

**APPLICATION FOR SOUTH DAKOTA STATE BOARD APPROVAL OF A  
NEW, AMENDED, OR DELETED EDUCATION PROGRAM**

INSTITUTION: Oglala Lakota College DATE: \_\_\_\_\_

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

Thomas Raymond Dean of Education

I certify that all information contained in this application is complete and accurate.

Signature \_\_\_\_\_

**Section I. Action Requested**

New Program Approval

Amendment of Approved Program

Innovative/Experimental Program

Deletion of Approved Program—Stop here and simply attach a letter explaining the request for the deletion.

**Section II. Education Program Certification Level**

Birth through Preschool       Birth through Age Eight Early Childhood

Birth through Age Eight Early Childhood & Birth through Age Eight Special Education

K-8 Elementary Education       K-8 Elementary Education/Special Education

5-8 Middle Level Education       7-12 Secondary Education \_\_\_\_\_  
(major)

K-12 Education \_\_\_\_\_

Administrative Program \_\_\_\_\_

School Service Specialist \_\_\_\_\_

Masters \_\_\_\_\_

### **Section III. Program Justification & Objectives**

Attach a narrative that:

- Explains the justifications for this new or amended program, and
- Includes the objectives of this new or amended program.

In October of 2005 Oglala Lakota College took over the Oglala Sioux Tribes' charter for Early Childhood Head Start services and programs. Currently Oglala Lakota College oversees 5 Early Head Start and 26 Head Start Programs. This includes 36 classrooms with approximately 75 teachers and teaching assistants serving the needs of about 675 early childhood learners. With this initiative came the responsibility for Oglala Lakota College to prepare head start centers across the reservation to meet the national requirements for early childhood programs. As part of these national requirements comes the reasonability to assure that all staff and faculty are qualified by either working towards a degree, or the completion of their early childhood degree by 2013.

The Education Department also serves the educational needs of the Badlands Head Start, Rural America Initiative, Youth and Family Services, Oahe Child Development Center and the OST Childcare centers to assist their faculty in meeting the national requirements for Early Childhood teachers. As part of these communal demands, OLC's Education Department has set forth to create a state approved program of study leading towards teacher certification in Birth through Preschool and Birth to Age Eight Early Childhood Education. The OLC Teacher Education Program sets forth the following vision, mission and goals to guide the program:

**Vision Statement:** To graduate highly qualified professional, motivated, and reflective teachers who possess and teach/practice *Wolakolkiciyapi* in a multicultural world. The professional teacher education program views *Wolakolkiciyapi* as reflection and conduct of the Lakota Virtues as means of improving self and other.

**Early Childhood Mission Statement:** We believe that community change must incorporate all members of society, starting with our very youngest. To this end we provide high quality teaching, training, and support teachers, caregivers, parents, and grandparents of young children in keeping with the college's vision of *Wolakolkiciyapi*.

#### **The Professional Teacher Education Program's Philosophy, Purpose, and Goals**

The conceptual thoughts of Oglala leaders drive the philosophy of Oglala Lakota College; this foundational belief guides the philosophical thoughts that are reflected in the goals of the professional teacher education programs. With the advent of efforts to extend tribal sovereignty by American Indians throughout the United States came recognition by Lakota people that control of education is also the control of their destiny. It is with the core belief that through cultural connections for the learner, academic understanding and ownership takes place. Academic ownership brings about the programs' purpose by producing effective teachers who

are valuable tribal, cultural, and community leaders. Therefore, the following goals have been established as integral to the teacher preparation programs:

**Tribal Goals:** Our goal is to improve the quality of education for interns, teachers, and students through consistent awareness, consideration, and integration of Lakota Values and culture within reservation schools or schools with a significant number of Native American learners.

**Cultural Goals:** Our goal is for Oglala Lakota College's teacher candidates to familiarize their students with Lakota Virtues and culture and assisting in integrating Lakota ways within instructional materials and curricula.

**Community Goals:** Community refers to the Lakota belief of *mitakuye oyasin* – we are all related. Our goal is for teacher candidates to become integral role models and effective leaders within the communities in which they serve. This belief encompasses the wide range of diversity that may exist in any community.

**Academic Goals:** The ultimate goal of the teacher preparation programs is to develop a model of excellence through a collaborative effort that includes formulating, utilizing and evaluating instructional outcomes, methodologies, pedagogy, professionalism and instructional approaches suitable for all learners.

The review of field, curriculum experiences, and expectations in all OLC education programs lead to teacher candidates who can be successful in meeting South Dakota and National standards for teacher excellence. The programs' philosophy, purpose and goals lead to excellence in education for teacher candidates to be successful practitioners no matter whom or where they may teach.

#### **Section IV. Program Requirements**

Attach programs of study that identify *all* of the requirements for the completion of this new or amended program.

# OGLALA LAKOTA COLLEGE

## BACHELOR OF ARTS DEGREE IN EARLY CHILDHOOD

### I. CORE REQUIREMENTS (27 CREDIT HOURS)

			where	date	grade
SpCm	103	Speech Communication	3	_____	_____
Engl	103	Freshman English I	3	_____	_____
Engl	113	Freshman English II	3	_____	_____
Art	153	School Arts & Crafts	3	_____	_____
Math	103	Elementary Algebra	3	_____	_____
Psy	103	General Psychology	3	_____	_____
Bio	113	People and the Environment	3	_____	_____
MIS	113	Applied Information Processing	3	_____	_____
Lit	203	Introduction to Literature	3	_____	_____

### II. LAKOTA STUDIES (15 CREDIT HOURS)

Lak	103	Lakota Language I	3	_____	_____
Lak	203	Lakota Language II	3	_____	_____
LSoc	103	Lakota Culture	3	_____	_____
Lakota		Elective _____	3	_____	_____
Lakota		Elective _____	3	_____	_____

### III. EARLY CHILDHOOD CORE (67 CREDIT HOURS) *Recommended: complete above core first.*

**NOTE:** All Early Childhood Core Coursework must be completed with a 'C' or better grade w/an overall 2.6 GPA per SD DOE Teacher Certification Requirements.

ED	213	Child Growth & Development	3	_____	_____
ECH	203	<i>Introduction to Early Childhood Education</i>	3	_____	_____
ED	203	Indian Education	3	_____	_____
SCI	204	Integrated Science for Elem Teachers I	4	_____	_____
ECH	213	<i>Planning &amp; Administrating ECH Programs</i>	3	_____	_____
ECH	223	<i>Materials &amp; Techniques I</i>	3	_____	_____
Math	223	Math for the Elem. Teacher I	3	_____	_____
ECH	233	Curriculum for Self-Awareness & Ind. Dev.	3	_____	_____
ECH	253	Parental, Staff and Community Involvement	3	_____	_____
ED	303	Reading Children's Literature	3	_____	_____
EXED	313	Intro. to Ex. Ed./Characteristics & Etiology	3	_____	_____
ECH	243	<i>Early Childhood Specialty Internship</i>	3	_____	_____
ECH	323	Materials & Techniques II	3	_____	_____
EDECH	423	Methods of Teaching ECH Numeracy/Elem Math	3	_____	_____
EDECH	413	Methods of Teaching ECH Literacy/Elem Reading	3	_____	_____
ECH	383	Methods of Assessing Young Children	3	_____	_____
ED	463	Human Relations/Cultural Diversity	3	_____	_____
ED	483	Technology/Curriculum Development	3	_____	_____
ED	473	Student Teaching Seminar	3	_____	_____
ED	489	Student Teaching	9	_____	_____

**IV. EARLY CHILDHOOD SPECIALIZATION (21 CREDIT HOURS)**

**YOU MUST COMPLETE AT LEAST ONE OF THE FOLLOWING OPTIONS:**

*(ECH/ED Electives must be at 300-level or above.) NOTE: All Early Childhood specialization Coursework must be completed with a 'C' or better grade w/an overall 2.6 GPA per SD DOE Teacher Certification Requirements.*

<b><u>BIRTH-PRESCHOOL/INFANT-TODDLER OPTION (18 CREDIT HOURS)</u></b>		<b>where</b>	<b>date</b>	<b>grade</b>
ECH 363	Family Literacy	3	_____	_____
ECH 403	Social-Emotional Growth & Socialization	3	_____	_____
ECH 413	Group Care	3	_____	_____
ECH 423	Learning and Development	3	_____	_____
EDECH 463	Methods of Health & Physical Education	3	_____	_____
ECH	Elective _____	3	_____	_____
ECH	Elective _____	3	_____	_____

\* Candidates must achieve a passing score on the following Praxis II assessments for State certification: PLT: Early Childhood (0521) and Education of Young Children (0021)

**BIRTH-AGE EIGHT OPTION (18 CREDIT HOURS)**

EDECH 403	Methods of Music and Art for ECH/Elem. Teachers	3	_____	_____
EDECH 433	Methods of Teaching ECH/Elementary Science	3	_____	_____
EDECH 443	Methods of Teaching ECH/Elem Lang Arts	3	_____	_____
EDECH 453	Methods of Teaching ECH/Elementary Social Studies	3	_____	_____
EDECH 463	Methods of Teaching Health & Physical Ed.	3	_____	_____
ECH or ED	Elective _____	3	_____	_____
ECH or ED	Elective _____	3	_____	_____

\* Candidates must achieve a passing score on the following Praxis II assessments for State certification: PLT: Early Childhood (0521) and Education of Young Children (0021)

***Total Credit Hours Required***  
***Birth-Preschool OR Birth-Age Eight Option      130 Credit Hours***

**Section V. Compliance with Program Standards**

Attach:

- A matrix that defines how the required courses/experiences of this new or amended program will meet the specific program standards; and
- Verification of compliance to *all* applicable program standards; and
- An institutional response to the program standards, including a correlation of standards to course objectives; and
- *All* applicable course descriptions and syllabi.

<b>National Association for Education of Young Children Standards</b>		
<p><b><i>Standard 1. Promoting Child Development and Learning</i></b></p> <p>Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</p>	ED 203	Indian Education
	ED 213	Child Growth & Development
	ECH 213	Planning and Administering ECH Programs
	ECH 223	Materials & Techniques I for Infant/Toddler/Pre-K Centers
	ECH 233	Curriculum for Self-Awareness and Individual Development
	ECH 303	Seminar in Early Childhood Development
	EXED 313	Intro to ExEd / Characteristics and Etiology
	ECH 323	Materials and Techniques II for Infant/Toddler/Pre-K Centers
	ECH 333	Group Structures and Interactions in ECH
	ECH 383	Methods for Assessing Young Children
	ECH 403	Social-Emotional Growth & Socialization
	ECH 413	Group Care
	EDECH 403	Methods of Music & Art for ECH/Elem Teachers
	EDECH 413	Methods of Teaching ECH Literacy / Elem Reading
	EDECH 423	Methods of Teaching ECH Numeracy / Elem Math
	EDECH 433	Methods of Teaching ECH/Elem Science
	EDECH 453	Methods of Teaching ECH/Elem Social Studies
	EDECH 463	Methods of Teaching Health & Physical Education
	ED 463	Human Relations / Cultural Diversity
	ED 473	Student Teaching Seminar
ED 489	Student Teaching	

<p><b>Standard 2. Building Family and Community Relationships</b></p> <p>Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p>	ED 203	Indian Education
	ECH 253	Parental, Staff and Community Involvement
	ECH 363	Family Literacy
	ED 303	Reading Children’s Literature
	ECH 303	Seminar in Early Childhood Development
	EXED 313	Intro to ExEd / Characteristics and Etiology
	ECH 403	Social-Emotional Growth and Socialization
	ED 463	Human Relations / Cultural Diversity
	ED 473	Student Teaching Seminar
	ED 489	Student Teaching
<p><b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</b></p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</p>	ED 213	Child Growth & Development
	ECH 203	Introduction to Early Childhood Education
	ECH 233	Curriculum for Self-Awareness and Individual Development
	ECH 243	Early Childhood Specialty Internship
	ED 313	Educational Psychology
	ECH 403	Social-Emotional Growth and Socialization
	ECH 423	Early Learning and Development
	EXED 313	Intro to ExEd / Characteristics and Etiology
	ECH 373	Resources of Research in Early Childhood Education
	ECH 383	Methods of Assessing Young Children
	ED 473	Student Teaching Seminar
	ED 489	Student Teaching
<p><b>Standard 4. Teaching and Learning</b></p> <p>Candidates integrate their understanding of and relationships with children and</p>	ECH 213	Planning & Administration ECH Programs
	ECH 223	Materials & Techniques I for Infant/Toddler/Pre-K Centers
	ECH 233	Curriculum for Self-Awareness and Individual Development
	ECH 243	Early Childhood Specialty Internship

<p>families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	ECH 303	Seminar in Early Childhood Development
	EXED 313	Intro to ExEd / Characteristics and Etiology
	ECH 323	Materials and Techniques II for Infant/Toddler/Pre-K Centers
	EDECH 383	Methods for Assessing Young Children
	EDECH 403	Methods of Music & Art for ECH/Elem. Teachers
	EDECH 413	Methods of Teaching ECH Literacy / Elem Reading
	EDECH 423	Methods of Teaching ECH Numeracy / Elem Math
	EDECH 433	Methods of Teaching ECH/Elem Science
	EDECH 453	Methods of Teaching ECH/Elem Social Studies
	EDECH 463	Methods of Teaching Health & Physical Education
	ED 463	Human Relations / Cultural Diversity
	ED 473	Student Teaching Seminar
	ED 489	Student Teaching
<p><b><i>Sub-Standard 4a. Connecting with Children and Families</i></b></p> <p>Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.</p>	ED 203	Indian Education
	ECH 233	Curriculum for Self Awareness and & Individual Development
	ECH 253	Parental, Staff and Community Involvement
	EXED 313	Intro to ExEd / Characteristics and Etiology
	ECH 363	Family Literacy
	ECH 403	Social-Emotional Growth and Socialization
	ECH 483	Ethics & Professionalism
	ED 463	Human Relations/Cultural Diversity
	ED 473	Student Teaching Seminar
ED 489	Student Teaching	
<p><b><i>Sub-Standard 4b. Using Developmentally Effective Approaches</i></b></p> <p>Candidates know, understand, and use a wide array of effective approaches, strategies, and tools</p>	ECH 213	Planning & Administration ECH Programs
	ECH 233	Curriculum for Self-Awareness and Individual Development
	ECH 243	Early Childhood Specialty Internship
	ECH 303	Seminar in Early Childhood Development
	EXED 313	Intro to ExEd / Characteristics and Etiology

to positively influence young children’s development and learning.	EDECH 383	Methods for Assessing Young Children
	EDECH 403	Methods of Music & Art for ECH/Elem. Teachers
	EDECH 413	Methods of Teaching ECH/Elem Reading
	EDECH 423	Methods of Teaching ECH/Elem Math
	EDECH 433	Methods of Teaching ECH/Elem Science
	EDECH 453	Methods of Teaching ECH/Elem Social Studies
	EDECH 463	Methods of Teaching Health & Physical Education
	ED 463	Human Relations / Cultural Diversity
	ED 473	Student Teaching Seminar
	ED 489	Student Teaching
<b><i>Sub-Standard 4c. Understanding Content Knowledge in Early Education</i></b>  Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.	SCI 204	Integrated Science I for Elem Teachers
	ECH 223	Materials & Techniques I for Infant/Toddler/Pre-K Centers
	MATH 223	Math for the Elementary Teacher I
	ECH 233	Curriculum for Self-Awareness and Individual Development
	ED 303	Reading Children’s Literature
	ECH 323	Materials and Techniques II for Infant/Toddler/Pre-K Centers
	EXED 313	Intro to ExEd / Characteristics and Etiology
	EDECH 383	Methods for Assessing Young Children
	EDECH 403	Methods of Music & Art for ECH/Elem. Teachers
	EDECH 413	Methods of Teaching ECH/Elem Reading
	EDECH 423	Methods of Teaching ECH/Elem Math
	EDECH 433	Methods of Teaching ECH/Elem Science
	EDECH 453	Methods of Teaching ECH/Elem Social Studies
	EDECH 463	Methods of Teaching Health & Physical Education
	ED 463	Human Relations / Cultural Diversity
	ED 473	Student Teaching Seminar
	ED 489	Student Teaching

<p><b><i>Sub-Standard 4d. Building Meaningful Curriculum</i></b></p> <p>Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.</p>	ECH 213	Planning & Administration ECH Programs
	ECH 223	Materials & Techniques I for Infant/Toddler/Pre-K Centers
	ECH 233	Curriculum for Self-Awareness and Individual Development
	ECH 303	Seminar in Early Childhood Development
	ExED 313	Intro to ExEd / Characteristics and Etiology
	ECH 323	Materials and Techniques II for Infant/Toddler/Pre-K Centers
	EDECH 383	Methods for Assessing Young Children
	EDECH 403	Methods of Music & Art for ECH/Elem. Teachers
	EDECH 413	Methods of Teaching ECH Literacy / Elem Reading
	EDECH 423	Methods of Teaching ECH Numeracy / Elem Math
	EDECH 433	Methods of Teaching ECH/Elem Science
	EDECH 453	Methods of Teaching ECH/Elem Social Studies
	EDECH 463	Methods of Teaching Health & Physical Education
	ED 463	Human Relations / Cultural Diversity
	ED 473	Student Teaching Seminar
ED 489	Student Teaching	
<p><b><i>Standard 5. Growing as a Professional</i></b></p> <p>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational</p>	ECH 203	Introduction to Early Childhood Education
	ECH 213	Planning & Administration ECH Programs
	ECH 233	Curriculum for Self-Awareness and Individual Development
	ECH 243	Early Childhood Specialty Internship
	ECH 303	Seminars in Early Childhood Development
	ECH 483	Ethics & Professionalism
	EXED 313	Intro to ExEd / Characteristics and Etiology
	EDECH 383	Methods for Assessing Young Children
	EDECH 403	Methods of Music & Art for ECH/Elem. Teachers
	EDECH 413	Methods of Teaching ECH Literacy / Elem Reading
	EDECH 423	Methods of Teaching ECH Numeracy / Elem Math
	EDECH 433	Methods of Teaching ECH/Elem Science
EDECH 453	Methods of Teaching ECH/Elem Social Studies	

practices and policies.	EDECH 463	Methods of Teaching Health & Physical Education
	ED 463	Human Relations / Cultural Diversity
	ED 473	Student Teaching Seminar
	ED 489	Student Teaching

<b>Birth-Preschool &amp; Birth-Age 8</b>		
<b>Demonstrated Competencies in Specified Areas of Professional Education</b>		
Knowledge of the developmental characteristics of the birth through age eight (including the preschool) learner and of the student with disabilities;	Ed 213	Child Growth & Development
	ECH 201	Introduction to Early Childhood Education
	ED 313	Educational Psychology
	ExED 313	Intro to ExEd / Characteristics and Etiology
	ECH 423	Early Learning and Development
Integrating technology into teaching and learning;	ECH 223	Materials and Techniques I for Infant /Toddler/ Pre-K Centers
	ECH 323	Materials and Techniques II for Infant/Toddler/ Pre-K Centers
	ED 303	Reading Children's Literature
	EDECH 413	Methods of Teaching ECH Literacy/Elem Reading
	EDECH 423	Methods of Teaching ECH Numeracy/Elem Math
	EDECH 433	Methods of Teaching ECH/Elem Science
	EDECH 443	Methods of Teaching ECH/Elem Language Arts
	EDECH 453	Methods of Teaching ECH/Elem Social Studies
Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning; and	ED 483	Technology/Curriculum Development
	ECH 323	Materials & Techniques II for Infant/Toddler & Pre-K Centers
	EDECH 383	Methods for Assessing Young Children
	EDECH 403	Methods of Music & Art for ECH/Elem. Teachers
	EDECH 413	Methods of Teaching ECH Literacy/Elem Reading
	EDECH 423	Methods of Teaching ECH Numeracy/Elem Math
EDECH 433	Methods of Teaching ECH/Elem Science	

	EDECH 443	Methods of Teaching ECH/Elem Language Arts
	EDECH 453	Methods of Teaching ECH/Elem Social Studies
	EDECH 463	Methods of Teaching Health & Physical Education
Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.	ED 463	Human Relations/Cultural Diversity
	ED 203	Indian Education

## COURSE DESCRIPTIONS

The course descriptions that follow represent the coursework necessary to complete the early childhood core and specialization areas of the OLC Bachelor of Arts Degree in Early Childhood Education. Each course description is hyperlinked to the corresponding course syllabus. Course syllabi are housed in an online web folder at <http://www.olg.edu/~samiotte/webfolder/index.php?dir=ECH%20Syllabi/>.

**[ECH 203 Introduction to Early Childhood Education](#)**: (3 credit hours) This course provides an introduction to the field of early childhood education. The philosophies, goals, and purposes of early childhood programs, as well as professional and staff development will be explored. This course will also provide as introduction to the CDA (Child Development Associate) certification process, portfolio, development of professional resource files. Candidates will be required to complete a background check.

**[ECH 213 Planning and Administration Early Childhood Programs](#)**: (3 credit hours) This course introduces the students to the steps involved in setting up a home or day care center with a learning environment for the infant, toddler, and preschool child. This course considers issues of management, administrative procedures, health, safety, use of physical space, and licensing regulations. The CDA functional learning center requirements are also covered in the course.

**[ECH 223 Materials & Techniques I for Infant/Toddler/Pre-K Centers](#)**: (3 credit hours) This course will help the student to develop culturally relevant materials for the enhancement of physical, emotional, and intellectual growth for the infant, toddler, and preschool child. An introduction to a variety of activities and media which can be used to foster creativity in young children with specific emphasis on art, music, movement, drama, puppetry, and literature will be explored. Students will gain knowledge and expertise in teaching techniques individually and developmentally appropriate for young children. CDA functional area of physical, cognitive, communicative, and creativity are also considered.

**[ECH 233 Curriculum for Self-Awareness and Individual Development](#)**: (3 credit hours) This course is designed to provide the students with the knowledge and skills necessary to promote the means of building positive self concepts and individual strengths in the infant, toddler, and

preschool child. Techniques and materials that can be used within daycare canters, early childhood classrooms, and home centers which will support social and emotional development while also providing positive guidance will be introduced. The CDA functional areas of self, social, and guidance are covered in this course. *Pre-requisites: Ed 213, ECH 203*

**ECH 243 Early Childhood Specialty Internship:** (3 credit hours) Students will work in an early childhood center, program, or agency; students will keep a journal and observation log and meet with the center director daily. A state requirement for this course is also referred to as ‘Sophomore Experience’. Students will also assist in planning daily activities with children. Student will be observed in the classroom settings by their supervisor. Insight will be shared with other students in periodic seminar as arranged with the college supervisor. Students are required to complete their applications for entry into the teacher education program as part of course requirements. *Pre-requisites: ECH 203, ECH 213, ECH 223*

**ECH 253 Parental Staff and Community Involvement in Early Childhood:** (3 credit hours) This course introduces the student to the importance of positive communication and the necessary techniques for promoting good relationships between parents, family members, staff, and the community. Special emphasis on strategies for providing an optimal environment for young children and resources for meeting problems through cooperative and positive interaction. The CDA functional area of families is covered in this course. *Pre-requisites: Ed 213, ECH 203*

**ECH 303 Seminar in Early Childhood Development:** (Elective - 3 credit hours) This course is designed to provide the students current topics regarding the issues and problems confronting the early childhood professional: curriculum planning, staff relations, ethics concerns, budget considerations, and professional development. Education children with special needs (assessment, referral, and educational development adaptations) is also covered. The functional areas and competencies of CDA are reviewed in the course content. *Pre-requisites: Ed 213, ECH 203*

**ECH 323 Materials & Techniques II for Infant, Toddler & Pre-K Centers:** (3 credit hours) This course will help the students to develop more culturally relevant techniques and materials for the enhancement of physical, emotional, and intellectual growth of the infant, toddler, and preschool child. A study of the basic concept, methods, and materials of language arts, mathematics, science, and social studies appropriate to young children will be investigated. We will also consider the importance of learning centers and bulletin boards in the classroom. Exploring the concepts of play as the means for learning will also be included. Planning daily and weekly schedules are also considered. Completion of ECH 223 is recommended prior to taking this course. *Pre-requisites: Ed 213, ECH 203.*

**ECH 333 Group Structures and Interaction in Early Childhood Education:** (Elective - 3 credit hours) This course extends a basic understanding of child development and interactions of young children by examining development characteristics of infants, toddlers, and preschool children. Objective and subjective observations by utilizing various informal procedures will be studied in classroom settings. Special emphasis on classroom management and techniques will be discussed in depth. *Pre-requisites: Ed 213, ECH 203*

**ECH 363 Family Literacy:** (3 credit hours) This course in Family Literacy will address Reservation-wide concerns of school drop out rates, which are consistently high, and literacy levels, which are consistently low, and particularly how these concerns apply within the family structure and thus affect young children. This course will incorporate the community literacy outreach efforts such as the BEAR (Be Excited About Reading) Project or books-in-a-bag as a required service-learning project component. In Head Start, parent involvement, including the area of family literacy, is a priority. What is learned and implemented through this course will strengthen the mandated Head Start Performance Standards in the area of literacy. *Prerequisites: Ed 213, ECH 203, ECH 253*

**ECH 383 Methods of Assessing Young Children:** (3 credit hours) In this course the student will learn the importance of observing, documenting and assessing young children. The student will become confident in using both formal and informal assessments with young children and become knowledgeable in utilizing assessment results and sharing these results with the child's family and other professionals to better meet the needs of the child. *Pre-requisites: Ed 213, ECH 233, ECH 243*

**ECH 403 Social-Emotional Growth and Socialization:** (3 credit hours) This course utilizes Module I of the Program for Infant-Toddler Caregivers Curriculum. In this course the student will learn concepts of early social-emotional growth and socialization in the context of group care, with an emphasis on the development of a nurturing relationship between infant and caregiver. The importance of responsive care giving, individualizing care through an understanding of infant temperament, support for the critical role of family and culture, and stages of emotional development are also covered. *Pre-requisites: ED 213, ECH 223, ECH 233*

**ECH 413 Group Care:** (3 credit hours) This course Utilizes Module II of the program for Infant-Toddler Caregivers. In this course the student will learn about the philosophical foundations of caring for Infants and Toddlers in groups as well as the special issues of caring for infants in groups. This type of care is different from the care of one infant, e.g., in a typical family or nanny situation, and from the group care of older children. The student will also learn how to ensure that infants in professional group care thrive through having assigned to them one or a very few consistent, caring adults to provide security, individualized attention, responsiveness, familiarity, and protection in the context of a peaceful environment. *Pre-requisites: ED 213, ECH 223, ECH 233*

**ECH 423 Early Learning and Development:** (3 credit hours) This course utilizes Module II of the Program for Infant-Toddler Caregivers. In this course the students will focus on the critical issues of brain development, communication and identity formation in prenatal babies, infants and toddlers. The student will learn elements of care that support expecting parents, infants and families. Areas of focus will include: caring relationships, health and safety, connections to family and culture, family and community support, the importance of prenatal care and nutrition, and responsive, knowledgeable caregivers. *Pre-requisites: ED 213*

**ECH 483 Ethics & Professionalism in Early Childhood Education:** (Elective - 3 credit hours)

In this course the student will learn about the NAEYC Code of Ethical Conduct and how this is implemented in the classroom and in one's career in Early Childhood as well as how to use this code to help resolve problems and ethical concerns. This course will also address how a student can become a contributor to the Early Childhood field outside of the Early Childhood classroom, including becoming involved in advocacy efforts on behalf of young children and families.

*Prerequisites:* ED 213, ECH 223, ECH 233

**ED 203 Indian Studies for Education:** (3 credit hours) A history of American Indian schools and community and student relations is emphasized in this course. Educational theory and background into traditional tribal education, church, federal, and public education will be explored. Teaching methods based on integrating state content standards with Indian values and culture are part of this course. The South Dakota Indian Studies Strands are addressed. *Prerequisites:* SpCm 103, Engl 113, Psy 103

**ED 213 Child Growth and Development:** (3 credit hours) Child Growth and Development includes a broad focus on the biological, physical, social, emotional, and intellectual growth and development of children from prenatal to adolescence. Child rearing and educational practices of several different cultures, with an emphasis on Lakota practices will also be reviewed.

*Pre-requisites:* SpCm 103, Engl 113, Psy 103

**ED 303 Reading Children's Literature:** (3 credit hours) This course offers a presentation of the best literature available for children in a variety of media; books, short films, video, audio books, and storytelling. Students study criteria for evaluating these media and ways of using them in the early childhood, elementary and junior high classrooms. The text is supplemented with bibliographies of Native American literature and Native American stories for children. Several approaches to interacting with literature and media will be reviewed and discussed. *Prerequisites:* SpCm 103, Engl 113, Psy 103

**ED 313 Educational Psychology:** (3 credit hours) Educational Psychology is concerned with understanding how children develop and learn through formal (and informal) instruction in classroom settings. Students will examine physical, social and character development, emotional and cognitive principles and developmental learning theories found in educational settings. An understanding of intellectual differences, learning and problem-solving processes, self-esteem, motivation and assessing learning will be investigated in this course. *Pre-requisites:* Ed 213

**Ed 483/583 Technology/Curriculum Development for Teachers:** (3 credit hours) This course is designed to provide participants with the knowledge, competencies and understandings to apply technology-enhanced instructional strategies in the classroom. The course provides detailed practice in using computer and Internet based technologies. In addition, students will design learning units that use the Internet, multimedia and hypermedia tools to support the development of interpersonal, collaboration and higher order thinking skills of PreK-12 learners. Extended studies will be required for those that enroll in this course for graduate credit hours. *Pre-requisites:* Ed 203, ExEd 313, Ed 283, MIS 113

**EDECH 403 Methods of Music and Art for ECH/Elementary Teachers:** (3 credit hours) Music and art are important components of a well-rounded education. Methods for music may include music appreciation, understanding keys, notes, rhythm and measures as well as genres of music. Students will play basic instruments like recorders, flutes and drums. Indian music will be emphasized. Art will include using various mediums from crayolas to tempera and naturally occurring substances. Use of a ruler and compass for art work to reinforce traditional designs will be included. Project art such as constructing dioramas and models using various mediums will also be explored. There is a \$40 fee for materials. *Pre-requisites: ED 203, Ed 213, ExEd 313*

**EDECH 413 Methods of Teaching ECH Literacy/Elementary Reading:** (3 credit hours) This course will cover instructional strategies for reading, including whole language and phonics. The emphasis of language development, phonemic awareness, the cueing system, word recognition strategies and reading for comprehension will be addressed. Course emphasis will include the development and presentation of lessons by students. These lessons will address character education and involve the skills and strategies of reading based on the Common Core Standards or Early Learning Guidelines. Exploration of reading assessment, Lakota literature and culture, behavioral management, community and parental involvement, and differentiating instruction to meet the needs of diverse learners will be reinforced in this course. *Pre-requisites: Ed 203, Ed 213, ExEd 313*

**EDECH 423 Methods of Teaching ECH Numeracy/Elementary Math:** (3 credit hours) This course will provide students with a preview and utilization of various types of math manipulatives, internet applications and other math instructional materials. They will learn different strategies for effective pre-school through 8<sup>th</sup> grade instruction. Models of classroom management, student learning styles and cooperative learning will also be explored. Inclusion strategies and parental/community involvement strategies will also be reviewed. Students will develop lesson plans utilizing this information and present lessons to the class that are designed around the Common Core Standards or Early Learning Guidelines for Mathematics. *Pre-requisites: Ed 203, Ed 213, ExEd 313*

**EDECH 433 Methods of Teaching ECH/Elementary Science:** (3 credit hours) This course will provide the learner with information in the basic knowledge and skills of teaching pre-school-through 8<sup>th</sup> grade science. In this course students will review science materials, resources, educational technology, and computer software. Students will create and present formal and informal lessons designed around the Early Literacy Guidelines or the South Dakota State Science Standards and the Common Core Standards for Literacy in Science. Special attention will focus on assessment of science concepts, Lakota star knowledge, differentiated instruction, and parental and community involvement. *Pre-requisites: Ed 203, Ed 213, ExEd 313, Sci 214*

**EDECH 443 Methods of Teaching ECH/Elementary Language Arts:** (3 credit hours) This course will include the interrelationship between reading, writing, speaking and listening (the four traditional Language Arts) and viewing and visually representing (two new language arts

areas reflecting the importance of visual literacy). Students will develop lesson plans and strategies that present language arts as a whole and that address the Early Learning Guidelines or Common Core Standards for English Language Arts. Specific attention will be given to assessing the Language Arts, Lakota culture, character education, behavioral management, individualizing instruction, parental/community involvement, and service learning. *Pre-requisites: Ed 203, Ed 213, ExEd 313*

**EDECH 453 Methods of Teaching ECH/Elementary Social Studies:** (3 credit hours) This course will provide learners with experience in the effective planning and development of social studies programs for children pre-school through 8<sup>th</sup> grade. It will address goals, objectives, curriculum, educational technology and resource materials relevant to pre-school & elementary social studies. Lakota and other indigenous peoples' heritage will be examined. Students will explore various learning styles, classroom management technique and parental involvement. In this course the learner will develop informal and formal lesson plans designed around the South Dakota State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies. *Pre-requisites: Ed 203, Ed 213, ExEd 313*

**EDECH 463 Methods of Health and Physical Education:** (3 credit hours): Students will learn and practice techniques and methods for integration of health, first aid, and physical education into the early childhood and elementary educational settings. Students will also expand their knowledge of health, hygiene, nutrition, communicable diseases, and environmental issues which affect the health of our students and parents. Basic first aid, the assessment of illness or injury, and first aid treatment or response to such will be included. Basic Cardio Pulmonary Resuscitation (CPR) certification is a component of this class. *Pre-requisites: Ed 203, Ed 213, ExEd 313*

**ED 463 Human Relations/Cultural Diversity:** (3 credit hours) This course will center on Native American and multicultural issues. Students will investigate different social phenomena, processes, and outcomes, especially those dealing with social economic status, life styles, history, reciprocal perceptions and interactions between different groups. Emphasis will be on recognizing stereotypes, prejudice and discrimination. Students will discuss precepts of critical pedagogy and its impact on the above. Woven into this course is the concept of Wolakota and character education. This course is required for all South Dakota teachers. *Pre-requisites: None. It is recommended that all professional core coursework be completed prior to taking this course.*

**ED 473 Student Teaching Seminar:** (3 credit hours) The Seminar is intentionally aligned with ED 489 Student Teaching. The Seminar course provides opportunities to share student teaching experiences and challenges with colleagues and college faculty members. Students will receive instruction in resume writing, mock interviews, developing professional portfolios as well as professional ethics. Students will review their understanding of course content and relate it to state standards, develop teaching strategies and competencies. Additional emphasis will focus on classroom management, strategies for working with at-risk students, and formal/informal assessment. *Pre-requisites: Completion of Professional Requirements, Acceptance into Student Teaching, Passing Score on Praxis II Content Area Examination*

**ED 489 Student Teaching:** (9 credit hours) Students spend five days a week for a full semester in supervised practice in an approved preK-12 classroom setting. Depending upon the level of certification sought, the student teaching experience will involve 16 weeks in an approved pre-school classroom or daycare setting, 8 weeks in a preschool classroom and 8 weeks in K-2 classroom (including special education, if this certification is sought), 8 weeks in a lower elementary classroom and 8 weeks in an upper elementary classroom, 8 weeks at the elementary level and 8 weeks at the secondary level, or 16 weeks at the secondary level (7-12) split between certification areas. Student teachers will fulfill the requirement of 40 hours per week in their assigned classrooms and will be expected to assume total classroom responsibility for 80 hours (2 weeks) of planning and facilitation of the classrooms for each experience. Teaching strategies and skills as well as competencies will be developed under the supervision and guidance of a certified supportive teacher and a college supervisor. *Pre-requisites: Completion of Professional Requirements, Acceptance into Student Teaching, Passing Score on Praxis II Content Area Examination*

**ExEd 313/513 Introduction to Exceptional Education / Characteristics & Etiology:** Students will study, in depth, the high incidence disabilities, their definitions, diagnosis and characteristics. Legal obligations of IDEA, Sect. 504 and ADA will be introduced. Low incidence disabilities will also be introduced. Emphasis will be given on determining disabilities, understanding the cognitive, social and emotional difficulties and planning appropriate interventions. Researching journal articles for current information will provide additional source material. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to one of the disability categories of IDEA. 3 credits

**Math 223 Mathematics for Elementary Teachers I:** (3 credit hours) This course utilizes an inquiry-based approach to gain understanding of mathematical concepts at the concrete, representational and abstract levels. Topics include problem solving, sets, algebraic thinking, the study of numeration systems, fundamental operations of arithmetic (properties and algorithms), and elementary number theory. The processes of problem solving (representation, reasoning, making connections, and communication of ideas) are emphasized throughout the course. Direct connections are made between course content and the Common Core for Mathematics. *Prerequisite: Math 103 completed with a grade of "C" or better.*

**Sci 204 Integrated Science for Elementary Teachers I:** (4 credit hours) This course is designed to acquaint the pre-service elementary teacher with the scientific method and basic processes and concepts of science through the use of published articles in addition to the text. The latest scientific discoveries and current thinking in science education will be discussed. A writing component will consist of reacting to the assigned articles. A completed science fair project is required. *Pre-requisites: Math 103, Bio 113*



**OGLALA LAKOTA COLLEGE**  
**EDUCATION DEPARTMENT FOUR DIRECTIONAL MODEL**  
**(Excerpt from Student Teaching Handbook)**

***Wiyohpiyata* (West): General Education Admission/Entrance Requirements**

*Wiyohpiyata* meaning the cardinal direction of West, is represented by the color black. The cycle begins in the west and continues clockwise. This direction is also known as the *Wakinyan Oyate* meaning Thunder Nation who teaches us that we must be courageous to overcome obstacles and difficulties in life (Moves Camp and Two Dogs, et. al., 2003). Candidates are required to demonstrate *Wohitika*, meaning courage and bravery, as well as *Woksape*, meaning wisdom. Entering candidates must endure and balance day to day obstacles of a family, geographical location, financial, and personal responsibilities. The completion of the necessary core requirements relies on courage and wisdom to meet entrance and admission requirements for both the Education department teacher preparation and graduate studies education administration. Therefore, this is the starting point and the first stage of the candidate's journey.

**Early Childhood Entrance Requirements:**

- Complete application for admission into the ECH Program (Contact Ed. Dept. or access application form on Ed. Dept. Website) and submit;
  - Letter requesting acceptance to ECH Program (send to Dean of Education);
  - Three letters of recommendation;
  - Your ECH 203 Professional Resource File for department review;
  - A copy of your CDA Professional Resource File for review if you have completed your CDA;
  - A copy of assessment results of OLC's required general education requirements. (if already completed an AA Degree)
- Completion of Lakota Cultural required coursework (15 credit hours);
- Receive an Associate of Arts Degree in ECH or completed of ECH 243 Early Childhood Specialty Internship (includes passing background check);
- Received a score of 60% or better during the interview for acceptance to OLC's ECH/Education Department Team;
- Maintain a GPA 2.6 or better

***Waziyata* (North) - Professional Core Requirements:**

*Waziyata*, the cardinal direction of the North, is represented by the color red. This direction is also known as the *Tatanka Oyate* meaning Buffalo Nation who brings us the laws, beliefs, and teachings. These teachings provide the basis for Lakota identity and importance of living a good, productive life (Moves Camp and Two Dogs, et. al., 2003). Within the profession, candidates need a solid theoretical base for understanding of laws, beliefs, and teachings to

become proficient within their field of study. Candidates are required to demonstrate *Wowacin Tanka* meaning patience and fortitude, as well as *Woonspe* meaning lessons during this stage.

### **Early Childhood Program and Teacher Preparation Program Advisory Review:**

- Completion of professional core requirements with a GPA of 2.6 or better;
- A grade of “C” or better in all professional requirements;
- Review of electronic portfolio; and
- Praxis II Content Knowledge Examination in area of study.

### **Wiyohinyanpata (East) - Professional Requirements:**

*Wiyohinyanpata*, the cardinal direction East, is represented by the color yellow. This direction is also known as the *Hehaka Oyate*, or Elk Nation who possess *Woksape* meaning wisdom encompassing survival skills, a sense of destiny, and vision for the future. These teachings are to be modeled by *Ikce Wicasa* meaning the common man (Moses Camp and Two Dogs, et al, 2003). This is the third stage fulfilling the professional requirements where candidates depend upon survival skills, which include the constructs of appropriate vision for self, the educational community of learners and the community; then begin to demonstrate professional wisdom within their profession.

### **Admission to Early Childhood Practicum Requirements:**

- Completed all or most methods courses (must have approval from the Dean of Education to complete course requirements while student teaching);
- Passing score on Praxis II content knowledge examination in ECH;
- Register for Praxis II pedagogy examination in ECH (PLT);
- Maintained a GPA of 2.6 or better;
- Received a ‘C’ or better grade in all professional core coursework;
- Review of electronic portfolio by your department advisor;
- Submit verification of background check;
- Written permission of acceptance to the ECH practicum (which includes the following sent to the Dean of Education one semester prior to student teaching):
  - Letter requesting acceptance to the ECH Practicum completed a semester prior to student teaching;
  - A letter of recommendation/acceptance to practicum written by the program administrator of desired program of practicum;
  - Letter(s) of support from the mentor teacher(s) within your professional area from the desired program of practicum.

### **Itokagata (South) - Internship/Infield Experience/Induction:**

*Itokagata*, South, is represented by the color white. This direction is also known as the *Wamakaskan Sitomni* or the Animal Nation. The Animal Nation teaches us how to live and work together living in harmony with *Unci Maka* (Grandmother Earth). These teachings provide the basis preparing our journey back realizing our origins and creation as well as appreciations (Moves Camp and Two Dogs, et al, 2003). This is the fourth stage of the educational journey where the candidate will complete their internship and/or infield experiences. This stage also marks their first year within the profession. Candidates are required to demonstrate *Wacante Ognaka*, meaning compassion, and generosity. Effective educational leaders demonstrate compassion and generosity through the delivery and giving their knowledge, skills, and ability to the educational community and local community.

### **Early Childhood Program Teacher Preparation Exit:**

- Completion of Academic Portfolio for department review;
- Received a ‘C’ or better grade for the practicum experience;
- Verification of satisfactory completion of the Praxis II Principals of Learning and Teaching Examination within certification area with a passing score as set by the South Dakota Department of Education;
- Exit interview with Education Department Faculty and/or School Officials;
- Completion of Program Evaluation.

## **Section VI. Faculty**

Identify:

- The current faculty who will teach this new or amended program, their teaching assignments, and their relevant professional preparation and expertise; and
- Additional or vacant faculty positions and assignments, and indicate when the supporting documentation for them will be submitted.

### ***Fulltime OLC Education Department Faculty***

**Thomas E. Raymond**, Dean of Education, Director of Foundation Studies, and Principal of Lakota Woglaka Wounspe

- Education
  - Master of Science in Education with an Emphasis in Elementary Education Administration, Black Hills State University
  - Bachelor of Science in Elementary Education, University of South Dakota
- Teaching and PK-12 Experience
  - Elementary School Teacher, 6 years
  - Elementary School Administrator, 18 years
  - Middle School Administrator, 1 year
- College Experience
  - Fulltime Faculty, 2 years
  - Adjunct Instructor, 15 years

**Shannon Amiotte**, Associate Professor

- Education
  - Educational Doctorate in Educational Administration, University of South Dakota
    - Superintendent
    - PK-12 Principal
    - Birth – 21 Special Education Director
  - Master of Science in Curriculum and Instruction, Black Hills State University
    - Curriculum Director
    - K-12 Reading Specialist
  - Bachelor of Science in K-8 Elementary and K-12 Special Education, BHSU
  - National Board for Professional Teaching Standards, NBCT 2001-2011
    - Early Childhood through Young Adult Exceptional Needs Specialist
- Teaching and PK-12 Experience
  - Elementary and Special Education Teacher, 3 years
  - Early Childhood Special Education Teacher, 2 years
  - Exceptional Children’s Program Coordinator, 7 years
- Other Educational Experience
  - Adult Special Needs Program Coordinator, 2 years
  - Curriculum and Technology Specialist, 3 years

- College Experience
  - Fulltime Faculty, 7 years
  - Adjunct Instructor, 10 years

**Dorraine Benson**, Waonspekiya Kili Grant Coordinator, Assistant Professor

- Education
  - Master of Science in Curriculum and Instruction, McDaniel College, Westminster, MD
    - Curriculum Director
  - Bachelor of Science in Multi-Subject Education, Davis and Elkins College, Elkins, WV
    - K-8 Elementary Education
- Teaching and PK-12 Experience
  - Elementary (Kindergarten) Teacher, 6 years
  - Special Education Paraprofessional, 1 year
- Other Experience
  - Health Care Technician, Clinical Aide, and Office Supervisor, 11 years
- College Experience
  - Fulltime Faculty, 2 years

**Lynnea Bouhenguel**, Assistant Professor

- Education
  - Master of Science Specializing in Montessori, Barry University, Florida
    - AMS Montessori Certification
  - Bachelor of Science in K-8 Elementary Education, Black Hills State University
  - Bradley Childbirth Certification, AAHCC, Orlando, FL
  - Helping the Disorganized Child Certification, Sturbridge, MA
- Teaching and PK-12 Experience
  - Elementary Teacher, 5 years
  - Montessori Teacher, 3 years
  - Substitute Teacher, 4 years
- College Experience
  - Fulltime Faculty, 3 years

**Art Fisher**, Assistant Professor

- Education
  - Master of Science in Gifted and Talented Education, Oklahoma City University
  - Bachelor of Science in K-8 Elementary w/ Middle Level, Oglala Lakota College
- Teaching and PK-12 Experience
  - Preschool Special Education Paraprofessional, 4 years
  - 5-8 Elementary Teacher, 5 years
  - 4-8 Upper Rural Elementary Teacher, 3 years
  - Director of Gifted and Talented Education, 3 years
- College Experience
  - Dean of Education, 7 years

- Fulltime Faculty, 6 years

**Richard Jones**, Assistant Professor

- Education
  - Master of Science in Special Education, Chadron State College, Chadron, NE
    - K-12 Special Education
  - Bachelor of Science in Education, Metropolitan State College, Denver, CO
    - K-8 Elementary Education
    - 7-12 Secondary Education
  - PK-8 Elementary Principal Endorsement, Chadron State College, Chadron, NE
  - Birth-21 School Psychological Examiner Endorsement, Oglala Lakota College
- Teaching and PK-12 Experience
  - Elementary Teacher, 7 years
  - Special Education Teacher, 1 year
  - K-12 Special Education Coordinator, 4 years
  - Psychological Examiner, 2 years
  - Curriculum Specialist, 2 years
  - Technology Specialist, 1 year
  - Assistant PK-8 Superintendent, 3 years
- College Experience
  - Fulltime Faculty, 12 years

***OLC Early Childhood Education Adjunct Faculty***

**Constance Ahrens**, Instructor

- Master of Science in Curriculum and Instruction, South Dakota State University
  - Curriculum Director
- Bachelor of Science in Education, Sinte Gleska University
  - K-8 Elementary Education
  - Birth - Preschool Education

**Lana Christensen**, Instructor

- Master of Science in Curriculum and Instruction, Black Hills State University
  - Curriculum Director
- Bachelor of Science in Education, Black Hills State College
  - K-8 Elementary with Middle Level
  - Birth - Preschool Education

**Diane Lowery**, Instructor

- Educational Doctorate in Curriculum and Instruction, University of South Dakota
  - Curriculum Director
- Master of Science in Family and Consumer Science, South Dakota State University
  - Birth – Preschool Education
- Bachelor of Science, University of South Dakota

## **Section VII. Library Facilities**

Describe:

- The library media and technology resources currently available for this new or amended program; and
- Plans for the acquisition of new library and technology resources to support and sustain the program, if applicable.

### ***Woksape Tipi Library***

The Oglala Lakota College Library is part of the South Dakota Library Network. Woksape Tipi, the main library for Oglala Lakota College, is responsible for maintaining 11 branch libraries located in various districts of the Pine Ridge Reservation and one branch library in Eagle Butte on the Cheyenne River Reservation. The library is located on the Piya Wiconi campus near Kyle, SD on the Pine Ridge Reservation.

The Oglala Lakota College Library offers a variety of electronic and print resources carefully selected to satisfy the learning and research needs of the college. Resources include scholarly journals, popular magazines, digital media, full text article databases, newspapers, and reference tools. Electronic resources are available to all OLC students, faculty, and staff via the South Dakota Library Network. In addition to academic resources, the library also maintains collections of general works for adults as well as collections for children and young adults. The Library offers an array of events at the library that are open to the public as well as to staff and students.

Oglala Lakota College Library, the only public library on the Pine Ridge Indian Reservation, coordinates an ongoing project for reservation children to promote reading and literacy. The "Build Your Own Library" project staff visit each reservation community on an annual basis. At each community event all the children from the community are invited for a story time session and book give-away. Once story time is completed the children are offered a selection of age appropriate books from which they can choose titles they would like to take home with them. This project engages children in reading, exposes them to the library opportunities, and encourages them to build their own libraries at home.

The Library currently has two grants to foster early learning and literacy development. The Woksape Tipi Taniyohila Kici (House of Wisdom for All) grant allows the Library to provide English and Lakota materials for parents to use with their preschool children. Additional grant funding supports Library outreach services to all Head Start Programs in the area. This grant enables an OLC librarian to visit each Head Start center every month to engage children in interactive read aloud experiences and to circulate children's picture books.

### ***Technical Support Services***

The Technical Support Services (TSS) office is responsible for all aspects of computers and computer related technology used throughout Oglala Lakota College. The TSS Office procures and maintains the computer related technologies at each of Oglala Lakota College's twelve college centers. The wide area network is composed of twelve Intranet local area networks and two Internet local area networks. Each college center has a computer lab for coursework as well as computer stations located in the library for students and commons area for public use. In addition, laptop labs are available to move from classroom to classroom and wireless Internet service is available in each center. PicTel labs in each college center allow for two-way video conferencing to support face-to-face classes held between two centers.

Electronic student support systems include Jenzebar, Tuxedo and Virtual Campus. Jenzebar provides access to academic and administrative data for students as well as staff. Through this portal students are able to register for courses and access their transcripts while faculty are able to record attendance and grades as well as connect with students to provide academic advising. Tuxedo is the Internet based communication system that provides email services to all students, staff and faculty members. Online and hybrid distance learning courses are offered through Virtual Campus (Moodle). Course offerings through Virtual Campus will vary from semester to semester depending upon student and degree requirements. We do not offer online degrees or programs of study. Distance learning courses through Virtual Campus are NOT Independent Study or Self Paced Study Courses. Virtual Campus courses have daily homework assignments and may require an additional commitment of time and energy when compared to a traditional face-to-face course.

The Technical Support Services team that provides oversight to these systems is comprised of a Technology Director, Network Systems Administrator, Database Systems Administrator and Computer Specialist. The Technology Director is responsible for the budget and procurement of all computer technology acquired for the twelve college centers, as well as maintains all of these systems spread across the reservation, and extending to include the Rapid City and Eagle Butte extension centers. The Network Systems Administrator is responsible for the design and operation of the Oglala Lakota College wide area network and Internet network servers that carry all of the OLC content to and from the Internet. The Database Systems Administrator is responsible for the operation of the administrative databases in use by the administration of OLC. The Computer Specialist is responsible for the day-to-day technical support calls that require in-house technical support for computers and computer connected devices located at the Piya Wiconi campus.