

Application for South Dakota State Board of Education
Approval of a New, Amended, or Deleted Education Program

Institution: **Sisseton Wahpeton College**

Date: **November 7, 2014**

Name/Title of Dean/chair of Teacher Education:

Jeanette Gravdahl, Vice President of Academic Affairs

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 _____

South Dakota Department of Education

Attn: Steve Fiechtner

Office of Accreditation and Teacher Quality

800 Governors Drive, Pierre, SD 57501-2291

Phone: 605-773-3553 Fax: 605-773-6139

Section III. Program Justification & Objectives

An Early Childhood Education Bachelor's Program is needed at Sisseton Wahpeton College and in the Lake Traverse community because currently all of our area teachers receive their education elsewhere. By having a program on the Lake Traverse Reservation, the Oyate can direct the curriculum being taught to future teachers of Oyate children in order to better suit their needs.

Currently, distance is a hardship, if not a barrier, for students working on their teaching credentials. Taking a single class in Watertown can require a student to drive up to 4000 miles in a semester. Travel to off-reservation schools requires students to juggle jobs and childcare, as well as their budgets.

Having a teacher education program on the Lake Traverse Reservation would allow students to concentrate fully on their teacher training rather than the problem of how to get to their training site. Students would graduate from the program into a market in need. A Bachelor's degree in this field has long been a source of need for the local Tribal Head Start program. There are also two FACE programs on the Lake Traverse Reservation, and several private child care programs.

The Bachelors of Science in Early Childhood Education will contribute to the development of economic development of the Lake Traverse Reservation by producing graduates with four-year degrees, as addressed in the strategic plan. By offering summer courses in Human Relations and Teaching Native American students, the program will provide continuing education opportunities for area teachers.

The program objectives are:

1. Students will learn the methods of instruction used in early childhood programs.
2. Students will gain practice using those methods of instruction in early childhood settings.
3. Students will demonstrate knowledge of the special needs of children with developmental disabilities, and how to implement programs that include these children in an early childhood classroom.
4. Students will demonstrate the ability to partner with the parents and families of the children with whom they work.
5. Students will generate curriculum for young children based on an understanding of cognitive, language, physical and literacy development.

Section IV. Early Childhood Development Associates Plan

	Early Childhood Associates
General Education Requirements (hours)	
English/ Communications (6)	English 110- Speech
	English 112- Comp I
Math (3)	Math 130
Science (4)	Natural Science w/ lab
Humanities/ Fine Arts (6)	See catalog
	See catalog
Social Sciences (6)	PSY 110- General Psychology
	PSY 130- Human Dev. I
Dakota Studies (6)	DKT 110- Dakota Language I
	DKT 120- Intro to Dakota St.
Computer Science (3)	CST 141- Intro to Microcomp.
Health/ Phys. Ed (2)	HPER 160- First Aid/ CPR
General Education (4)	GEN 101- Pathways
	GEN 270- Capstone

Total: 40

	Early Childhood Associates
Early Childhood Development Requirements	
(3)	EC 140- Experience in ECD
(3)	EC 160- Curriculum I
(4)	EC 170- Curriculum II
(3)	EC 212- Family Relationships
(3)	EC- 220- Families at Risk
(3)	EC 230- Health, Safety, Nutrition
(6)	EC 240- Field Experience
(3)	EC 250- Administering EC Prog.

Total: 28

Total hours (for graduation with AA degree): 68

Elementary Education/ Early Childhood Education Bachelor’s Plan of Study

Year 3 or 4, Summer Semester

Required Courses (hours)	
DKT 279- Teaching NA Students (3)	
ED 275- Human Relations (3)	

Total Credit Hours: 6

Year 3, Semester 1: Building Foundations of Teaching and Learning

Required Courses (hours)	Alternative Course for ECE
Survey of Children’s Literature (3)	
Educational Psychology (3)	Not required
Teaching the Exceptional Child (3)	
Native American Literature (3)	
Middle School/ High School Concepts (3)	Not required

Total Credit Hours: 15/9

Year 3, Semester 2: Methods of Instruction

Required Courses (hours)
Methods- Language Arts (3)
Methods- Reading (3)
Methods- Social Studies (3)
Methods- Science (3)

Total Credit Hours: 12

Year 4, Semester 1: Methods of Instruction, continued

Required Courses (hours)
Methods-Math (3)
Methods- Teaching Dakota Language (3)
Methods- Art and Music (3)
Methods- Health and PE (3)
Praxis II (1)

Total Credit Hours: 13

Year 4, Semester 2: Field Experience

Required Course
Student Teaching (12)
Seminar/ Capstone Project (1)

Total Credit Hours: 13

Total hours (for Bachelor’s Plan of Study): 59/ 53

Section V. Compliance with Program Standards

All course objectives are based on ACEI and NAEYC standards:

Alignment of Early Childhood Courses with NAEYC Standards

NAEYC Standard	1	2	3	4	5
EC 140	x			x	x
EC 160	x		x	x	
EC 170	x		x	x	x
EC 212		x			
EC 220			x	x	x
EC 230		x			
EC 240	x	x	x	x	x
EC 250	x	x	x		x
PSY 130	x				

Alignment of Courses to ACEI Standards

ACEI Standard	1.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3	3.4	3.5	4	5.1	5.2
ED 200	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
ED 275	x									x					x	x
ED 279	x									x						x
Children’s Literature		x							x	x		x		x		
Educational Psychology	x													x		
Exceptional Child	x								x	x				x		
Methods-LA	x	x												x		
Methods-Reading	x	x												x		
Methods- SS	x			x										x		
Methods- Science	x		x											x		

Methods-Math	x			x										x		
Methods-Dakota	x									x				x		
Math Concepts				x										x		
Methods-Art/ Music	x					x								x		
Methods-Health/ PE	x						x	x						x		
Praxis II									x	x	x	x	x	x		
Student Teaching	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Capstone															x	

The SWC Curriculum Committee has reviewed and approved the Early Childhood Bachelor’s Program. Minutes from the October 27, 2014 meeting:

CURRICULUM COMMITTEE MEETING

MINUTES – October 27, 2014 @ 11:00 a.m.
Present: Linda Flanery (Chair), Jeanette Gravdahl (VPAA), Arlie Phillips, Nola Ragan, Whitney Renville, Tom Walsh, Erin Griffin (Guest)
DISCUSSION:
The Early Childhood bachelor’s degree program was presented by Whitney Renville, examined and discussed. It was decided to move DKT 279 and ED 275 to the bachelor program and renumber them to 300’s. Nola Ragan made a motion to approve the program with the change, second by Arlie Phillips. Motion Carried.

Course Descriptions and Syllabi:

Course Name: Introduction to Early Childhood

Course Number: EC 140 Semester Credit Hours: 3

Instructor: Whitney Renville wrenville@swc.tc 698-3966, ex. 1122

Catalog Description: An introductory course which addresses various professional expectations relating to the field of early childhood and introduces students to early childhood development. Provides an opportunity for students to observe and interact with children under the direct supervision of teachers.

NAEYC/NCATE Standard(s) Met: 1a, 1b, 4b, 4c, 5

Prerequisite(s): none

Texts (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors):

- Eliason, C and Jenkins, L (2012). *A practical guide to early childhood curriculum*. Boston: Pearson.

Course Objectives:

- Students will understand the developmental characteristics and needs of young children and use this knowledge to create supportive learning experiences.
- Students will understand content knowledge in early childhood.
- Students will know and demonstrate professional behavior. Students will become familiar with the NAEYC Code of Ethics, and will demonstrate reflective thinking on early childhood policy.

Topical Outline/ Detailed Description:

The focus of this course will primarily be how young children's brains develop, and how early childhood settings can foster that development. In a paper written for the National Scientific Council for the Developing Child, the developmental psychologist Urie Bronfenbrenner is quoted, "...in order to develop normally, a child requires progressively more complex joint activity with one or more adults who have an irrational emotional relationship with the child. Somebody's got to be crazy about that kid. That's number one. First, last, and always". **The driving question in this course will be: how do we create that environment (the one where every child knows we are crazy about them) in an early childhood setting?** You will not all come to the same conclusion about how this is done. Instead, you will all go on separate (and sometimes collaborative) journeys towards what brain development research tells you makes an outstanding early childhood educator.

Course Name: Early Childhood Curriculum and Instruction I

Course Number: EC 160

Semester Credit Hours: 3

Catalog Description: An introduction to the study of programs for young children, including play and developmentally appropriate practices. This course will introduce goal writing and curriculum in physical and cognitive domains (science and fine arts).

NAEYC/ NCATE Standard(s) Met: 1, 3, 4

Prerequisite(s): none

Texts (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors):

- Chaille, C (2007). Constructivism Across the Early Childhood Curriculum. New York: Allyn Bacon.
- Copple, C et al (2009). Developmentally Appropriate Practice In Early Childhood Programs. Washington, DC: NAEYC.

- Hyson, M (2008) Enthusiastic and Engaged Learners: Approaches to Learning in the Early Childhood Classroom. New York: Teachers College Press.

Course Objectives:

- Students will understand the characteristics and needs of young children.
- Students will use their developmental knowledge to create healthy and respectful learning environments for young children.
- Students will know and use various means of documentation and assessment in their curriculum planning.
- Students will understand developmentally appropriate practice.
- Students will value connections with parents and families in the early childhood setting.

EC 170- Early Childhood Curriculum and Instruction II

Semester Credit Hours: 3

Course Description: Planning curriculum to meet the needs of young children and their families. Formulating and evaluating developmental goals and objectives and designing lessons and activities to accomplish them through mathematics, science, music, art, emergent literacy and language, social studies and social-emotional growth. Integrating content areas to teach the whole child.

Rationale: EC 170 picks up where EC 160 leaves off. Students learn how to apply the concepts discussed in EC 160 to write goals and objectives, and to plan developmentally appropriate lesson plans that draw on various models discussed in EC 160. Students are also introduced to curriculum content areas: mathematics, science, music, art, emergent literacy and language, social studies, and social- emotional development.

NAEYC Standards Met: 1, 3, 4, 5

Learning Objectives: After completing this course, students will be able to:

1. Apply various curriculum models and early childhood theories.
2. Develop appropriate lesson plans for young children.
3. Plan for and design rich learning environments for children.
4. Develop lesson plans and learning activities that focus on children's mathematics, science, music, art, emergent literacy and language, social studies, and social- emotional development.

EC 212: Family Relationships and Parent Education

Instructor: Whitney Renville, (wrenville@swc.tc)

Semester Credit Hours: 3

Texts:

The Dakota Way of Life (Deloria) and Beyond the Bake Sale (Henderson et al); other readings as assigned.

Course Description: This course will focus on marital, parent-child, and intergenerational change in family relationships over time and in Dakota culture. Emphasis will be placed on involving parents in children's education.

Intended Outcomes: (NAEYC Standard 2 for Early Childhood Associate Degree Programs)

- Students will know about, understand, and value family and community characteristics.
- Students will demonstrate understanding of ways of supporting and empowering families and their communities through respectful, reciprocal relationships.
- Students will demonstrate knowledge of why and how to involve families and communities in their children's learning.
- Students will demonstrate knowledge of pre-contact Dakota kinship structure and be able to discuss its evolution in modern society.

Course Name: Working With Children and Families At Risk

Instructor: Whitney Renville, wrenville@swc.tc or 698-3966, ex. 1122

Course Number: EC 220

Semester Credit Hours: 3

Catalog Description: Overview of what makes a child or family at risk. This course will look at issues and techniques related to children with special needs and their families. Will explore the coordinated efforts of various agencies and provide skills in developing family services plans such as the Individual Family Service Plan (IFSP).

NAEYC/NCATE Standard(s) Met: 3.2, 4, 5.2

Prerequisite(s): none

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors):

- Heward, W (2009). **Exceptional Children: An Introduction to Special Education**. Upper Saddle River, NJ: Pearson.

Course Objectives:

- A candidate understands how students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.

- Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Course Name: Health, Safety, and Nutrition

Course Number: EC 230

Semester Credit Hours: 3

Catalog Description: Attention will be focused on basic health, nutrition, and safety management procedures for infants, toddlers, and young children: also basic health and safety practices regarding childhood illnesses and communicable diseases. The students will learn how to identify hazards, assess risks, and take appropriate corrective steps in providing a safe and healthy environment in early childhood settings.

NAEYC/NCATE Standard(s) Met: 2.6, 2.7

Prerequisite(s): none

Texts: (Actual texts may vary depending on the instructor. The following are intended to be recommendations for the instructors):

- You will need access to the following website and a printer: <http://daycare.com/southdakota/>
- Other readings as assigned.

Course Objectives:

- Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for students.

Course Name: Early Childhood Field Experience

Course Number: EC 240

Semester Credit Hours: 6

Catalog Description: The field experience is designed to give the student an opportunity to obtain practical skills in working with young children in a program setting. The student is required to complete at least 90 clock hours of practicum in the FACE classroom at Enemy Swim Day School. This course

requires that the student assume increasing responsibility for planning, implementing, and evaluating programs.

Prerequisite(s): completed course work in Early Childhood Development

NCATE Standards Met: 1-5

Texts: (texts may vary depending on the instructor. Texts listed should be considered recommendations for instructors)

Course Objectives:

- Students will develop age-appropriate curriculum for early childhood students and apply it in an authentic setting.
- Students will reflect on their experiences in the classroom and make changes to their curriculum

EC 250- Administering an Early Childhood Program

3 Semester Credits

Course Description: This course provides the student with the background necessary to start her own early childhood program. This will include: administration, finances, space and equipment, staff, health and safety, community relationships, and problem solving strategies.

Rationale: This course is designed to give you the background necessary to start an early childhood program.

NAEYC Standards Met: 1, 2, 3, 5.

Learning Objectives: After completing this course students will be able to:

1. Assess the need for an early childhood program in their geographic area.
2. Understand the finances involved in starting and maintaining a program.
3. Administration of a program.
4. Necessary documentation.
5. Evaluating the program and staff.
6. Use problem solving strategies.

Human Development I

Course Number: PSY 130

NAEYC/ NCATE Standards Met: 1

Semester Credits: 3

Prerequisite: None

Instructor: Whitney Renville (whitney_renville@yahoo.com)

Class Meeting: As arranged, independent study

Course Description: This course defines personality, social, physical and intellectual development in children from birth to age eight.

Rationale: This course gives the student opportunity to develop an understanding of human growth and development in children and adolescents, particularly as it pertains to the preschool and school environments.

Required Text:

Santrock, J (2002). **Life Span Development**. McGraw Hill. (Primarily chapters 8- 13)

Section VI. Faculty

Harvey DuMarce

Education

Doctoral candidate in Educational Leadership

August 2005 - present

University of St.Thomas, St. Paul, Minnesota

Masters of Arts in American Studies

June 1996

University of Iowa, Iowa City, Iowa.

Bachelor of Arts in Native American Studies

June 1976

University of California, Berkeley, California

Academic Activities

- Adjunct instructor in Dakota Studies and English
- Instructor in Introduction to American Literature.
- Instructor and developer of History of American Indian Education.
- Instructor and developer of Introduction to Dakota Studies.
- Instructor and developer of History of American Indian Sovereignty.
- Instructor and developer of History of the Civil Rights Movement, 1954-1970.
- Adjunct instructor for American Indian Education course, EDFN 590-41, Human Relations I: Cultural Pluralism, South Dakota State University, Brookings, South Dakota, and Sisseton Wahpeton College, June 1999.
- Adjunct Instructor for American Indian Education course, EDFN 590, South Dakota State University, Brookings, South Dakota, and Sisseton Wahpeton College, January 1999.

- Adjunct Instructor for American Indian Education course, EDFN 590, South Dakota State University, Brookings, South Dakota, and Sisseton Wahpeton College, July 1998.

Honors and Fellowships

- Presenter at South Dakota State University conference on the legacy of Vine Deloria, Jr., Brookings, SD, March 2013.
- Urban Engagement Fellowship, University of St. Thomas, St. Paul, MN, September 2008 – June 2009.
- Lannan Summer Institute fellowship, *Teaching American Indian Sovereignty at Tribal Colleges*, Newberry Library, Chicago, Illinois, May 31 – June 11, 2004.
- Presentor, *Cultural Mediation Position of Scagawea with the Lewis and Clark Expedition*, Native Perspectives on Lewis and Clark, Buffalo Bill Historical Center, Cody, Wyoming, October 2 - 5, 2003.
- Harvard University Institute for Management and Leadership in Education, Harvard University Graduate School of Education, June 8 – June 20, 2003.
- Tribal College Leadership Development Scholar, June 8 – 20, 2003, Harvard University.
- National Endowment for the Humanities Fellow, Folger Shakespeare Library, June 19, 2000 – July 28, 2000, Washington, D.C.
- 1999 Outstanding Faculty Award, Sisseton Wahpeton College.
- National Endowment for the Humanities Fellow, Newberry Library, July 1, 1996 – August 9, 1996, Chicago, Illinois.
- Institute for Western Studies Fellow, Buffalo Bill Historical Center, June 7, 1994 – July 7, 1994, Cody, Wyoming.

Professional Activities

- Scholar with the South Dakota Humanities Council – Summer 2005 to Summer 2012
- Organized and coordinated one-day workshop on Cultural Resiliency, November 22, 2002, with Iris HeavyRunner, PHC, Bush Foundation fellow, and nationally recognized expert on Native American higher education issues
- Writer of successful proposal to the Council for International Exchange of Scholars to bring a Fulbright Visiting Scholar to the Sisseton Wahpeton College for the 2000-2001 academic year.

- Co-chairperson of Sisseton Wahpeton College institutional self-study steering committee for North Central Association of Colleges and Schools (NCA) accreditation, 1998-1999. Seven years of accreditation granted by regional agency.
- Organized and coordinated four-day writer-in-residence program with the National Book Foundation and Pulitzer Prize and National Book Award winning poet Philip Levine, at the Sisseton Wahpeton College, May 4-7, 1998.
- Writer of a successful proposal to the Bush Foundation in 1997 for a three-year Sisseton Wahpeton College faculty development grant in the amount of \$75,000.

Professional Affiliations

- Peer Reviewer, Higher Learning Commission, Chicago, IL., October 2014
- Past board member of the South Dakota Humanities Council –August 2005-July 2012
- Board member, American Indian Higher Education Consortium –December 2012 to present.

ERIN A. GRIFFIN

Education

M.A. Sociocultural Anthropology 2009
University of Oklahoma, Norman, OK

B.A. Anthropology / Minor: Geology 2005
Minnesota State University, Mankato, Mankato, MN

Awards/Honors/Grants

- Faculty Member of the Year
- American Indian Graduate Center FellowshipDean’s List 2004 – 2005
- McNair Scholars Program Outstanding Senior 2004 – 2005
- Cultural Diversity Outstanding Academic Achievement Award

Teaching Experiences –

Sisseton Wahpeton College, Agency Village, SD

- Instructor – Dakota Studies 2013 - Current

Courses taught: Introduction to Dakota Studies, Dakota Culture, Dakota Oral Traditions, Dakota Language I, Dakota History, Dakota Religious Traditions and Movements, Dakota Quillwork, and American Indian Women.

University of Oklahoma, Norman, OK

- Teaching Assistant 2005-2009
Department of Anthropology, served as assistant to the professor, made copies, graded assignments and tests, tutored students, gave presentations, and helped with lesson plans.

Woniya Kini Behavioral Services, Morton, MN

- Art Consultant 2008
Conducted weekly classes on traditional Dakota art and culture for treatment clients.

Related Experiences

Sisseton-Wahpeton Oyate (SWO) Program Liaison

Served as liaison to the Tribal Secretary and twenty-two programs

Dakota Lands in Minnesota Project

Oral History Research Assistant

Minnesota Historical Society - Reviewer

Reviewed and advised staff on the content of *Northern Lights: The Stories of Minnesota's Past*

Minnesota Historical Society - Contractor

Assisted staff with the creation of a Dakota Curriculum Kit.

Production/Writing/Research Assistant -Lower Sioux Indian Community

Conducted research on Dakota Culture and History, writing of the production outline/script, and assisted in filming.

Program Coordinator - Dakota Wicohan

Publications and Papers

- "Otokahe / The Beginning." In *Mni Sota Makoce: The Land of the Dakota*. Gwen Westerman and Bruce White. St. Paul: Minnesota Historical Society Press, 2012. p. 15.

- “Reclaiming Our Voices.” In *Mni Sota Makoce: The Land of the Dakota*. Gwen Westerman and Bruce White. St. Paul: Minnesota Historical Society Press, 2012. Pgs. 221-222.
- Review. Kathryn Zabelle Derounian-Stodola. *The War in Words: Reading the Dakota Conflict through the Captivity Literature*. In *Studies in American Indian Literatures* 21.4 (Winter 2009): 90-93

Languages

Dakota – speak, read, and write with basic competence

Whitney E. Renville

Education:

Master of Science, Special Education with Early Childhood Emphasis

Minnesota State University- Moorhead, May 2000

Bachelor of Arts, English and completion of Secondary Education Program

University of Iowa, December 1995

Educational Experiences:

Director of Student Support Services/ TRiO -Sisseton Wahpeton College

Education Programs Coordinator

- Duties include developing curriculum for 4-year Bachelor of Elementary Education program and taking necessary steps to get the program approved by the South Dakota Board of Education and the Higher Learning Commission.
- Teaching Elementary Education and Early Childhood Development courses.
- Advising students in these programs.

Prevention Site Manager

University of New Mexico Fetal Alcohol Syndrome Epidemiology Research Project (FASER)

English Instructor - Tiospa Zina Tribal School, Agency Village - August 2003- December 2005

Disabilities Services Coordinator

Instructor of Early Childhood Education - Sisseton Wahpeton Community College

Other Activities:

SWO Head Start Policy Council Member- 2012

Certificate of Completion

University of South Florida On-Line Course in Understanding the Needs of Persons with Co-Occurring Disorders- April 2008

Panelist- Indian Health Service/ Health Canada FASD Program Performance and Evaluation

Motivational Interview Training

Duke University Center for Documentary Studies Literacy through Photography

Workshop Presenter

“Racial and Cultural Identity Development of Young Children”

National Association of Family Child Care National Conference- July 2001

Family Support Network Leadership Conference- October 2001

Minnesota Association for Education of Young Children- November 2001

Head Start Family Service Credential Program Accreditation

Team Member, Greater Minnesota Behavior Project

The Greater Minnesota Behavior Project seeks to establish a statewide network for the assessment, intervention, and prevention of challenging behaviors in young children.

Project Exceptional Minnesota Trainer

Project Exceptional is a curriculum for teaching child care professionals about working with child with special needs.

Workshop Presenter, Sisseton Wahpeton Early Childhood Intervention Program

“Child Development for Foster Parents and Child Care Providers”

Member of Sisseton Wahpeton Head Start Health Advisory Committee

Denver II Developmental Screening training

Parents As Teachers Parent Educator training

Volunteer Crisis Line Advocate, Rape Victim Advocacy Program of Iowa City, Iowa

*** We anticipate the need for one more full-time faculty and one more part-time faculty specializing in early childhood education. Salaries can be supported by student tuition.*

Section VII. Library Facilities

The library media and technology resources currently available for this program:

- Sisseton Wahpeton College built a new library in 2011. The library is open to the public during normal business hours. The SWC Library has a collection of more than 7000 volumes in its general collection and subscribes to more than 160 periodicals. The special Native American collection contains many volumes unique to the Dakota people, including language resources. The library has computers available for student use. The internet is available for research. Other materials housed in the library include: videos, cassette tapes and compact discs, pamphlets, articles, indexes, card catalog, telephone directories, books on tape, and audio and visual media equipment.
- There are SmartBoards in all SWC classrooms. One classroom has Polycom capability to connect to several sites across the reservation.
- Plans for the acquisition of new library and technology resources to support and sustain the program, if applicable.