MASTER’S DEGREE IN EDUCATION

FOCUS: CURRICULUM AND INSTRUCTION

"LET US PUT OUR MINDS TOGETHER AND SEE WHAT WE CAN MAKE FOR OUR CHILDREN." - SITTING BULL
# Table of Contents

Introduction ..................................................................................... 3
Rationale of a Master’s Degree in Education .......... 4
Feasibility of the Degree ................................................................. 16
Role of Education ............................................................................ 27
SBC Educational Philosophy and Theory ................. 27
*Shared Vision*.................................................................................. 27
*Mission Statement*......................................................................... 27
Coherence .......................................................................................... 28
*Program Outcomes (Goals)*.............................................................. 29
Proposed Courses ............................................................................. 30
*Degree Program by Semester* ....................................................... 36
*Proposed Degree* ........................................................................... 38
Criteria For Admission ................................................................. 38
Degree Requirements ....................................................................... 39
Target Audience ............................................................................... 40
Job Opportunities ............................................................................. 41
Recruitment Plan ............................................................................... 42
Faculty and Staff Requirements ..................................................... 44
Program Budget .............................................................................. 46
Non-Financial Resources Needed ................................................... 55
References ......................................................................................... 56
Attachment A: Proposed Course Syllabi ......................... 63
Attachment B: Job Opportunity Detail ......................... 64
Attachment C: Comparable Master’s Programs... 68
M A S T E R ’ S D E G R E E I N E D U C A T I O N
FOCUS: CURRICULUM AND INSTRUCTION

SBC 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.

INTRODUCTION

In the fulfillment of the mission of Sitting Bull College (SBC) to build the intellectual capital of the Standing Rock people and community, it was decided that graduate degrees needed to be explored as a possible next step in developing education programs that actualize this mission. The faculty, staff, and administrators have reached out to the Standing Rock community for confirmation of this possibility with positive results. This proposal describes the efforts to build a master’s degree in education that will effectively serve the needs of this community and other nearby, remote communities, the resources necessary, and SBC’s capacity to move forward with an application to the Higher Learning Commission (HLC). In relation to the aforementioned statement, Executive Order 13592 - Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities – issued by the White House in 2011 states that the federal government is committed to improving, providing access, and expanding educational opportunities for Native Americans, including the recruitment, development, and retention of effective teachers through tribal colleges and universities. As such, offering a master's degree in education would serve a need and fulfill a portion of Executive Order 13592 for Native teachers (and non-Native teachers) wishing to pursue a master's degree in education on the Standing Rock Indian Reservation.
In a book chapter written by Shanley (2003) on developing and maintaining a tribal college, the college must demonstrate/determine the following: (a) that the two closest colleges are a significant distance away, (b) whether students have access to transportation, (c) the cost of other schools compared to the tribal college, (d) whether there are differences in curriculum and instruction at the alternative colleges that may inhibit American Indian students from attending, (e) what the anticipated enrollment is, and (f) what demographic information can be collected regarding current and potential students. This study will focus on these six areas and determine whether there is a need and benefits can be identified for a master’s degree program in education to be implemented at SBC.

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**RATIONALE OF A MASTER’S DEGREE IN EDUCATION**

Sitting Bull College (SBC) initiated a feasibility study in the field of education at the graduate level for a multitude of reasons. These reasons are specific to the need and benefits of a master’s degree in education that include the results of the survey and the following items listed below:

- **Is There a Need for a Master’s Degree Program in Education?** The SBC Department of Education’s Advisory Board met on November 7, 2012 and recommended to SBC that it should explore the possibility of a graduate degree in education. This meeting was attended by 23 members, including representatives from four area schools, a program coordinator from the Standing Rock Sioux Tribe, early childhood education and teacher education students, and SBC faculty. Since that time, no master’s degree in education was implemented due to the fact that no faculty members in the education department had earned their doctorate. One full-time faculty member in the education department who was hired August 2015 has his doctorate. The
A master's in education feasibility study was then reinitiated, and a survey for teachers and administrators was distributed to them in October 2015.

- **Adequate Yearly Progress.** Several school district administrators in the local area reported in the administrator survey distributed in October 2015 that they did not achieve Adequate Yearly Progress (AYP) this past school year. AYP is based on state test scores, graduation rates, and attendance, with test scores being most heavily weighted. Research study findings support the descriptive statistic findings from the administrator survey. The fact that many American Indian K-12 students perform academically below the national average in reading and mathematics, based on standardized test scores, has raised concern (National Assessment of Educational Progress [NAEP], 2007). Although it is true that many American Indian students’ test scores in reading and mathematics in states such as North Dakota have risen in recent years, these American Indian students still lag significantly behind Caucasian and Asian American students (DeVoe & Darling-Churchill, 2008). As to whether teachers who possess a master's degree in education positively impacts AYP, one study conducted by O'Donnell (2010) revealed that possessing a master's degree in the study's sample did, in fact, positively impact AYP scores but not Academic Performance Index (API) scores. As such, based on research findings, possessing a master’s degree can assist teachers and school districts in increasing students’ academic achievement, but it does not necessarily mean that state standardized test scores will increase.

- **High School Graduation Rates, Dropout Rates, and Suspension Rates.** In addition, high school graduation rates, student dropout rates, and student suspensions are a concern for school districts, especially for Bureau of Indian Education (BIE) schools. For instance, Faircloth and Tippeconnic (2010) revealed that only 37.9% of all American Indian students graduate from high school in the state of North Dakota. Similarly, Education Week (2009) revealed that less than
40 percent of the American Indian high school student population in 16 states graduated in 2006. With regard to dropout rates and student suspension rates, Native American high school students are representative of high dropout rates (DeVoe & Darling-Churchill, 2008; Faircloth & Tippeconnic, 2010), and have also been found to exhibit the second highest student suspension rate in the nation (DeVoe & Darling-Churchill, 2008).

- **Academic Achievement.** Darling-Hammond (2000) compared National Assessment of Educational Progress (NAEP) test scores (i.e., low-stakes testing) and teachers with a master’s degree, as well as teachers who are certified to teach in their discipline area. It should be noted that NAEP scores do not pertain to state testing or AYP. The findings revealed that students demonstrated a marked increase in academic achievement (i.e., NAEP test scores), on average, though not at a statistically significant level, when teachers possessed a master’s degree. However, Clotfelter, Ladd, and Vigdor (2007) found in their study that academic achievement did not increase. Based on these two findings, it appears that having a master’s degree can result in a marked increase in student achievement, but this does not necessarily mean that academic achievement will increase.

- **Quality of Teaching/Schools.** The quality of teaching, whereby teachers are as accomplished as possible, is directly related to teacher recruitment and retention, as well as professional development opportunities (Guarino, Santibanez, Daley, & Brewer, 2004). It should also be noted that based on findings from one study conducted by Hanushek, Kain, O’Brien, and Rivkin (2005) the quality of teaching appears to not be correlated to advanced degrees, and there is little or no evidence showing that higher salaries attract higher quality teachers. Likewise, Hanushek, Kain, and Rivkin (1999) revealed in their study that possessing a master’s degree does not necessarily mean the quality of teaching increases. However, the quality of schools has been reported by some
researchers to be an indicator of academic achievement. Reyhner (1992) indicated that the reasons for the American Indian student dropout problem include “large schools, uncaring and untrained teachers, passive teaching methods, inappropriate curriculum, inappropriate testing, student retention, tracked classes, and lack of parent involvement” (p. 38). Furthermore, Hanushek (2009) reported that students who have poor teachers will only learn about half as much during the course of a school year compared to excellent teachers, and teacher evaluations, tenure, and required graduate degrees do not result in higher performance. Based on the research findings pertaining to whether having a master’s degree enhances the quality of teaching/schools, it can increase but it does not necessarily mean that it will increase. To sum up, one administrator who took part in the administrator survey commented by saying that having a master’s degree expands one’s mindset, reveals a commitment to the field of education, and enhances one’s ability to grow as a teacher.

- **Tribal Colleges Serving the Needs of Its Community.** With regard to how tribal colleges are defined and their role, Williams (2007) indicated that they serve the whole community, whereby a student can still get an education without leaving his or her family and culture. That said, tribal colleges have also come to serve non-Native students. It should also be noted that with regard to accountability and assessment of tribal colleges, Boyer (2003) stated, “Assessment, to be meaningful, must help an institution become more accountable to the community it serves” (p. 143). Implementing a master’s degree in education program will help to bridge the gap in serving the community, since the teacher survey that was distributed to teachers in the nine surrounding school districts revealed that 19 teachers are interested in applying to and enrolling in a master’s in education program at SBC.
Survey Results. A survey was conducted at nine of the surrounding school districts near Fort Yates in October 2015, and it is believed that an adequate number (i.e., 19) of teachers have expressed an interest and are committed to applying to and enrolling in a graduate degree program in education at SBC.

Geographically Isolated and Economically Depressed Area. Tribal colleges are faced with a multitude of challenges, including geographic isolation, poverty, low educational attainment rates, and economies within the communities that are not prospering (Institute of Higher Education Policy [IHEP], 2007). The geographically isolated and economically depressed area has resulted in high poverty and limited access to educational resources by the communities on and near the Standing Rock Indian Reservation. This concern is a fundamental issue that prompted the establishment of SBC. In a book chapter on economic development on the reservation, Barden (2003) stated that delivering classes and programs to remote communities is important for tribal colleges. In relation to providing opportunities to Native Americans, it is important to note that in a study conducted by the National Center for Education Statistics (NCES) during the 2001-2002 school year, only 0.5% of the recipients who earned a master's degree in the United States were Native American (as cited in ASHE Higher Education, 2005). Furthermore, the average unemployment rate for Native Americans is 45% (American Indian Higher Education Consortium and the Institute for Higher Education Policy [AIHEC & IHEP], 1996). It stands to reason that implementing a master’s degree in education should be adopted at SBC because of the need for the program, based on survey responses issued to teachers in the nine surrounding school districts. Barden (2003) emphasized the importance of providing access to higher education via tribal colleges for potential Native and non-Native students in isolated areas as a “top priority” (p. 110). In addition, Barden (2003) indicated a strong need to conduct scientific research studies “conducted by local people to provide more specific knowledge
about their communities...[and] they need to be ongoing efforts to building communities’ [sic] capacity to serve multiple groups” (p. 117). As such, tribal colleges will be able to “determine and explain the influence that their work has had in bringing about specific improvements and, at the same time, contribute to the knowledge base on reservations” (Barden, 2003, p. 118). Requiring graduate students in the education department at SBC to conduct an independent study in partial fulfillment of their master’s degree would support Barden’s position for SBC to conduct more research on the reservation. The majority of the graduate students will likely be current teachers. One example of conducting more scientific research on the reservation would be to conduct action research at various Bureau of Indian Education (BIE) schools on the Standing Rock Indian Reservation.

- **Native American Culture Embedded Within the Curriculum.** The philosophy of SBC honors the cultural perspective of the Dakota/Lakota people, and therefore, teaches from this worldview. As such, one of the benefits of providing a master’s degree in education includes the adaptation of a graduate level curriculum that includes embedded multicultural components within it that focus on the cultural worldview of the Lakota/Dakota people, which is specifically meaningful to Native American people. This will be beneficial for many of the surrounding K-12 school districts that house a significant number of Native American students.

- **Nontraditional versus Traditional Colleges.** In one study, nontraditional teacher education programs tended to attract more diversity, whereby students who studied at nontraditional colleges became teachers and were retained for longer periods of time versus traditional teacher education programs (Guarino, Santibanez, Daley, & Brewer, 2004). Although it is true that the aforementioned study is only one study and not a meta-analysis study, the findings appear to support the possibility that SBC graduate students who also teach at the K-12
level stand a greater chance of teacher retention at their current place of employment. However, the survey results indicated that nearly 20% of teachers (i.e., 18.8%) have fewer than four years of teaching experience, and 36.5% of teachers have taught at their current place of employment for less than four years, with an average of three teacher vacancies in each school district each year. In a study conducted by Choy, Chen, and Bugarin (2006), teachers in their first three years of teaching were found to be more likely to take additional coursework compared to teachers with 10 or more years of teaching experience. Based on the previously mentioned research finding and descriptive statistics pertaining to the nine surrounding school districts on or near the Standing Rock Indian Reservation, it stands to reason that SBC could potentially acquire a consistent number of graduate school applicants over time due to the teacher turnover rates, teacher vacancies, and the fact that a significant number of teachers have less than four years of teaching experience.

- **Tuition Rates at Tribal Colleges.** Tribal colleges have kept tuition rates low. To support this, Dr. Cheryl Crazy Bull stated that tribal colleges provide educational access to underserved Native people (as cited in Watson, 2015). Dr. Marybeth Gasman, Center for Minority Serving Institutions at the University of Pennsylvania, stated, "Tribal colleges are undervalued...[and] have unique missions that reach way beyond most institutions of higher education to tribal communities, regional communities and families" (Watson, 2015, pp. 6-7). The cost of attendance per master’s degree credit at SBC will be $350. This will reduce the burden of having to pay a high cost for an education. Scholarships for Native Americans are available, and 42.9% of administrators in the nine surrounding school districts responded that they offer tuition reimbursement for those who are already highly qualified teachers. Scholarships via federal programs are also available to non-Native students, and K-12 teachers who teach in low-income schools are eligible to receive up to $15,000 in student loan forgiveness if they teach in these school districts for five years.
• **Study Finds More Inexperienced Teachers in School Districts with a Higher Prevalence of Minority and Low-Income Students.** In a study conducted by Peske and Haycock (2006), some school districts in Ohio, Illinois, and Wisconsin took part in the study. The authors found that districts with the high percentages of low socioeconomic status students and minority students were "more likely to have teachers who were inexperienced, have lower basic academic skills or are not highly qualified" (p. 1). In addition, in the state of Illinois, the study revealed that schools who housed more low income and minority students employed lower quality teachers than districts with few low income and minority students. One reason as to why there were more inexperienced teachers in this study’s findings is that more often than not teachers who are new to the profession accept job offers in school districts that are in rural areas and/or have a higher prevalence of minority and low-income students. Even though 18.8% of the teachers who responded to the survey have less than four total years of teaching experience, 36.5% of the respondents indicated that they have taught at their current place of employment for less than four years.

• **Comparing Professional Development to Graduate Coursework.** The need to develop and implement a master’s degree in education program was emphasized by Ortiz and Heavyrunner (2003), who indicated that professional development is enhanced when a master’s degree in education is present. Coulter and Vandal (2007) indicated that community colleges can make themselves more accessible, as well as the fact that they play an important role in providing professional development for the purpose of improving the effectiveness of teachers, whereby community colleges provide a need for the surrounding communities. Although there is a difference between professional development and graduate coursework, both are similar with respect to growing
professionally and improving one’s abilities as a teacher for the sake of oneself and students.

- **Online versus Traditional Classes.** The proposed graduate degree program, if approved by the HLC and later implemented, intends to provide face-to-face instruction, academic advising, resources, and support services for its graduate students. The availability of an online master’s degree program requires a level of personal discipline and learning strategies that may not appeal or work for many potential candidates. There is also something positive to be said about face-to-face interaction, discussion, and collaboration. Providing an online master’s degree program would also require additional funding, safeguards, and information technology personnel for it to effectively and efficiently run. It should also be noted that the Chronicle of Higher Education (April 2013) reported that employers preferred online degrees the least of all degree options; thus, increasing the attractiveness of the implementation of a traditional master’s degree program in education at SBC. In addition, Marlin (2012) conducted a study and found that many Native American students do not attend college because of transportation issues, family obligations, and the isolated location where they reside. In relation to access to tribal colleges, a report indicated that it was a problem for Native Americans who wished to further their education (IHEP, 2007). In relation to this problem, some tribal colleges have implemented online education programs by jointly working with universities such as the University of Phoenix. The previously identified university has been utilized by some tribal colleges but has some serious implications. These implications include the high cost to attend college and the fact that more students default on student loans at for-profit universities compared to public universities. That said, however, 26.2% of the teachers without a master’s degree who were surveyed in the nine surrounding school districts indicated that offering online courses (i.e., blended learning) was an important factor in
selecting a graduate degree program. After year one of the first cohort, SBC’s faculty members in the education department and the Vice President of Operations, Dr. Koreen Ressler, intend to discuss and determine whether some online classes could realistically be implemented into the graduate program in education at SBC.

- **The Importance of Human Capital and Economic Development.** Increasing human capital and educational attainment to individuals in the community are economically beneficial for both individuals and the community (Gibbs, 2005). Therefore, it is important for tribal colleges to expand and improve their education programs to serve the needs of others in the surrounding areas. The catalyst that enhances a community’s economy and well-being is through "job creation and retention, wealth creation for individuals and businesses, tax base enhancements, and improving the quality of life" (International Economic Development Council, 2015, p. 1). In a book chapter written by Stein, Shanley, and Sanchez (2003), the authors discussed the importance of strengthening tribal colleges by including areas such as ensuring student access and financial support, enhancing teacher education programs via preparation and recruitment, incorporating professional development opportunities, expanding programs and educational plant, creating partnerships with K-12 schools, and increasing the number of master’s degrees for Native and non-Native students. The last statement is essential for potential students to increase their human capital, financial stability, and intellectual capacity, as well as for the college to provide opportunities for economic development and human capital to take place in the community, whereby Native American communities rely on colleges to strengthen their economies (Cornell & Kalt, 1992; IHEP, 2007).

- **Monetary and Intrinsic Value of a Master’s Degree.** The value of a graduate degree in the field of education is cited in the literature. Kaplan (2011) cited the U.S. Census Bureau data regarding the increase in salaries of $13,000 more at
the master’s degree level compared to the baccalaureate degree level, or $500,000 over a lifetime. It also reminds the reader that working toward a graduate degree is more than just a salary increase. It is an opportunity for greater professional fulfillment. Gulluo, Ipenberg, White, and Fox (2012) argued that there is a need for master’s degree programs for teachers who want to remain in the classroom, as well as deepen and enrich their content knowledge and andragogy. Pavel, Larimore, and Van Alstine (2003) argued that in order to improve American Indian student learning outcomes, teachers must be properly trained to meet the needs of Native American students. In an ASHE Higher Education Report (2005), the master’s degree was determined to be a strong force in economic growth, "innovation, and organizational change" (p. 2). In the last 15 to 20 years, the demographics have changed for those working toward a master’s degree. The average age is 32.6. In addition, those who are enrolled in a master’s degree program are typically employed, married (46%), have children (37%), and are more diverse compared to the demographics during the 1980s (ASHE Higher Education, 2005). It is the intent of the proposed graduate degree program, if approved by the HLC, to provide educational opportunities for those wishing to continue their education by attending graduate school at SBC.

LIMITATIONS OF THE PROPOSED MASTER’S PROGRAM

The only potential limitations for the implementation and continuation of a master’s degree in education are cost effectiveness, student recruitment and retention, which includes paying for the cost of graduate school, and occasionally having to rely on adjunct faculty and faculty in other departments who have their doctorate. Although a substantial number of teachers indicated that they are interested in a master’s degree in education at SBC, the numbers drop off after the first cohort. This would require a strategic plan that is supplemented with adequate funding for the purpose of recruitment during follow-up years so as to maintain an adequate number of students in the master’s degree program in education. One faculty member in the education
department who has his doctor of philosophy in education plans to teach most of the graduate courses, with some exceptions during the fall, spring, and summer months, whereby adjunct faculty, faculty members from other departments, or faculty in the education department may need to teach some of the graduate courses in education. The cohort is structured so that graduate students are taking no more than six credits each semester during the regular school year and 9 to 12 credits during the summer months. At least one additional faculty member or adjunct faculty member will need to teach approximately two to three courses during the summer months, in addition to the faculty member in the education department who possesses his doctor of philosophy in education and plans to teach the remaining summer courses. Nineteen teachers in the surrounding nine school districts expressed an interest in applying to graduate school at SBC. Of the nineteen teachers, 11 indicated that they would be interested in the first cohort (two year time frame) that is expected to begin August 2016. Five teacher survey respondents indicated they would be interested in the second cohort, and two teacher survey respondents indicated they would be interested in the third cohort. In a case study conducted by Exton (2011), college cohorts were identified by the participants to be an important support system. The aforementioned case study finding and work schedule of potential graduate students supports the two-year cohort course schedule as the most viable method of graduate coursework delivery, whereby courses are offered in the evenings and weekends during the regular school year with a heavier course load during the summer months.

One of the full-time faculty members in the education department, Dr. Travis Frank, will be responsible for the curriculum implementation, selection of adjuncts, appropriate orientation of adjuncts, and involvement of a well-engaged and knowledgeable advisory board. He will also work closely with the Vice President of Operations, Dr. Koreen Ressler, and Mr. Chris Fried, Director of Education, at SBC. The cost of the graduate program, although it is competitive with other area graduate programs at $350 per graduate credit, will help to offset the cost to teach graduate courses to its graduate
students. At least for the first cohort, there will be no paid internships or Graduate Teacher Assistant (GTA) positions available; thus, requiring students to find other resources to pay for their education. During and after the first cohort, the education department, as well as SBC’s Vice President of Operations, will reevaluate the demand and need for paid internships and GTAs. The cost of attendance can be off-set by Native American students who qualify for the Standing Rock Sioux Tribal Graduate Scholarship Program, as well as other scholarships for Native Americans who are enrolled members of other tribes. In addition, 42.9% of administrators who were surveyed at the nine surrounding school districts indicated that they offer tuition reimbursement for teachers who are already highly qualified. The aforementioned percentage may be inaccurate if more than one administrator from a particular school district responded to the survey. Approximately one half of the administrators chose to remain anonymous.

**FEASIBILITY OF THE DEGREE**

Sitting Bull College approached this feasibility study via two surveys that targeted specific populations: school administrators and teachers who have completed a baccalaureate degree. The survey did not go out to early childhood learning centers but did go out to current SBC undergraduate students in the Education Department. It is likely that there will be a few potential candidates who wish to apply to the graduate program who are not currently teaching in the K-12 sector. These surveys were created, distributed, and analyzed in October 2015. (Please refer to Attachment A for descriptive statistics regarding the surveys.) In addition, the faculty members in the Education Department asked current undergraduate students whether they would be interested in applying to and enrolling in a master’s degree program in Curriculum and Instruction at SBC sometime in the near future. Two students indicated that they would be interested.

**Current Undergraduate Survey Results**
2 students indicated that they would be interested in applying to and enrolling in a master’s degree program in Curriculum and Instruction sometime in the near future.

Administrator Survey Results

The primary highlights of the administrator survey that was distributed to nine area school districts in October 2015 include the following:

Administrator Demographics:

- 9 administrators took part in the survey (N=9);
- 66.7% are Caucasian;
- 33.3% are Native American;
- 42.8% of administrators have 0-3 years of administrative experience; and
- 28.6% of the administrators surveyed have four to seven years administrative experience.

Demographics of Personnel:

- 50% of the responses indicated that there are between 11 and 15 employees in each school building who have a high school diploma or an associate’s degree;
- 37.5% of schools have between 6 and 10 employees with an associate’s degree or high school diploma;
- 37.5% of those surveyed indicated that there are between 11 and 15 employees with a bachelor’s degree in their building;
- 37.5% have more than 25 employees in their building with a bachelor’s degree;
- 5 teachers, on average, in each school has a master’s degree;
- 2 teachers, on average, in each school are working toward their master’s degree; and

- 3 teacher vacancies, on average, per year is typical for each of the school districts.
Compensation:

- 85.7% of the administrators surveyed indicated that they compensate teachers who have a master’s degree;
  - 50% indicated that the school pays $500 extra per year;
  - 16.7% pay $750 extra per year;
  - 16.7% pay $1,000 extra per year; and

- 42.9% of the administrators surveyed indicated that they have tuition reimbursement for teachers who are already highly qualified. This data may be inaccurate if more than one administrator per school district responded to the survey. It should be noted that some administrators chose to remain anonymous.

Administrator Perceptions:

- 100% of administrators encourage their teachers to work toward a master’s degree in education;

- 71.4% of the administrator respondents indicated that they feel there is a need for teachers to work toward their master’s degree;

- 42.9% of the administrators who responded to the survey indicated that they feel job applicants for a teaching position would be more competitive getting hired with a master’s degree compared to having just a bachelor’s degree;

- 28.6% indicated that they feel teachers are more equipped with a master’s degree than without one in the field of education;
57.1% indicated that they feel teachers might be more equipped with a master’s degree than without one in the field of education by selecting “Maybe/It Depends;”

28.6% were “Not Sure” when asked whether they felt that student achievement increases as a result of having a master’s degree versus a bachelor’s degree;

85.7% of the administrator respondents said “Maybe/It Depends” when asked whether the quality of teaching or quality of schools increases as a result of having teachers with a master’s degree in education; and

Administrators identified several skills and characteristics that teachers will gain from having a master’s degree, which include:

- More specialized knowledge;
- Greater ability to provide instruction; and
- Greater ability to design and implement a curriculum.

**Summary of Administrator Survey**

The descriptive statistics from the administrator survey revealed that school administrators encourage their teachers to work toward a master’s degree, compensate them an average of $500 more per year, and feel that having a master’s degree does not necessarily make them a better teacher or result in higher student test scores. In other words, on average, they felt that “it depends.” As a result of having earned a master’s degree, they did, however, feel that teachers will encompass more specialized knowledge, encompass a greater ability to provide instruction, and encompass a greater ability to design and implement a curriculum. One administrator who took part in the administrator survey commented by saying that having a master’s degree expands one’s mindset, reveals a commitment to the field of education, and enhances one’s ability to
grow as a teacher. A significant number of administrators (i.e., 42.9%) also indicated that they offer tuition reimbursement for teachers who are already highly qualified. This aforementioned percent may be inaccurate if more than one administrator from the same school district responded to the survey. Some administrators chose to remain anonymous; thus, removing the ability to track administrator responses from each school. In addition, the average number of teachers in each building with a bachelor’s degree is 11-15 with an average of three teacher vacancies in each school district each year. The aforementioned descriptive statistics may assist SBC in recruiting more teachers who do not possess a master’s degree.

**Teacher Survey Results**

The primary highlights of the teacher survey that was distributed to nine area school districts in October 2015 include the following:

**Teacher Demographics:**

- 66 respondents (N = 66);
- 79.7% are female;
- 51.6% are more than 50 years old;
- 75.8% are Caucasian;
- 19.7% are Native American;
- 55.6% are elementary teachers;
- 43.8% teach at the secondary level; and
- Years of experience include:
  - 18.8% have 0-3 years;
o 17.2% have 4-7 years;

o 12.5% have 16-20 years;

o 15.6% have 21-30 years; and

o 20.3% have 30 or more years.

**Level of Education:**

- 34.9%, 22 out of 66 teachers who responded, indicated that they have a master’s degree; and

- 65.1%, 41 out of 66 teachers who responded, indicated they do not have a master’s degree.

**Salary Increase:**

- 77.5% of the respondents indicated that having a master’s degree would result in a pay increase at their current place of employment.

**Interest in a Master’s Degree in Education:**

- 22 out of 41 of the respondents who do not have a master’s degree said they are not interested in obtaining one; and

- Cost of attendance was the most frequent reason as to why the teacher respondents possessing a bachelor’s degree are not interested in obtaining a master’s degree in education.

**Those who are interested in a master’s degree at Sitting Bull College indicated when they would like to pursue the coursework:**

- 11 respondents indicated they are interested in the first cohort that is expected to begin next fall;
• 5 respondents indicated they are interested in the second cohort that is expected to begin the fall of 2018;

• 2 respondents indicated they are interested in the third cohort that is expected to begin the fall of 2020; and

• 1 respondent indicated that he or she is interested in the fourth cohort that is expected to begin the fall of 2022.

Level of Certainty Based on 19 Interested Teachers:

• 8 respondents indicated that they are 70% to 100% certain and committed to applying to and enrolling in a master’s degree program in education at SBC; and

• 7 respondents indicated that they are 50% certain that they plan to apply to and enroll in a master’s degree program in education at SBC.

Master’s Degree Area of Interest:

• Curriculum and Instruction (8 responses);

• Teaching and Learning (7 responses);

• Special Education (4 responses);

• K-12 Educational Administration (3 responses); and

• Other (2 responses).

Reasons for Pursuing a Master’s Degree in Education:

• Salary (41.5%);

• More skill sets (41.5%);

• Room for career advancement (41.5%); and
• Better knowledge base (39%).

Reasons for Selecting a Graduate Program:

• Cost of attendance (52.4%);

• Location (42.9%);

• Scholarship availability (28.6%);

• Type of program offered (26.2%);

• Online classes offered (26.2%); and

• Reputation of the program (23.8%).

Reasons That Prevent the Respondent from Enrolling in a Master’s Degree Program:

• Cost of attendance (48.8%)

• Time commitment (41.5%)

Percentage of teachers still interested in applying to SBC if specific graduate program not offered:

• 24 teacher respondents indicated either “Yes” or “No” to this question. The question remains as to whether 24 or 19 teachers are interested in the master’s degree program in education at SBC. Additional teachers (i.e., 5) responded to this question who initially indicated that they are not interested in applying to a master’s degree program in education at SBC;

• 58.3% of the teacher respondents indicated that they still plan to apply to and enroll in a master’s degree program in education at SBC, if the specialization they are interested in is not offered; and
• 41.7% of the teacher respondents indicated that they do not plan to apply to and enroll in a master’s degree program in education at SBC, if the specialization they are interested in is not offered.

**Summary of Teacher Survey**

Nineteen teacher respondents indicated that they are interested in applying to and enrolling in a master’s in education program at SBC. Eleven teachers indicated that they are interested in the first cohort, five teachers are interested in the second cohort, two teachers are interested in the third cohort, and one teacher is interested in the fourth cohort. The numbers drop off after the first cohort. This will require additional funding to recruit potential graduate level seeking students at SBC. It should also be noted that the survey did not go out to other area schools, early childhood learning centers, alumni or current SBC students, or other institutions on and near the Standing Rock Indian Reservation. It is likely that a few additional, potential applicants may be interested in a master’s degree in education at SBC. The education department at SBC will need to strategize in upcoming years ways in which to recruit and retain students. For instance, sending out brochures to local school districts, having radio announcements, and advertising in newspapers are just a few ways in which to recruit.

In addition, 8 teachers indicated they are interested in Curriculum and Instruction as a specialization within the master’s degree in education program, while 7 are interested in Teaching and Learning. Therefore, it was decided to propose a master’s degree in Curriculum and Instruction at SBC. It should also be noted that when teachers were asked if they would still pursue a master’s in education at SBC if the specific program they wish to pursue is not offered, most teacher respondents (i.e., 14) indicated that they would still pursue a master’s degree in education at SBC. However, some teacher respondents (i.e., 10) indicated that they would not pursue a master’s degree in education if their specific program of interest was not offered. Therefore, the number of teacher respondents interested in the specific program will likely be fewer than 19.
Furthermore, cost of attendance and location were the two most common responses for selecting a graduate program. Fifteen respondents also indicated that they are at least 50% committed to applying to the master’s degree program in education at SBC, with 8 respondents indicating that they are 70% to 100% interested and committed to the program. In addition, the reasons for pursuing a master’s degree in education are as follows: salary (41.5%), more skill sets (41.5%), room for career advancement (41.5%), and better knowledge base (39%). Seventy-seven percent of the respondents also indicated that having a master’s degree would result in a pay increase. It is interesting to note that nearly twenty percent (i.e., 18.8%) of the teacher respondents have fewer than four years of teaching experience, and 36.5% of the teacher respondents indicated that they have been at their current place of employment for less than four years.

In addition, thirty-six percent of the teacher respondents indicated that they have less than seven years of teaching experience. In a study conducted by Choy, Chen, and Bugarin (2006), teachers in their first three years of teaching were found to be more likely to take additional coursework compared to teachers with 10 or more years of teaching experience. Based on the previously identified study and the fact that a significant number of teachers (i.e., 18.8%) have fewer than four years of teaching experience in the nine surrounding school districts, SBC could possibly be more likely to recruit and retain graduate students.
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).

Traditional education gives us an orientation to the world around us, particularly the people around us, so that we know who we are and have the confidence when we do things. Traditional knowledge enables us to see our place and our responsibility within the movement of history. Vine Deloria, Jr. – Standing Rock Lakota. 1999.

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:
Each and every [Lakota] parent was a teacher and all elders were instructors of those younger than themselves. We learned by watching and imitating examples placed before us. Slowly and naturally the faculties of observation and memory became highly trained. The training was largely of character and continued through life. True Indian education was based on the development of individual qualities and recognition of rights.

**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 Wacanlkiya (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.

**COHERENCE**

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 pre-service 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. The student teacher handbook and evaluation forms address the conceptual framework.

**PROGRAM OUTCOMES (GOALS)**

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

1. Demonstrate an increased understanding of how students develop and learn with respect to individual, contextual, and cultural differences with the ability to adjust to meet individual student needs in practice.

2. Demonstrate a deepened knowledge of their specific subject areas and pedagogy appropriate for various skill and ability levels (content knowledge). This will include curriculum design, implementation, and delivery options (e.g., multimedia delivery).
3. Demonstrate that they manage, monitor, and assess student learning and use multiple measures of assessment and strategies to meet students’ needs and clearly explain student performance to parents and other stakeholders.

4. Demonstrate that they are reflective practitioners and able to describe how their instructional decisions and activities are grounded in established theory, culturally appropriate, and based on evidence of learning.

5. Demonstrate the ability to be effective communicators, orally and in writing.

6. Demonstrate the ability to collaborate with others in the learning community and in the broader community that can contribute to the effectiveness of the school and the student.

**PROPOSED COURSES**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Course Description</th>
<th># Cred</th>
<th>Instructor</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>
<td>Travis Frank</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.</td>
<td>2</td>
<td>1. Travis Frank</td>
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<td></td>
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<td></td>
<td>2. Laurel Vermillion</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td>Instructors</td>
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<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>
<td>Linda Black Elk</td>
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<td></td>
<td>Travis Frank</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Deborah His Horse is Thunder</td>
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<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 methodology descriptions for research proposals and reports.</td>
<td>2</td>
<td>Travis Frank</td>
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<td></td>
<td>Gary Halvorson</td>
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<td></td>
<td></td>
<td>Wayne Shelley</td>
</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>
<td>Wayne Shelley</td>
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<td>Gary Halvorson</td>
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<td></td>
<td>Travis Frank</td>
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<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, hypothesis testing, and regression analysis.</td>
<td>3</td>
<td>Dan Buresh</td>
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<td></td>
<td>Gary Halvorson</td>
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<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>
<td>Travis Frank</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>
<td>Travis Frank</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 issues, teacher rights, rights of students, instructional issues, tort liability, and equal opportunities in education.</td>
<td>3</td>
<td>Travis Frank</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td>Instructors</td>
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<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>
<td>1. Travis Frank</td>
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<td>2. Chris Fried</td>
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<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>
<td>1. D’Arlyn Bauer</td>
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<td>2. Travis Frank</td>
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<td>3. Chris Fried</td>
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<tr>
<td>570</td>
<td>Thesis Option: Research Seminar I (1 cr.)</td>
<td>1. 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 completion of the thesis proposal, which includes</td>
<td>4</td>
<td>1. Travis Frank</td>
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<td>2. D’Arlyn Bauer</td>
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<td>3. Gary Halvorson</td>
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<td>Course</td>
<td>Description</td>
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<tr>
<td>EED 571</td>
<td>Research Seminar (2 cr.)</td>
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<tr>
<td>EED 572</td>
<td>Research Presentation (1 cr.)</td>
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III. Candidates will orally present their research methodology, findings, conclusions, and recommendations from their thesis in the form of an electronic presentation.

II. EED 571 is the second research course in the thesis track. The candidate will have completed the thesis 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.

Some of the requirements (e.g., collecting baseline data) for the field experience (EED 560) may coincide with the data collection of the thesis. An introduction, review of the literature, and methodology that are written in APA format.
<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>
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<tr>
<th>581</th>
<th>Scholarly Project Seminar II (2 cr.)</th>
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<tbody>
<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>

1. Travis Frank
2. D’Arlyn Bauer
3. Gary Halvorson
<table>
<thead>
<tr>
<th>582</th>
<th>Scholarly Project Presentation (1 cr.)</th>
<th>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.</th>
<th></th>
</tr>
</thead>
</table>
| 560 | Field Experience                       | 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. | 1. Travis Frank  
 2. Chris Fried  
 3. Linda Black Elk |
| Total|                                        |                                                                                                 | 32   |

**DEGREE PROGRAM BY SEMESTER**

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 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. The cohort will consist of a total of five semesters. It should also be noted that the North Dakota University System does not require colleges and universities to use an established
numbering system or specified course names for master’s level courses, unlike undergraduate courses.

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>501 Advanced Foundations in Education</td>
<td>3</td>
</tr>
<tr>
<td>525 Critique &amp; Design of Research</td>
<td>2</td>
</tr>
<tr>
<td>526 Research Writing</td>
<td>1</td>
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</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>527 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>522 Models of Teaching and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summer**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>520 Multicultural Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>528 Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>530 Curriculum Design &amp; Common Core Requirements</td>
<td>2</td>
</tr>
<tr>
<td>570/580 Research Seminar I/Scholarly Project Seminar I</td>
<td>1</td>
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**Fall Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>510 Differentiated Instruction</td>
<td>2</td>
</tr>
<tr>
<td>571/581 Research Seminar II/Scholarly Project Seminar II</td>
<td>2</td>
</tr>
<tr>
<td>560 Field Experience</td>
<td>1</td>
</tr>
</tbody>
</table>

**Spring**

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

The proposed degree is a master’s degree in education (M.Ed.). The exact degree title was discussed and compared to other regional education programs in which the following degrees in this field were offered:

- Master of Arts Degree in Education (M.A.)
- Master of Science Degree in Education (M.S.)
- Master of Science Degree in Curriculum and Instruction (MSCI)

It was determined that this degree title (M.Ed.) effectively conveys the graduate program and its emphasis in the field of education.

CRITERIA FOR ADMISSION TO EDUCATION GRADUATE PROGRAM

Application requirements will include:

1. A baccalaureate degree from an accredited college or university.

2. A cumulative undergraduate grade point average of 2.75 or at least 3.00 in the last two years of undergraduate degree program.

3. Completed SBC Application.

4. Resume.

5. Two letters of recommendation (those who can attest to the likelihood that the applicant will perform well in graduate school).

6. Praxis I score (if undergraduate degree was in teaching).

7. Background Check.
8. Personal Statement (3/4 to 2 pages in length for each question):

   a. Please include a chronology of your life experiences and professional experiences that include teaching or practicums that you feel are important. Please include reasons as to why these experiences will assist you in your pursuit of a graduate degree in education.

   b. What skills, abilities, values, and characteristics do you feel are important to being successful in graduate school and in your current or future career?

   c. Describe your short and long term goals, as well as the importance of these goals.

**DEGREE REQUIREMENTS**

- Completion of 32 credits at or above the 500 level.

- A minimum of 23 credit hours must be completed at SBC if transferring in from another accredited college or university. Up to 9 credits may be transferred in from another accredited college or university.

- Maintain a grade point average (GPA) of 3.0 or higher in the program of graduate study.

- Completion of the degree requirements within six (6) years of acceptance.

- Attend and participate in all graduate seminars or presentations as scheduled.

- Uphold and maintain academic honesty, personal responsibility, and professional integrity.
TARGET AUDIENCE

The master’s degree in Curriculum and Instruction is targeted toward those who hold baccalaureate degrees in education and related fields such as Human Services or Health who are interested in advancing their theoretical understanding, andragogy, skill sets, and knowledge in the field of education. These individuals will include alumni of Sitting Bull College’s baccalaureate programs, other institutions of higher learning, and current teachers who work in or reside in nearby communities.

According to the U.S. Census Bureau (2013), 14% of the Sioux County, North Dakota and 13.2% of the Corson County, South Dakota population possessed a bachelors’ degrees or higher in 2012 (U.S. Census Bureau, 2013). The Census information also indicated that 37% of the population in Sioux County and 34% of the population in Corson County is under the age of 18 years. Essentially, over one third of the population in these two counties is school aged children, ensuring a demand for educational services. In addition, there continues to be an educational crisis for Native children (National Indian Education Association [NIEA], 2013). Ross, Kena, Rathbun, Kewal Ramani, Zhang, Kristapovich, and Manning (2012) reported that many schools on Indian reservations fail to meet standards (e.g., South Dakota had the sixth lowest graduation rate for Native American students), and Native American children continue to drop out of high school and college at higher rates than their non-Indian counterparts. Likewise, Devoe and Darling-Churchill (2008) reported that Native American K-12 students lag significantly behind Caucasians and Asian American students, have been found to have high dropout rates, and are representative of low state standardized test scores, on average. The NIEA (2013) report calls for higher quality teaching and culturally responsive environments. The proposed master’s degree program in Curriculum and Instruction is designed to assist educators in addressing these needs and concerns.
The primary job market is within the local schools as this graduate degree program seeks to enhance the knowledge and pedagogy of teachers in the schools. There are also a number of positions with the Standing Rock Sioux Tribe that could benefit from this program as staff members work with preschool children, youth, and adults in an educational capacity. These tribal programs include the following:

- Bear Soldier Day Care
- Head Start Program
- Kampus Kids Day Care (SRST & SBC)
- Indian Health Services – Health Education
- Tribal Diabetes Program
- Tribal Education Department
- Tribal Work Experience Program
- Youth Wellness Program

The Standing Rock Sioux Tribe had two vacant teaching positions in April 2013 (www.standingrock.org/employment). There is also an active Boys & Girls Club with the primary facilities located in McLaughlin, South Dakota and sites in local communities throughout the reservation.

According to the North Dakota Department of Labor (2013), there is a projected growth up to 13% in the teaching field between 2010 and 2020, depending on the content area. It should also be noted that in the next 10 years, it is expected that there will be between 3,000 and 3,400 teacher retirements, and approximately 90 K-12 administrators are expected to retire in North Dakota (Inforum, 2015). In the last five years, there have been approximately 10,000 new K-12 students in the state of North Dakota primarily due to the oil boom (Inforum, 2015). Inforum (2015) cited the North Dakota Council of Educational Leaders as listing approximately 200 teacher openings in early August 2014 that had not yet been filled. For the 2014-2015 school year, South
Dakota had at least 31 unfilled teaching positions throughout the state pertaining to school districts that reported unfilled teaching positions (Argus Leader, 2014).

In addition, South Dakota’s Department of Labor and Regulation (2013) indicated an average annual demand for teachers up to 13%, depending upon the exact teaching field with Adult Literacy/GED and Self-Enrichment teachers at 10.8% and 13%, respectively. At the national level, the Bureau of Labor Statistics (2012) forecasts that a 15.5% growth in the category of Education, Training, and Library over a ten year period between 2010 and 2020.

One of the challenges when citing the specific demand for the master’s degree in Curriculum and Instruction is that there is no specific job title that can be identified for candidates. As for the vast majority, they will enhance their knowledge, understanding, skills, and andragogy in the teaching field, as well as grow professionally within their respective schools or educational programs. The previously identified data indicate stable growth in the field of education for teachers.

Please refer to Attachment B for detailed job opportunity information.

**RECRUITMENT PLAN**

The initial step in the recruitment of graduate students has actually taken place with the distribution of surveys in October 2015 to nine area school districts. These surveys were sent to administrators and teachers. Two different surveys were distributed (i.e., one for administrators and one for teachers). In addition, current undergraduate students in the Education Department were asked if they would be interested in a master’s degree in Curriculum and Instruction at SBC sometime in the near future.

Recruitment efforts will require the publication of brochures, flyers, newspaper articles, advertisements, and radio announcements on the Standing Rock Indian Reservations, as
well as in the Bismarck, North Dakota, Mobridge, South Dakota, and Eagle Butte, South Dakota areas (Cheyenne River Sioux Reservation).

Community meetings may be held in each of the communities on the Standing Rock Indian Reservation and adjacent communities (i.e., Mobridge, South Dakota; Mandan, North Dakota; and Eagle Butte, South Dakota). Meetings may also be held with specific schools and at the Standing Rock Sioux Tribal Administration Office. Presentations may be made to the Standing Rock Sioux Tribal Council and the Cheyenne River Sioux Tribal Office to describe the program, provide brochures, applications, and to answer questions.

The teacher survey revealed that 11 current teachers who work in the surrounding school districts wish to apply to and enroll in Cohort 1 of the master’s in education program that is expected to begin next fall. In addition, the survey results indicated that only 5 teachers are interested in the second cohort, and only 2 are interested in Cohort 3. In addition, two undergraduate students indicated that they would be interested in applying to and enrolling in a master’s degree program in Curriculum and Instruction sometime in the near future. Starting and maintaining a master’s degree program at SBC will require substantial funding (i.e., at least $5,000 every two years, whereby most funding will be used 6 to 12 months prior to the beginning of the next cohort) and recruitment efforts to increase enrollment and sustain a minimum number of 3 students enrolled in each cohort to break even. A minimum number of 10 students is required for Cohort 3, since it is expected that Title III funding at approximately $75,000 will not be available after year five. It should be noted that if additional applicants apply and enroll in the master’s degree program in education at SBC beyond the minimum of 3 students per cohort to break even, the additional revenue could be used toward funding for future cohorts if enrollment is below the minimum number of required graduate students.
The Curriculum and Instruction Graduate Program will be led by one of the SBC education department faculty members, who holds his doctorate in education. He will be in charge of the implementation of this program, including application review, selection, and orientation. Program implementation will also require addressing inquiries about the program, scheduling classes, ordering textbooks and other teaching supplies, and supervising adjunct faculty. Dr. Koreen Ressler, Vice President of Operations, and Chris Fried, Director of the Education Department, will work closely in the selection and hiring of adjunct faculty to teach the courses. It should be noted that the faculty member in the education department who holds his doctorate will teach the majority of the graduate courses but will need to limit the number of graduate courses taught to nine credits per year, based on HLC graduate teaching load requirements.

Adjunct faculty members are identified as follows, and the course assignments are listed on pages 29-41.

<table>
<thead>
<tr>
<th>Adjunct Faculty Member</th>
<th>Background Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Joan Aus, Ed.D.</td>
<td>Dr. Aus is the Director of the English Language Learner (ELL) program, and a full-time professor in the Department of Education at Valley City State University. She holds a doctorate in teaching and learning.</td>
</tr>
<tr>
<td>2. D’Arlyn Bauer, Ph.D.</td>
<td>Dr. Bauer is the Director of Nursing and a full-time faculty member at SBC. She holds a doctorate in teaching and learning in higher education.</td>
</tr>
<tr>
<td></td>
<td>Name</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Karen Comeau, Ed.D.</td>
</tr>
<tr>
<td>4</td>
<td>Renee Froelich, M.M</td>
</tr>
<tr>
<td>5</td>
<td>Linda Black Elk, M.S.</td>
</tr>
<tr>
<td>6</td>
<td>Gary Halverson, Ph.D.</td>
</tr>
<tr>
<td>7</td>
<td>Deborah His Horse is Thunder, Ed.D.</td>
</tr>
<tr>
<td>8</td>
<td>Koreen Ressler, Ph.D.</td>
</tr>
<tr>
<td>9</td>
<td>Chris Fried</td>
</tr>
</tbody>
</table>
10. Laurel Vermillion, Ed.D.

Dr. Vermillion is the President of SBC and holds a Ph.D. in Teaching and Learning in Higher Education.

11. Dan Buresh, Ph.D.

Dr. Buresh is a full-time faculty member at SBC in the Environmental Science Department.

PROJECTED STAFF CHANGES BETWEEN 2016 AND 2021

It is anticipated that in the next five years, the education department will possibly hire one additional full-time faculty member, depending on need and student enrollment and retention. The director of the education department, Mr. Chris Fried, also plans to obtain his doctorate in education in school improvement by 2017. Two additional faculty members plan to obtain their doctorate as well. Mrs. Linda Black Elk plans to enroll in a doctorate program in science education in the fall of 2016. Her intent is to obtain her doctorate by 2019. Mr. Derek Stewart plans to obtain his doctorate as well, and will begin his doctoral journey in January 2016. He is expected to earn his doctorate by 2019. Currently, one full-time faculty member in the education department, Dr. Travis Frank, possesses a Ph.D. in Education with a specialization in Professional Studies in Education and is expected to teach many of the graduate courses in education.

Program Budget

Table 1 shown below indicates the start-up and projected costs associated with the implementation of the proposed master’s degree in education.
Table 1

*Projected Cost per Year to Fund the Master’s Program in Education*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. Level Adjuncts = 18 credit @ $750 cr. X 7.65% for FICA</td>
<td>$14,532.75</td>
<td>$14,532.75</td>
<td>$14,532.75</td>
<td>$14,532.75</td>
<td>$14,532.75</td>
</tr>
<tr>
<td>Full-time Ph.D. Faculty</td>
<td>$49,900.00</td>
<td>$51,400.00</td>
<td>$52,900.00</td>
<td>$54,400.00</td>
<td>$55,900.00</td>
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<tr>
<td>Fringe @ 25% of Salary</td>
<td>$12,475.00</td>
<td>$12,850.00</td>
<td>$13,225.00</td>
<td>$13,600.00</td>
<td>$13,975.00</td>
</tr>
<tr>
<td>Supplies – Misc. classroom</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Technology</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
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<tr>
<td>Additional Library Databases @ approx. $4,000/database</td>
<td>$16,000.00</td>
<td>$16,000.00</td>
<td>$16,000.00</td>
<td>$16,000.00</td>
<td>$16,000.00</td>
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<tr>
<td><strong>Memberships:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIEA</td>
<td>$100.00</td>
<td>$100.00</td>
<td>$100.00</td>
<td>$100.00</td>
<td>$100.00</td>
</tr>
<tr>
<td><strong>Travel:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Recruitment</td>
<td>$5,000.00</td>
<td>$0</td>
<td>$5,000.00</td>
<td>$0</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>HLC Conference</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>NIEA Conference</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>NCATE Conference</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$107,507.75</strong></td>
<td><strong>$104,332.75</strong></td>
<td><strong>$111,257.75</strong></td>
<td><strong>$108,132.75</strong></td>
<td><strong>$115,007.75</strong></td>
</tr>
</tbody>
</table>
Summary of Projected Cost per Year

- The two-year cohort consists of five semesters beginning the fall every other year and ending the second spring semester.

- Personnel: Travis Frank (18 credit), Linda Black Elk (3 credits), Chris Fried (3 credits), adjuncts (9 credits), and faculty in other departments (12 credits). It should be noted that the Education Standards and Practices Board in the state of North Dakota and Higher Learning Commission only allow up to nine (9) graduate credits that are taught by one individual per semester.

- Memberships: NIEA individual members

- Recruitment: Print materials, meeting refreshments, advertising, and mileage.

- Additional library resources will likely be necessary for graduate students to adequately find scholarly articles. It is recommended that the following online research databases be readily available for graduate students: *Dissertations and Theses Global, Mental Measurements Yearbook, Sage Education Journals, and Proquest Education Journal.*

Funding Formula

Table 2 shown below provides an itemized listing of the funding formula specific to the anticipated revenue generated each year for the master’s degree in education at SBC.

**Table 2**

<table>
<thead>
<tr>
<th>Funding Sources per Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition per Student</strong></td>
<td>$5,600 (based on $350 per credit at 16 credits per year)</td>
</tr>
<tr>
<td><strong>Title III Funding</strong></td>
<td>$75,000 (each year for five years)</td>
</tr>
<tr>
<td><strong>95-971 Funding per Student</strong></td>
<td>$6,935 (based on $5,200 per Indian Student at 16 credits per year including summer months = 1.33 X $5,200)</td>
</tr>
</tbody>
</table>
Summary of Funding Sources per Year

- Based on 16 graduate credits per year for each full-time student x $350/graduate credit = $5,600.00

- Additional revenue generated to off-set the cost of the program will include Title III funding at approximately $75,000 per year for five years and 95-971 funds that are calculated at $5,200 per Indian Student Count each year (estimated at four graduate students per cohort). This means that 4 students x 32 graduate credits per cohort (2 years) = 128 credits/12 = 10.67 x $5,200 = $55,484 for each cohort or an average of $27,742 per year. This brings the per Indian Student Count up to $6,935 per year, instead of $5,200 per year.

Minimum Enrollment Required to Break Even

In order to break even, the proposed master’s degree in Curriculum and Instruction will require a minimum enrollment of 3 students for Cohorts 1 and 2 shown below in Table 3. Cohort 3 will require a minimum enrollment of 10 students due to no Title III funding. Additionally, in order for the program to be cost effective (i.e., breaking even) the aforementioned enrollment for each cohort must be met.

Table 3

<table>
<thead>
<tr>
<th>Minimum Enrollment Required to Break Even</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Cost of the Program</td>
</tr>
<tr>
<td>Cohort 1</td>
</tr>
<tr>
<td>Cohort 2</td>
</tr>
<tr>
<td>Cohort 3</td>
</tr>
</tbody>
</table>
Additional Information Regarding the Required Minimum Enrollment

- This assumes no stop-outs and 100% retention.

- This also assumes one full-time doctorate level faculty member will teach the majority of the courses, in addition to adjunct faculty members, faculty members in the education department, as well as other department faculty members who have a Ph.D.

- Title III funding will be provided for no more than five years for the master’s degree in education program at Sitting Bull College. Title III funding each year for the graduate program in education will be approximately $75,000. The teacher survey indicated that 11 current teachers intend to apply to SBC for their master’s degree for Cohort 1, 5 teachers intend to apply for Cohort 2, and 2 teachers intend to apply for Cohort 3. Since Title III funding will help to offset the proposed yearly cost of the master’s in education program at approximately $75,000 per year, the minimum enrollment required for Cohorts 1 and 2 is based on Title III funding, tuition based on 16 credits (i.e., $5,600 per year for each student and $22,400 in total revenue each year), and 95-971 funds (i.e., per Indian Student Count at $5,200 per year for each student and $27,742 in total funding each year). Based on a yearly enrollment of 4 students, the total funding, including tuition ($22,400), Title III funding ($75,000), and 95-971 funding ($27,742), would be $125,140. Year five in Cohort 3 will require 10 students due to no Title III funding, and Cohorts 1 and 2 will require a minimum of 3 graduate students to break even at a total revenue of $112,605 per academic year. Cohorts 1 and 2 have an estimated expenditure of between $104,332.75 and $111,257.75. Year one of Cohort 3 (2020-2021) has an estimated expenditure of $115,007.75. Therefore, a minimum of 3 graduate students for both Cohorts 1 and 2 are required, and a minimum of 10 graduates students for Cohort 3 are required for the proposed master’s degree in education at SBC to be cost effective, sustainable, and feasible. It should be
noted that if more than 3 students in Cohorts 1 and 2 apply to and enroll in the master’s in education program at SBC, the additional revenue beyond the required minimum enrollment could be used toward upcoming cohorts in the event that enrollment is below the required minimum enrollment to break even.

- Refer to Attachment C for college comparisons on student tuition.

**Anticipated Revenue Generated per Year Based on Anticipated Enrollment**

Table 4 shown below lists the anticipated number of graduate students per year based on the teacher survey results. The table also includes Title III funding per year and 95-971 funding (per Indian Student Count). Table 3 displays the minimum number of students who must be in enrolled for each cohort in order for SBC to break even. Cohorts 1 and 2 must have a minimum of 3 graduate students enrolled, and Cohort 3 must have a minimum of 10 graduate students enrolled in the master’s in education program in order for SBC to break even.
Table 4

Anticipated Revenue per Year

<table>
<thead>
<tr>
<th></th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III Funding per Year</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$37,500 (year 1) $0 (year 2)</td>
</tr>
<tr>
<td>Student Tuition (based on 16 credits/year)</td>
<td>$5,600 X 11 = $61,600</td>
<td>$5,600 X 5 = $28,000</td>
<td>$5,600 X 2 = $11,200</td>
</tr>
<tr>
<td>95-971 Funding per Year (per Indian Student Count)</td>
<td>$6,935 X 11 = $76,285</td>
<td>$6,935 X 5 = $34,675</td>
<td>$6,935 X 2 = $13,870</td>
</tr>
<tr>
<td>Anticipated Student Enrollment</td>
<td>11</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Expenditure (Cost of Program)</td>
<td>-$107,507</td>
<td>-$111,257</td>
<td>-$115,007</td>
</tr>
<tr>
<td>Anticipated Total Revenue per Year</td>
<td>($212,885)</td>
<td>($137,675)</td>
<td>($62,570) - year 1 ($25,070) - year 2</td>
</tr>
<tr>
<td>Cost Savings</td>
<td>($105,378)</td>
<td>($26,418)</td>
<td>-$52,437 – year 1 -$89,937 – year 2</td>
</tr>
</tbody>
</table>

Summary of Anticipated Revenue

The anticipated enrollment is based on teachers in the surrounding communities who wish to work on their master’s degree in education. The anticipated enrollment does not include current undergraduate education students who are interested in applying to and enrolling in a master’s in education program at SBC. In a survey conducted on current undergraduate education students who were polled by the faculty members in the Education Department, two students indicated that they would be interested in applying to and enrolling in a master’s in education program.
at SBC sometime in the near future. It should be noted that the two current students who are interested in a master’s degree at SBC were not factored into the anticipated revenue.

The anticipated funding in each category is based on a per year formula rather than by cohort. Table 1 and Table 3 show that in order for SBC to break even, the college must generate at least $107,507.75 per year for Cohort 1, $111,257.75 per year for Cohort 2, and $115,007.75 per year for Cohort 3. The anticipated revenue for Cohort 1 is $212,885. Since the anticipated expenditure to fund the program per year for Cohort 1 is $107,507.75, it is expected that SBC will generate approximately $105,378 above and beyond the actual cost of the program. It is also anticipated that Cohort 2 will gain approximately $26,418 in additional revenue per year. Therefore, the money from Cohorts 1 and 2 could be used toward improving the program, as well as to be used toward upcoming cohorts that have enrollments below the minimum requirement to break even. In order for the program to be considered cost effective, the college must, at the very least, break even by having a minimum enrollment of 3 students for both Cohorts 1 and 2. Since 10 students must be enrolled in Cohort 3 for it to be cost effective by breaking even (based on no Title III funding after year five), SBC could still potentially offer the Cohort if only 2 students enrolled in the program. The reason for this is that it is expected that SBC will generate approximately $131,796 in additional revenue from Cohorts 1 and 2 above and beyond the expenditure for each cohort. In addition, the anticipated expenditure for Cohort 3 is $115,007 per year. The additional revenue comes from anticipated enrollment based on the teacher survey results. The anticipated revenue based on student enrollment includes funding from student tuition, Title III funding, and 95-971 (per Indian Student Count) funding. That said, enrollment in future cohorts after Cohort 3 will need to have approximately 10 students per cohort for the program to be considered cost effective.
Cost Effectiveness of Program

Based on the fact that 19 teachers indicated that they are interested in attending SBC to work toward their master’s degree in education and a minimum of 3 students must be enrolled in both Cohorts 1 and 2 in order to break even, it is assumed that the proposed master’s in education program at SBC is cost effective. Although a minimum of 10 students must be enrolled in Cohort 3 for SBC to break even, additional factors need to be considered. For instance, it is anticipated that additional revenue will be generated in the amount of approximately $131,796 for Cohorts 1 and 2, based on anticipated enrollment. These funds could then be used toward future cohort expenditures in the event that enrollment is low. In addition, two undergraduate education students indicated that they are interested in applying to and enrolling in the master’s in education program at SBC sometime in the near future. As noted previously, the two undergraduate students were not factored into the anticipated revenue that will be generated each year. Therefore, based on the previously identified factors, the proposed master’s in education program at SBC is cost effective.

NON-FINANCIAL RESOURCES NEEDED

The primary non-financial resources required for the implementation of this program include classroom space and state-of-the-art classroom technology. This will also require adjunct faculty members to devote additional teaching time away from classes that they may already be teaching in other programs, though it should be noted that one faculty member in the education department will teach the majority of the graduate courses at SBC.
REFERENCES

districts-started-school-open-teaching-position/15768605/


Barden, J. (2003). Tribal colleges and universities building community: Education, 
social, cultural, and economic development. In M. K. P. Benham & W. J. Stein 
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Nelson, Inc.

Boyer, P. (2003). Building tribal communities: Defining the mission and measuring the 
outcomes of tribal colleges. In M. K. P. Benham & W. J. Stein (Eds.), The 
renaissance of American Indian higher education: Capturing the dream (pp. 137-

by major occupational group 2010-2020. Retrieved from 
http://www.bls.gov/news.release/ecopro.t05.htm

56


ATTACHMENT A: PROPOSED COURSE SYLLABI

- Curriculum Map
- Course Title
- Number of Credits
- Course Descriptions
- Course Outcomes
- Learner Outcomes

These documents have been submitted in separate files.
Educational services. Employment in public and private educational services is anticipated to grow by 14 percent, adding about 1.8 million new jobs through 2020. Rising student enrollments at all levels of education are expected to create demand for educational services.
Chart 7. Percent change in employment, by education category, 2010–20 (projected)

- Doctoral or professional degree: 20%
- Master's degree: 22%
- Bachelor's degree: 17%
- Associate's degree: 18%
- Postsecondary non-degree award: 17%
- Some college, no degree: 18%
- High school diploma or equivalent: 12%
- Less than high school: 14%

Source: BLS Division of Occupational Outlook

http://www.bls.gov/ooh/About/Projections-Overview.htm
Employers Prefer All Types of Colleges—Except Those Online

Note: Mean rating is determined on a 1-to-5 scale where 1 equals “a lot less” and 5 equals “a lot more.”


CAREER BUILDER REPORTS SALARIES FOR A DEGREE IN ELEMENTARY EDUCATION AS FOLLOWS:

- Degree type: Elementary teacher education
- Bachelor's degree: $33,242
- Master's degree: $43,997
- Related careers: Any position within an elementary school

Rachel Zupek, CareerBuilder.com writer
<table>
<thead>
<tr>
<th>Institution</th>
<th>Education Master’s Program(s)</th>
<th>Tuition &amp; Fees</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Dakota State University</td>
<td>M.S. &amp; M.Ed. in Curriculum and Instruction Also Spec. Subject Areas (e.g., English, Agriculture)</td>
<td>$274/cr. $549.06 Fees</td>
<td>30 credits Action Research or Thesis</td>
</tr>
<tr>
<td>Northern State University-SD</td>
<td>M.S. Ed. Educational Studies Also Elem &amp; Secondary, Special Education</td>
<td>$201.85/cr.</td>
<td>35 credits Research Paper/ Project or Electives</td>
</tr>
<tr>
<td>Oglala Lakota College</td>
<td>M.A. Lakota Leadership Management Emphasis in Educational Administration</td>
<td>$115/ credit</td>
<td>36 credits School Action Project &amp; Internship</td>
</tr>
<tr>
<td>Sinte Gleska University</td>
<td>M.Ed. Curriculum and Instruction and in Educational Administration</td>
<td>$125/cr. Approx. $200 in Fees</td>
<td>33 to 36 credits Capstone but no thesis req. No Entrance Exam</td>
</tr>
<tr>
<td>South Dakota State University</td>
<td>No comparable Master’s Degree. M.Ed. in C &amp; I in specific areas only (e.g., Adult &amp; Higher Ed., ECHE, Elem., Sec., Admin.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Mary</td>
<td>M.Ed. in Curriculum, Instruction, &amp; Assessment Also Ed. Admin, ECHE, etc.</td>
<td>$550/cr. Approx. $150 in fees</td>
<td>32 credits Thesis and Portfolio Option No Entrance Exam Qualifying Confer.</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>M.S. Educational General Studies Also Ed. Admin, ECHE, Elem, etc.</td>
<td>$321/cr. $100/term program fee</td>
<td>32 credits Thesis and Non-Thesis Options</td>
</tr>
<tr>
<td>University of Jamestown</td>
<td>Master’s in Education</td>
<td>$425/cr.</td>
<td>36 credits Thesis and Non-Thesis Options</td>
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</table>