Sitting Bull College that it is prohibited for a student to engage in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance at SBC. The policy is in compliance with the following Tribal Code: Section 4-801. If an employee of the College believes a student is intoxicated or involved in any of the above-mentioned dealings with alcohol/other drugs, the following steps will be taken:
   a. Depending on the severity of the offense either the student will be asked to leave the premises or the student will be escorted to the College Counselor's office and inform the Vice President of Operations, who will immediately contact the BIA Tribal Police. The Vice President of Operations will make a written account of the incident to be placed in the student's file.
   b. If this situation occurs a second time with the same student during the academic term, the student will be placed on disciplinary dismissal until treatment or counseling or both are received. Upon applying for reentry into the College, the student must provide verification of treatment to the Vice President of Operations. Students will be referred to Chemical Prevention for assessment.

2. The purpose of this policy is not to be punitive, but to ensure this institution is not enabling a student's abusive use of chemicals. In an effort to maintain a drug-free school, the institution does provide a drug-free awareness program that consists of, but is not limited to the following:
   a. During registration, students will receive pamphlets regarding counseling services available within the area for addiction problems.
   b. Information bulletin board maintained with updates and free materials for students and staff.
   c. The library maintains and updates drug-related materials.
   d. Counseling and referral services will be provided.
   e. SBC Web site with resource links.

The Sitting Bull College Counselor may make referrals to the Standing Rock Sioux Tribe Chemical Prevention Program for students who have drug or alcohol problems.

**RANDOM DRUG SEARCHES**

All people on SBC properties are liable to be searched at random which may or may not include drug dogs. If drugs are found, the accused will be subject to Tribal Law.

SBC forbids the possession and/or use of alcohol and/or drugs on campus, sites or at any SBC sponsored activity. Sitting Bull College will specify those standards of behavior, which it considers essential to its educational mission and its community life. These specific regulations shall be designed to represent reasonable standards of student conduct.

The following misconduct for which students are subject to college discipline applies to all times on campus and any off campus functions sponsored or supervised by the college.
LISTS OF FEDERAL TRAFFICKING PENALTIES ARE AS FOLLOWS:
Drug Trafficking Penalties, source: www.dea.gov

<table>
<thead>
<tr>
<th>DRUG/SCHEDULE</th>
<th>QUANTITY</th>
<th>PENALTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Schedule I &amp; II drugs (and any drug product containing Gamma Hydroxybutyric Acid)</td>
<td>Any amount</td>
<td>First Offense: Not more than 20 yrs. If death or serious injury, not less than 20 yrs, or more than Life. Fine $1 million if an individual, $5 million if not an individual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Offense: Not more than 30 yrs. If death or serious injury, not less than life. Fine $2 million if an individual, $10 million if not an individual.</td>
</tr>
<tr>
<td>Flunitrazepam (Schedule IV)</td>
<td>1 gm or more</td>
<td>First Offense: Not more than 5 yrs. Fine not more than $250,000 if an individual, $1 million if not an individual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Offense: Not more than 10 yrs. Fine not more than $500,000 if an individual, $2 million if not an individual.</td>
</tr>
<tr>
<td>Other Schedule III drugs</td>
<td>Any amount</td>
<td>First Offense: Not more than 3 years. Fine not more than $250,000 if an individual, $1 million if not an individual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Offense: Not more than 6 yrs. Fine not more than $500,000 if an individual, $2 million if not an individual.</td>
</tr>
<tr>
<td>Flunitrazepam (Schedule IV)</td>
<td>30 to 999 mgs</td>
<td>First Offense: Not more than 1 yr. Fine not more than $100,000 if an individual, $250,000 if not an individual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Offense: Not more than 2 yrs. Fine not more than $200,000 if an individual, $500,000 if not an individual.</td>
</tr>
<tr>
<td>All other Schedule IV drugs</td>
<td>Any amount</td>
<td>First Offense: Not more than 3 years. Fine not more than $250,000 if an individual, $1 million if not an individual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Offense: Not more than 6 yrs. Fine not more than $500,000 if an individual, $2 million if not an individual.</td>
</tr>
<tr>
<td>Flunitrazepam (Schedule IV)</td>
<td>Less than 30 mgs</td>
<td>First Offense: Not more than 1 yr. Fine not more than $100,000 if an individual, $250,000 if not an individual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Offense: Not more than 2 yrs. Fine not more than $200,000 if an individual, $500,000 if not an individual.</td>
</tr>
<tr>
<td>All Schedule V drugs</td>
<td>Any amount</td>
<td>First Offense: Not more than 1 yr. Fine not more than $100,000 if an individual, $250,000 if not an individual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Offense: Not more than 2 yrs. Fine not more than $200,000 if an individual, $500,000 if not an individual.</td>
</tr>
</tbody>
</table>
## Federal Trafficking Penalties - Marijuana

<table>
<thead>
<tr>
<th>DRUG</th>
<th>QUANTITY</th>
<th>1st OFFENSE</th>
<th>2nd OFFENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marijuana</td>
<td>1,000 kg or more mixture; or 1,000 or more plants</td>
<td>• Not less than 10 years, not more than life.</td>
<td>• Not less than 20 years, not more than life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If death or serious injury, not less than 20 years, not more than life.</td>
<td>• If death or serious injury, mandatory life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fine not more than $4 million if an individual, $10 million if other than an individual.</td>
<td>• Fine not more than $8 million if an individual, $20 million if other than an individual.</td>
</tr>
<tr>
<td>Marijuana</td>
<td>100 kg to 999 kg mixture; or 100 to 999 plants</td>
<td>• Not less than 5 years, not more than 40 years.</td>
<td>• Not less than 10 years, not more than life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If death or serious injury, not less than 20 years, not more than life.</td>
<td>• If death or serious injury, mandatory life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fine not more than $2 million if an individual, $5 million if other than an individual.</td>
<td>• Fine not more than $4 million if an individual, $10 million if other than an individual.</td>
</tr>
<tr>
<td>Marijuana</td>
<td>more than 10 kgs hashish; 50 to 99 kg mixture</td>
<td>• Not more than 20 years</td>
<td>• Not more than 30 years.</td>
</tr>
<tr>
<td></td>
<td>more than 1 kg of hashish oil; 50 to 99 plants</td>
<td>• If death or serious injury, not less than 20 years, not more than life.</td>
<td>• If death or serious injury, mandatory life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fine $1 million if an individual, $5 million if other than an individual.</td>
<td>• Fine $2 million if an individual, $10 million if other than individual.</td>
</tr>
<tr>
<td>Marijuana</td>
<td>1 to 49 plants; less than 50 kg mixture</td>
<td>• Not more than 5 years.</td>
<td>• Not more than 10 years.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fine not more than $250,000, $1 million other than individual.</td>
<td>• Fine $500,000 if an individual, $2 million if other than individual.</td>
</tr>
</tbody>
</table>
**DRESS CODE POLICY**

Although the college does not have a formal dress code, each student is expected to dress appropriately for attendance at class. Appropriate dress would include garments, shoes, jewelry, accessories and hairstyles that:

- are appropriate and modest in length and coverage
- reflect a positive image of the school and contribute to a distraction-free learning environment and
- lead teachers and/or staff to reasonably believe that the issue does not interfere with, disturb, or distract from the classroom and/or learning environment.

*Students who are also employees should adhere to the employee handbook*

**HOUSING POLICY**

Residential living is an important part of the college experience. It is a way to make new friends and join in a variety of educational, cultural, social and recreational activities. As part of the SBC new campus, on campus family housing is available on a limited basis by applying to the Housing Director’s Office, or by calling 701.854.8012. Sitting Bull College in partnership with Raymond James Tax Credits currently offers eighteen low income, single family 2 and 3 bedroom homes for rent on a six month lease basis.

I. **ELIGIBILITY**

Must qualify as a family, meet income guidelines, head of household that is 18 years of age or older, provide all information for complete application and if a full time student meet one of the student exemptions as defined by Section 42 of Internal Revenue Code: married and filing jointly, received AFDC, enrolled in JTPT or single parent with dependent children, none of whom are dependents on another person’s tax return.

II. **INELIGIBILITY**

Income is more than 60% of area median income, incomplete application, do not meet one of the student exemption, has an outstanding debt with SBC, is convicted of a crime, drugs or criminal activity, alcohol abuse or previously evicted from any housing authority.

III. **SELECTION**

Selection of applicants is completed by the SBC Housing Director and is based on a priority checklist consisting of enrollment status, ability to pay rent, academic standing, year in college, and enrolled member of SRST or enrolled member of any federally recognized tribe.

VI. **RENTAL RATES**

Rental rates are approximately $400 to $500 per month depending upon the number of bedrooms. A $200 security deposit is due at the time of occupancy and will be returned to the applicant if vacated united inspection shows no damages occurred.
EFFICIENCY APARTMENTS POLICY

Sitting Bull College Housing Program encourages students to live on campus for the convenience of access to the college resources and classes. SBC will provide you with a safe and comfortable apartment for you and your roommates to share while attending class full-time at SBC.

I. ELIGIBILITY
Must be a current full-time student at Sitting Bull College, No current or past due debt at SBC, not currently or going on probation/suspension at SBC, Ability to pay rent (scholarships, employment, etc), not currently or previously been charged with a felony or drug related crime on or off Standing Rock Reservation.

II. SELECTION
Selection of applicants is completed by the SBC Housing Director and is based on a priority checklist consisting of enrollment status, ability to pay rent, academic standing, and year in college. Orientation will take place the Friday of registration week for tenants to move in before classes start for the semester.

VI. RENTAL RATES
Rental rates are approximately $250.00 per month for August 15th through May 15th. There is a $200.00 deposit that will be kept until permanent move-out. If the student plans to come back the next semester they will request their apartment unit be kept by sending the Housing Director a Request to stay.

COLLEGE FACILITIES

LIBRARY

Sitting Bull College provides a broad array of resources for students, staff and the local community at the main library location as well as around Standing Rock. Online access to the library catalog, as well as access to other library resources is available through the library webpage at the following link: www.sittingbull.edu/community/library.

Sitting Bull College Library serves as a library for the College in addition to serving as a public library for the local community. The services of the library are available equally to students and community members living on the Standing Rock Reservation.

In addition, the library has several computers that allow access to the Internet, as well as the use of current computer software. The library also offers a broad array of peripheral devices such as scanners, a printer/copier, microfilm reader and other tools to help users.

Currently, there are over 14,000 volumes in the SBC Library. There are a broad range of print newspapers, magazines and journals available. The library also provides access to several online subscription resources that allow access to online journals, newspapers, auto repair, genealogy, eBooks and much more. These are also available to both students and the general public.

Additional library materials can be secured through Interlibrary-Loan by speaking to a staff member.
STUDENT LOUNGE

There is a lounge area available at each campus site. At the Fort Yates campus it is located in the Student Center. The Fort Yates campus lounge has tables and chairs, appliances, television, and lounge furniture for student use. The Mobridge and McLaughlin sites have appliances, tables and chairs, coffee maker, and television. All are made available to SBC students.

*Rules and regulations for use and cleanup are posted in the Student Lounge*

BOOKSTORE

Sitting Bull College Bookstore and Gifts supplies all of the course textbooks, materials and supplies for college students. The bookstore offers a variety of handpicked gift items, greeting cards and ever-changing promotional items. The gift shop also sells Native American arts and crafts including jewelry, star quilts, music and other authentic items.

HANDICAP PARKING

Parking facilities for the handicapped are located on the Fort Yates, McLaughlin and Mobridge College sites. SBC's buildings also are handicapped accessible.

FACILITIES/EQUIPMENT

Computers, printers, equipment, etc. are accessible to college students, staff, and faculty only. The college has had to take this position because college computers have experienced problems after non-college personnel have used them.

In addition, the only area open for public usage is the library. The community may use the College’s facilities to hold events approved by SBC administration such as meetings and workshops, but they must be scheduled in advance with the receptionist of the respective building in which the event is being planned. Such events cannot displace current SBC classes. Event organizers must insure that the facility is cleaned in an acceptable manner after use. Failure to comply with this will result in denial in use of facilities and may include charges to the organization for appropriate costs for clean-up.

STUDENT TRANSPORTATION SYSTEM

In 1989, Sitting Bull College established the Standing Rock Public Transportation system for the Standing Rock Reservation. The Program provides transit services for Sitting Bull College students and the public to and from each of the eight tribal communities, Mobridge, South Dakota and Mandan and Bismarck, North Dakota. The transportation schedule is posted at www.sittingbull.edu/aboutus/transportation. More information can be found at http://sittingbull.edu/community/transport/index.asp or to schedule a ride call 701-854-8090.

All student policies were approved by the Board of Trustees in October 2012. The student travel policy was revised by the Student Life Committee and approved by the Board of Trustees in June 2013.
COMPUTER AND COMMUNICATIONS TECHNOLOGY
ACCEPTABLE USE POLICY

Sitting Bull College (SBC) owns and operates a network system, computer system, and other electronic communications and information systems and devices, including voice mail, electronic mail and access to the Internet. These computing and technology systems are provided for the use of SBC students, faculty, and staff in support of the programs of the College and are to be used for education, research, academic development, and public service only. In general, SBC technology is not to be used by employees, students, or guests for their personal commercial or profit-making enterprises. Some minimal use for personal purposes is allowed, but only to the extent that its use does not violate this policy. All students, faculty, and staff are responsible for seeing that these computing facilities are used in an effective, efficient, ethical, and lawful manner.

Sitting Bull College provides a user ID and e-mail address to every student and employee of the College. A valid user ID and password is needed for using the computers, personal storage space on the server, as well as accessing e-mail, both on campus and off. You should not give your user ID or password to anyone else. YOU are responsible for everything that happens with your user ID. If someone else is caught using your user ID your account will be immediately locked., and you will need to contact the IT Manager to have it unlocked.

Access to the technology owned and operated by Sitting Bull College is a privilege, not a right, and imposes certain responsibilities for appropriate use, in accordance with College policy. Users should recognize that the primary intention of providing computer, network, telephone and e-mail service is to support the educational mission of the College. In general, appropriate use means respecting the rights of other computer users; the integrity of the physical facilities; all pertinent licenses, copyright and contractual agreements; as well as local, state and federal laws.

Employees, students, and guests should understand that their use of Sitting Bull College’s network and computer equipment is not private. Although employees have passwords that restrict access to their voice mail, computers and websites, Sitting Bull College reserves the right to access any person’s files, voice mail, or e-mail messages which are stored on (and even deleted from) Sitting Bull College’s network or computer equipment. Sitting Bull College also reserves the right to monitor on-line activities.

Employees, students, or guests may not use Sitting Bull College’s network or equipment to solicit or proselytize others for commercial ventures, religious or political causes, outside organizations, or other non-education-related activities. Examples of profit-making enterprises include using the fax machine, telephone, or e-mail system to communicate with customers or potential customers of a personal business or for another employer.

E-mail messages are official internal employer communications, subject to summons in legal proceedings. If any SBC-owned phone/PDA/tablet/computer is used to send or receive messages, such messages are not private and are the property of Sitting Bull College.

Employees, students, or guests may not use Sitting Bull College's network or equipment in ways that may be disruptive, offensive to others, or harmful to morale. Sitting Bull College
prohibits the display or transmission of sexually explicit images, messages, or cartoons, or any transmission or use of communications that contain ethnic slurs, racial epithets, or anything that may be construed as harassment or disparagement of others based on race, national origin, sex, sexual orientation, gender identity, age, disability, marital or domestic partner status, religion or political beliefs. To this end, access to certain websites may be prohibited and will be blocked. Any attempt to circumvent these site blocks will be considered a violation of these policies.

Users must adhere to all of Sitting Bull College’s Policies & Procedures when using Sitting Bull College’s equipment. This includes, but is not limited to the Technology Usage Policies and Procedures and Sitting Bull College’s Discrimination and Harassment Policies. Users may not use Sitting Bull College’s computers or other equipment in a manner that violates another’s rights under FERPA, HIPAA or any other applicable law pertaining to privacy or confidentiality.

All users of SBC computing systems must read, understand, and comply with the policies outlined in this document, as well as any additional guidelines established by the administrators of each system. **BY USING ANY OF THESE SYSTEMS, USERS AGREE THAT THEY WILL COMPLY WITH THESE POLICIES.**

**PUBLIC ACCESS COMPUTERS**

The only public access computers are located in the Sitting Bull College Library, and are administered by the Information Technology Manager in consultation with the Librarian. Although the Library is open for reference and reading use by the general public, public access computers are prioritized for students of the College.

**NON-PUBLIC COMPUTERS**

Sitting Bull College has computer labs in Fort Yates, McLaughlin, and Mobridge. These labs are usually open during the regular college hours for that location. Students may use the computers in these labs provided the lab isn’t already reserved for classes or other uses. A valid user ID and password is required to use these computers. You must use your own user ID; using someone else’s user ID and/or letting other people use your user ID is a violation of this policy.

Students are forbidden from using any staff or faculty computer without prior permission from the Vice President of Operations.

Users of Sitting Bull College computers are prohibited from installing software or hardware or changing the configuration of any software or hardware on College computers. Unauthorized software is defined as ANY software that is not already on the particular computer. The Information Technology Manager is responsible for all software and hardware installation and changes for all College computers. Any unauthorized software may be immediately removed if found.

No one should deliberately attempt to degrade the performance of a computer system or to deprive authorized personnel of resources or access to any college computer system. Loopholes in computer security systems or knowledge of a special password should not be used to damage
computer system, obtain extra resources, take resources from another user, gain access to systems or use systems for which proper authorization has not been given. Using proxy servers or other means to bypass restrictions or policies is strictly forbidden.

Network activity is logged and the logs may be periodically reviewed for possible policy violations. Lab computers are periodically monitored for policy violations.

Food and drink are strictly prohibited in the computer labs and near the Library computers. If you bring any food or drink into these areas, you may be asked to leave. You will be responsible for the cost of any repairs or equipment replacement due to damage caused by spilled food or drink.

VIOLATIONS

Deliberate abuse, attempt to circumvent security measures, or other attempts to degrade the performance of a computer system or to deprive authorized personnel of resources or access to any college computer system may result in the immediate loss of computer access.

An individual's computer use privileges may be suspended immediately upon the discovery of a possible violation of these policies. Repeated suspensions may result in the permanent suspension of computer use privileges. Violations of these policies will be dealt with in the same manner as violations of other college policies and may result in disciplinary review, and for SBC employees may lead to disciplinary action, up to and including termination.

This policy may be changed at any time without prior notice. A current copy of the policy is posted in all computer labs and will be distributed via email to all students and employees of the college annually.

Revised September 2012
**LAPTOP CHECK OUT POLICY**

Sitting Bull College has several laptop computers available for students to check out on a temporary basis. This policy has been created to ensure that this privilege is not abused and college property is sufficiently protected from abuse or theft.

**NOTES REGARDING THESE LAPTOPS**

There are various models and configurations of laptops. All laptops will have the latest version of Microsoft Office as well as other necessary software. The laptops will have internet access available on campus. The student will be responsible for providing their own internet access off campus.

Any student caught attempting to install any other software or use the laptop in any way that violates the acceptable use policy will have their checkout privileges permanently revoked.

**PROCEDURES FOR CHECKING OUT LAPTOPS**

Laptops are available on a first come – first served basis. To request a laptop, the student will contact either the IT Manager or Institutional Data Coordinator. If a laptop is available it can be checked out immediately, otherwise they will be placed on the waiting list.

Students will be notified via email when their laptop is available to be picked up if they are on a waiting list. Once the student has been notified they will have until 4pm of the next day to pick it up.

College laptops can only be checked out for one week at a time. Laptops due on a holiday or other college closing must be returned the first day the college is open. Laptops must be returned before 4pm. A student may request to re-check out a laptop for another week as long as there is not a waiting list.

When a student checks out a laptop, they will be required to sign a copy of this policy. By signing this policy, the student is acknowledging that they received the laptop in good, working condition. The student will be responsible for removing any documents off the laptop before it is returned. Make sure to remove all personal belongings as well, the College is not responsible for anything left behind.

If you cannot return your laptop when it is due, you must contact the IT Manager or Inst. Data Coordinator immediately. YOU will be responsible for making sure that the laptop is returned on time. There will be no reminder phone calls or emails. No excuses. By not returning a laptop on time you are inconveniencing other students. Continuing to turn in laptops past the due date will lose this privilege.

Students not returning the laptop when it is due may lose their privileges temporarily. The first time a laptop is not returned by the due date, the student will not be able to check out another laptop for two weeks. The second offense will be for a month, and the third offense for the rest of
the semester. Once a laptop is overdue, the student’s account may be locked until the laptop is returned. Stipend checks, grades, or transcripts may also be held until the laptop is returned.

When the laptop is returned, before it will be accepted the student must turn on the laptop to show that it is in working condition. Laptops and its accessories must be returned in the same condition they were checked out. Students will be responsible for any damages or replacement of the laptop or accessories, and will not be allowed to check out laptops until any costs are paid in full. The cost to replace a laptop, accessories and software is approximately $1,000. If a laptop or any accessory is returned dirty the student will be responsible to clean the dirty pieces before the laptop will be accepted.

Laptops are only to be used by the person signing the checkout agreement, NOT other students, family members or other people. The laptop remains college property at all times.

Revised April 2010
E-READER CHECKOUT POLICY

Sitting Bull College Library has purchased e-readers which are available for students to check out on a temporary basis. This policy has been created to ensure that this privilege is not abused and college property is sufficiently protected from abuse or theft.

Procedures for checking out e-readers:

- e-readers are only for checkout by currently enrolled students of Sitting Bull College.
- To request an e-reader the student will contact the librarian or stop by the library.
- e-readers can only be checked out for one week at a time, unless special arrangements are made in advance with the library director. E-readers due on a holiday or other college closing must be returned on the first day the college is open. E-readers must be returned before 4 pm on the due date.
- Each time a student checks out an e-reader, they are required to sign this policy.
- Any student not returning the e-reader when it is due will lose their privileges temporarily. If you cannot return your e-reader when it is due, you must contact the library immediately. YOU will be responsible for making sure that the e-reader is returned on time. There will be no reminder phone calls or emails. No excuses. Repeatedly turning in an e-reader past the due date will cause you to lose this privilege.
- Once an e-reader is overdue, the student’s account may be locked until the e-reader is returned. Stipend checks, grades, or transcripts will also be held until the e-reader is returned.
- e-readers and its accessories must be returned in the same condition they were checked out. Students will be responsible for any damages, or for replacement of lost or stolen e-reader or accessories. The cost to replace an e-reader is approximately $100 to $250 dollars depending on the model.
- The e-reader is the student’s responsibility and is not to be borrowed or given to others. YOU ALONE ARE RESPONSIBLE. NO MATTER WHAT THE CIRCUMSTANCES, RETURNING THIS E-READER AND KEEPING IT SAFE IS YOUR RESPONSIBILITY!

BY SIGNING THIS AGREEMENT, IACKNOWLEDGE THAT I AM RESPONSIBLE FOR THE E-READER. THE E-READER WILL BE IN MY POSSESSION AND NO ONE ELSE WILL BE ALLOWED TO USE THE E-READER:

Library catalog number and e-reader model: ________________________________

The e-reader & accessories must be returned to Sitting Bull College Library by: ________________ (mm-dd-yy)

If Library staff person is not available, do NOT leave the items with anyone else. If unable to return these items by the above time, contact the SBC Library @ 701.854.8008 or 701.854.8024 before the due date/time.
I AGREE THAT IF ANY OF THE ABOVE ITEMS ARE DAMAGED OR NOT RETURNED I WILL BE RESPONSIBLE FOR PAYING TO HAVE THESE ITEMS REPLACED. THIS INCLUDES WITHHOLDING ANY STIPEND OR OTHER MONIES DUE TO ME BY THE COLLEGE. ANY ADDITIONAL BALANCE DUE WILL BE CHARGED TO MY ACCOUNT AND NO TRANSCRIPTS WILL BE RELEASED UNTIL THIS BALANCE IS PAID IN FULL.

I understand that any violation of this policy or abuse of these privileges may result in the temporary or permanent loss of these privileges.

____________________________
Student Signature

________________
Date

Signed
SONY VOICE RECORDER CHECKOUT POLICY

Sitting Bull College LLEAP (Lakota Language Education Action Program) has purchased voice recorders to help preserve our Lakota/Dakota language. The recorders are available for students to check out on a temporary basis. This policy has been created to ensure that this privilege is not abused and college property is sufficiently protected from abuse or theft.

Notes regarding these recorders:

- The recordings will be required to be uploaded to the MySBC website for other LLEAP students to use.
- The recordings will be property of Sitting Bull College for student and community use. You need to inform the person being recorded where the recording will be stored and be used for.
- You MUST obtain a release of information from the speaker/participant and this form MUST be turned into LLEAP Director to have on file in the LLEAP office upon return of recorder.
- Recorders are only to be used by the person signing the checkout agreement, NOT other students, family members or other people. The recorder remains college property at all times and it may not be pawned or sold.

Procedures for checking out recorders:

- To request a recorder, the student will contact LLEAP Director via email or stop by the LLEAP office.
- Upon return of the recorder you must also upload it to the MySBC virtual language lab.
- Recorders can only to be checked out for one week at a time, unless previous arrangements were made with LLEAP Director. Recorders due on a holiday or other college closing must be returned the first day the college is open. Recorders must be returned before 4pm.
- When a student checks out a recorder, they will be required to sign a copy of this policy.
- Students not returning the recorder when it is due may lose their privileges temporarily. If you cannot return your recorder when it is due, you must contact the LLEAP Director immediately. YOU will be responsible for making sure that the recorder is returned on time. There will be no reminder phone calls or emails. No excuses. Continuing to turn in recorders past the due date will lose this privilege.
- Once a recorder is overdue, the student’s account may be locked until the recorder is returned. Stipend checks, grades, or transcripts may also be held until the recorder is returned.
- Recorders and its accessories must be returned in the same condition they were checked out. Students will be responsible for any damages or replacement of the recorder or accessories. The cost to replace a recorder is approximately $100.
BY SIGNING THIS AGREEMENT, I ACKNOWLEDGE THAT I AM RESPONSIBLE FOR THE FOLLOWING RECORDER. THE RECORDER WILL BE IN MY POSSESSION AND NO ONE ELSE WILL BE ALLOWED TO USE THE RECORDER:

Sony Digital Recorder Tag Number:

The above recorder & accessories must be returned to LLEAP Director/LLEAP office by:

If LLEAP Director is not available, do NOT leave the items with anyone else. If I am unable to return these items by the above time, I will contact the LLEAP Director @ 701.854.8034 before the due time.

I AGREE THAT IF ANY OF THE ABOVE ITEMS ARE DAMAGED OR NOT RETURNED I WILL BE RESPONSIBLE FOR PAYING TO HAVE THESE ITEMS REPLACED. THIS INCLUDES WITHHOLDING ANY STIPEND OR OTHER MONIES DUE TO ME BY THE COLLEGE. ANY ADDITIONAL BALANCE DUE WILL BE CHARGED TO MY ACCOUNT AND NO TRANSCRIPTS WILL BE RELEASED UNTIL THIS BALANCE IS PAID IN FULL.

I understand that any violation of this policy or abuse of these privileges may result in the temporary or permanent loss of these privileges.

______________________________  _________________________________
Signed                        Date

________________________________
August 2011