



Associate of Arts in Education,
Elementary Education Option

August 21, 2020

ABSTRACT

**Little Big Horn College
Academic Program Review of
– the Associate of Arts
Program in–Education,
Elementary Education
Option**

Timothy McCleary, Ph. D.,
Department Head; Sharon S.
Peregoy, M.Ed.
Education/Crow Studies
Instructor, with R. Eric Tiner,
M.S., Human Services
Instructor, Little Big Horn
College, Crow Agency, Mt.

Academic Program Review
Associate of Arts in – Education/Elementary Education Option
Little Big Horn College

TABLE OF CONTENTS

	Page
i. Introduction	3
ii. Executive Summary	3
iii. Program Review – Associate of Arts in Education	
– Elementary Education Option	4
a) Program Changes in Last Four Years	4
b) Access to Higher Education Opportunities	5
c) Quality of Education for Workforce and Transfer	9
d) Preservation of Crow Traditions and Language of Crow	13
e) Individual and Community Capacity	14
f) Summary	14
iv. Attachments	15
Elementary Education Option Courses Syllabus	
Resumes of Instructors	

Academic Program Review
Associate of Arts in Education; Elementary Education Option
Little Big Horn College

i. Introduction

Little Big Horn College (LBHC) reviews the Associate of Arts in Education, Elementary Education Option according to the LBHC Program Review Policy. This degree program was approved by the LBHC Academic Council and the LBHC Board of Trustees for addition into the LBHC curriculum for the 2003-2005 catalog. As part of the most recent 2010 LBHC institutional self-study and NWCCU Peer Evaluation and visit, the Program of Study-AA in Education, Elementary Education Option was approved.

ii. Executive Summary

Mission Alignment. The Associate of Arts in in Education, Elementary Education Option is directly aligned with the mission of Little Big Horn College, in Core Theme #1 Education and Training Opportunities. LBHC prepares students for success through effective educational practices, places students by assessed skills, provides quality programs for para-professions, transfer to four year colleges and for workforce entry; and Core Theme #2 Community Outreach. LBHC prepares students and Crow Indian reservation community members with opportunities for continuing education through partnerships with Community organizations and schools; and Core Theme #3 Crow Language, Culture and History through integration in program of study and general education courses.

The Associate of Arts in in Education, Elementary Education Option. The Associate of Arts in in Education, Elementary Education Option is a two-year associate degree. This two-year program of study is designed to ensure students acquire the requisite knowledge and skills for obtaining employment as a paraprofessional educator and/or transfer to a four-year institution to obtain a Bachelor's degree in Elementary Education and/or Special Education. The program of study provides a strong research based foundation in Elementary Education and integrates the Crow and American Indian cultural perspectives to address the need for highly-qualified Crow and American Indian teachers in the local school system. It is a curriculum designed for transfer to the Montana University System. The program of study requirements for this degree has a total of eleven courses; three are introductory with nine courses at the 200 level. The degree is built on the general education core requirements, requiring 35 credits, five credits beyond other LBHC associate degree programs.

Program Housed in the Crow Studies/Liberal Arts Department. The Education, Elementary Education Option program is housed within the Crow Studies/Liberal Arts/Education Department. The primary partners for the program are the Crow School, Lodge Grass Schools, Wyola School, Pryor School, St. Labre Schools at Pretty Eagle and St. Charles, and Song Bird Daycare that provide lab and practicum sites for Education, Elementary Education Option, majors.

Planning for the AA in Education, Elementary Education Option. The planning period for the Associates of Arts in Education, Elementary Education Option changes began in August 2008, and most recently, August 2019 for program development initiated by Faculty member, Sharon Peregoy-Education Instructor.

Start-Up Costs and Four Year Support. The primary costs for the AA in Education, Elementary Education Option are the faculty salaries, learning materials, and evaluation and curriculum supervision. These expenses are supported by the LBHC TCCU college operations funds.

Physical Facilities. LBHC provides the classroom and office space for the AA in Education, Elementary Education Option program, academic and student services, including program recruitment and retention activities.

iii. Academic Program Review-Associate of Arts in Education; Elementary Education Option

I. Purpose of Academic Program Review.

The purpose of Academic Program Review is to assess program effectiveness for purposes of program improvement and institutional/program accreditation.

Aligned to the Institutional Core Themes. The Associate of Arts in in Education, Elementary Education Option is directly aligned with the mission of Little Big Horn College, in Core Theme #1 Education and Training Opportunities. LBHC prepares students for success through effective educational practices, places students by assessed skills, provides quality programs for para-professions, transfer to four year colleges and for workforce entry; and Core Theme #2 Community Outreach. LBHC prepares students and Crow Indian reservation community members with opportunities for continuing education through partnerships with Community organizations and schools; and Core Theme #3 Crow Language, Culture and History through integration in program of study and general education courses.

The Associate of Arts in in Education, Elementary Education Option. This two-year program of study is designed to ensure students acquire the requisite knowledge and skills for obtaining employment as a paraprofessional educator and/or transfer to a four-year institution to obtain a Bachelor's degree in Elementary Education and/or Special Education.

II The Academic Program Review Narrative: Contents

- A. Overview of changes in the last four years**
- B. Access to Higher Education Opportunities for American Indians – Data for analysis**
- C. Quality of Education for the Workforce and Transfer Preparation**
- D. Preservation and Dissemination of the Traditions and Languages of the Crow People**
- E. Promote Individual and Community Capacity**
- F. Summary**

A. Program changes in the last four years.

1. **Fall 2018**- Ed 250 Psychology of Learning/ Lab 3 credits was changed. A lab was created and added to the Education curriculum, Ed 251 Psychology of Learning Lab for 1 credit. This was an effort to provide a more formal lab opportunity.
2. **Fall 2018**- Addition of Adjunct Instructor for HU 102 Music Appreciation, Ed 210 Education Technology
3. **Fall 2019**- Partnership with University of Montana-Western, Dillion, MT. to provide extension classes on LBHC Campus for Bachelor of Science Degree, K-8 Elementary Education completion program.
4. **Spring 2020**- Credit adjustments for transferability Ed 210 Education Technology from two to three credits with Lab activities imbedded in course. Adjustments to LBHC catalog and Education Plan of Study will be reflected in the 2020-2022 catalog. The course will be listed as Ed 210 Educational Technology/Lab 3 credits.
5. **Spring 2020**- Eliminate Ed 251 Psychology of Learning Lab for 1 credit. The lab was not utilized by students nor did they register in a consistent manner.
6. **Spring 2020**- Ed 250 Psychology of Learning will integrate the lab activities into the course, the three credit hours will remain. Course syllabi will be revised to reflect the change.

B. Access to Higher Education Opportunities for American Indians – Data for Analysis.

Elementary Education Option Graduates and Majors, four years of program history (by ethnicity, gender, age range).

Table 1. LBHC Elementary Education

Years	Number of new Ed Majors	Number of Graduates	Female	Male	AI/AN	Other
2016	15	7 (46%)	5	2	7	0
2017	3	3 (30%)	2	1	3	0
2018	3	4 (30%)	3	1	3	3
2019*	22	4 (18%)	4	0	4	0
Total	44					

*The influx of new majors in 2019-20 is due to the K-8 BS degree completion program with University of Montana Western

1. Career Opportunities for Elementary Education Option Graduates
The area and Crow Reservation based K-12 schools have hired Education majors with AA degrees as Classroom assistants to increase the number of Crow or Native American personnel on the teaching staff. Due to the teacher shortages in rural and American Indian schools, a partnership with area school districts, U of M Western and Little Big Horn

College occurred. A K-8 Elementary Education bachelor completion program is providing extension classes on the LBHC campus. As part of the agreement with schools, the first cohort of thirty-five students are guaranteed a teaching position when they graduate.

2. Placement of Graduates data.

3. Immediate Application of Knowledge and Skills

The LBHC Education department's program of study and course content was designed to provide the preliminary pedagogical knowledge, cultivate students' skills to teach diverse Crow learners, and expand their cultural aptitude to interact with Crow families and communities.

4. Transfer to the Montana University System.

Little Big Horn college has a broad-based articulation agreement with the Montana University System colleges and universities for the transfer of the programs of study within the Montana University Transferability Initiative.

5. LBHC Data – Student Retention Rates and Graduation Rates, IPEDS.

The student retention rate – the first to second year retention rates of first-time degree-seeking undergraduates: Fall 2017 to Fall 2018:

- **Full-time Students – 37%**
- **Part-time Students – 50%**

The **graduation rate** reported to IPEDS of the NCES showed the full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2013 cohort (IPEDS 2017-18)

- **200% of normal time – 28%**
- **150% of normal time – 22%**
- **100% of normal time – 14%**

6. Student Access through Student Services and Academic Support Services

Little Big Horn College provides comprehensive student services to improve overall access to the academic programs. Students enrolled in the Education program, Elementary Education Option can access the student services without fee or charge, just as all other students at Little Big Horn College. These services are the Academic Advising, Cafeteria – Internet Café, Crow Transit - Transportation Services College, Disability Support Services, Financial Aid, First-Year Experience Program, Orientation, Placement Testing, Rams Bookstore, Songbird Daycare

Services, Student Clubs, Student Success Center, Transfer Assistance and Tutoring/Mentoring. These are described in Table 1 – Student Services at Little Big Horn College.

Table 1: Student Services at Little Big Horn College

Table 1 -Student Services at Little Big Horn College	
Little Big Horn College	Description of Student Services, Location, Phone Staff Contact Information
Academic Advising	Each student is assigned an academic advisor based on the student’s declared major. Registration requires advisors signatures, which is a means of advocacy for student course selection to meet career educational goals. SUB #3189. The Advisor for this degree program is Timothy McCleary, Ph.D.
Internet Café	The Internet Café provides breakfast and lunch daily, for purchase. Food prices are kept at reasonable prices to assist with limited student budgets. SUB. #3106. Te-Atta Old Bear.
Crow Transit - Services	The Crow Tribal Transit System is available to the LBHC students free of charge, for transportation from six reservation locations, and the towns of Hardin and Billings.
Disability Support Services	LBHC is committed to equal educational opportunities for students with disabilities . Appropriate accommodations are provided for students with disabilities. Services are provided and coordinated by the Student Success Center.
Financial Aid	LBHC administers student financial aid : grants and scholarships and work-study opportunities. All students must complete the FAFSA application for the Pell Grant and the American Indian College Fund. Crow tribal member may apply for Crow Nations scholarship programs. Benefits are available to Veterans of the US Armed Services. SUB #3141. In 2017-18 54% of the LBHC students received any grant or scholarship aid; 44% received the Pell grant (IPEDS 2017-18).
First-Year Experience Program	The First-Year Experience Program focuses on traditional college-age students and returning students. All students enroll in ED 100 Skills for Success to learn the framework for success in college. SUB #3186.
Orientation	Fall & Spring Orientation assists students with admissions, placement assessment, financial aid and registration. It is scheduled the day prior to Student Registration. SUB #3106.
Placement Testing	New students must take placement tests prior to registration; tests are utilized for academic placement in math, reading and writing. SUB #3189. Patricia Whiteman-Pickett is the Dean of Student Services.
Rams Bookstore	The LBHC Bookstore stocks college branded merchandise, LBHC courses textbooks and supplies. The Bookstore also handles student billing. SUB #3119. The manager is Aldean Big Hair, CFO.
Song Bird Daycare Services	Daycare is overseen by the Song Bird Daycare of the Crow Tribe. LBHC students’ children ages 12 months to 3 years can be served in the center This is a licensed daycare, and has a co-pay schedule based on income. SUB #3102.
Student Clubs	Students may join student clubs , for the communication and leadership skills they provide. They are American Indian Higher Education Consortium

	Club, the American Indian Arts and Engineering Society, the <i>Biilluka Alaaxuuche</i> LBHC Indian Club, the Rodeo Club, the Range Club and the LBHC Student Government. SUB #3106.
Student Success Center	The Student Success Center assists all LBHC students with advising, career guidance, disability support services, mentoring, referral services, transfer guidance and tutoring. The Center cooperates with members of the faculty and with other student services on campus. SUB #3189, Patricia Whiteman.
Transfer Assistance	Transfer assistance includes choosing a transfer college, connecting with appropriate senior level advisors and student support programs, and applications for financial aid and scholarships. SUB #3124. William Old Crow, Registrar and the student’s advisor are the transfer coordinators for students in this program.
Transfer Assistance	Transfer assistance includes choosing a transfer college, connecting with appropriate senior level advisors and student support programs, and applications for financial aid and scholarships. SUB #3124. William Old Crow, Registrar and the student’s advisor are the transfer coordinators for students in this program.
Tutoring/ Mentoring	LBHC provides tutoring in all disciplines free of charge, through the Student Success Center and the First Year Experience Program. Mentors, advanced students, assist new students to adjust to college, to feel connected and become familiar with LBHC. SUB #3189. Contact Patricia Whiteman-Picket.

Academic Support Services. Little Big Horn College provides academic support services to all enrolled students that include: the Health & Wellness Center, Information Technology with Wi-Fi Access, Internships Placement, Library and Information Resources, Research Placement and student ID Cards and Email Addresses. These academic support services are described in Table 8 below.

Table 8: Academic Support Services at Little Big Horn College

Table 8 - Academic Support Services at Little Big Horn College	
Little Big Horn College	Academic Services Description
Health & Wellness Center	Students can utilize the Health and Wellness Center for free as part of the athletic fee paid upon registration with LBHC. HWC ##3161. Tana Stewart, Director.
Information Technology Wi-FI Access	In Driftwood Lodges, the classroom/lab building, Info Tech provides computer labs in rooms 152, 214 and 215. Sixty workstations are open daily when classes are not in session. are available. Multiple wireless network access points are located on campus. Wi-Fi access is free to students; for use of personal devices. CL #3161. Franklin Cooper is the Chief Information Officer, assistants Jay Russell and Bernadine Gardner.
Internships Placement	Non-credit internships are available on a competitive basis to LBHC fulltime students, funded by the Title III Programs. SUB #3189. Patricia Whiteman-Picket is Dean of Student Services.
Library and Info Resources	Little Big Horn College Library supports the curriculum with 24,000 volumes in the holdings, 12,000 journals online, access to interlibrary

	loans and, computer workstations and Crow culture/history data on the Website. #3123 Tim Bernardis, Librarian.
Research Placement	Based on grant support, LBHC provides opportunities to students in STEM research. DL #3161. Neva Tall Bear.
Student ID Cards and Email Addresses	The Information Technology Department provides students with Student Photo ID Cards. Email addresses (studentname@lbhc.edu) will be created for students and used to communicate with faculty and students services. CL #3161. Franklin Cooper is the Chief Information Officer, assistants Jay Russell and Bernadine Gardner

Student Rights and Responsibilities.

Little Big Horn College Student Rights and Responsibilities are stated in the LBHC Student Handbook on pages 8 and 9. A Statement of Non-Discrimination is provided on page 16, pertaining to Student protections under Title VI and VII of the US Civil Rights Act, and Title IX of the Education Amendments, Section 504 of the Rehabilitation Act, and Executive Order 11246, and the Family Educational Rights and Privacy Act of 1974 as amended.

C. Quality Education for Workforce and Transfer Preparaton

1. Program Mission and Goals,

a. **Mission Alignment.** The Associate of Arts in in Education, Elementary Education Option is directly aligned with the mission of Little Big Horn College, in Core Theme #1 Education and Training Opportunities. LBHC prepares students for success through effective educational practices, places students by assessed skills, provides quality programs for para-professions, transfer to four year colleges and for workforce entry; and Core Theme #2 Community Outreach. LBHC prepares students and Crow Indian reservation community members with opportunities for continuing education through partnerships with Community organizations and schools; and Core Theme #3 Crow Language, Culture and History through integration in program of study and general education courses.

b. **Evidence of Need for the Associate of Arts in Education, Elementary Education Option** There is a teacher shortage on the Crow Indian Reservation schools, whose student population is predominately Crow Indian students. The majority of teachers are non-Indian and often are recruited from out of state or within the state of Montana.

According to October 2019 REL Northwest report, “Snapshot of Educator Mobility in Montana: Understanding Issues of Education Shortages and Turnover”, In school systems with less than 11.2 percent American Indian students, 87 percent of teachers remained in the same position and same school system the following year. In school systems with more than 50 percent American Indian students, 78 percent of teachers stayed in the same position and school system (page 12).

At the national level, “The Condition of Education Report” showed that the American Indian/Alaska Native teacher population was at one percent (IES/National Center for Education Statistics, 2019).

There is a need for Crow Indian/ American Indian educators on the Crow Indian Reservation.

1. Curriculum and Assessment

Student class evaluations. The college requests and receives student course evaluations for all courses offered each semester throughout the academic year. These student surveys are maintained with the Dean of Academics Office.

Curriculum Offerings. The Associate of Arts in Education, Elementary Education Option shares a set of seven courses or 27 credits, with the existing associate of arts degree programs.

A second series of five courses 15 credits total: Ed 120 Schools & Society, Ed 235 Reading and Writing Across the Curriculum, Ed 210 Educational Technology, Ed 205 Exceptional Learners, Ed 250 Psychology of Learning, are the core education courses. These courses articulate with the Montana University System for Education and are transferable. The degree is built upon the general core education requirements.

The following tables provide a detail on the AA in Education, Elementary Education Option: Table 1 – the overview of general education core requirements, courses/credits shared with already existing programs of Health Education, History and Psychology; and Table 2 provides the program of study in the two year study plan, for a total of four semesters, noting the GER or general education courses, the courses shared with existing programs and Education courses.

Table 1: Total Credits for the Associate of Arts in Education – Elementary Education Option

Degree	General Education Core Requirements	Credits Shared With Existing Programs	Program of study Requirements	Total Credits
Associate of Arts in Education, Elementary Education Option	35 Semester Credits	7 courses or 21 credits in Psychology, History and Health Education	33 Semester Credits	66-68 Credits

Table 2: Curriculum for the Associate of Arts in Education: Elementary Education Option

Fall Semester 1		Credits	Spring Semester 1		Credits
PY 101 Intro to Psychology	Shared	3	CS 131 Intro NAS	GER	3

CA 101 College Writing I (GER Writing)	GER	3	Py 201 Developmental Psych	Shared	3
Ed 120 Schools & Society	ED	3	Hi 105 World Civilization	Shared	3
ED 100 Skills for Success (SK-GER)	GER	1	SC 114/115 Survey of Biology/Lab	GER	3/1
HI 201 US History	Shared	3	HE Health Core	Shared	3
CS 136 Crow Social-Familial Kinship	GER	3	HU 102 Music Appreciation	GER	3
Total Credits		16	Total Credits		19
Fall Semester 2					
		Credits	Spring Semester 2		Credits
Ed 210 Ed Tech	ED	3	CA 201 College Writing II	GER	3
Cs 240 Ind. Ed Issues	Shared	3	Ed 205 Exceptional Learners	ED	3
Ed 235 Reading, Writing X Curriculum	Ed	3	Ed 250 Psychology of Learning	Shared	3
SC 116/117 Physical World Around us	GER	3/1	Cs 101 Crow Language	GER	3
MA 130 Math for Teachers I	GER	4	MA 131 Math for Teachers II	GER	4
Total Credits		17	Total Credits		16

General Education Core Requirements. The curriculum is founded on LBHC's general education core requirements. They are fashioned for transfer to the Montana University System. The general education, GER, totals thirty credits: Crow Language, Crow Studies, Quantitative Reasoning, College Writing, College Seminar, Skills for Success, Natural Science, Diversity and Social Science, and Arts & Humanities (p 48 LBHC Catalog 2015-17).

Elementary Education Option Classrooms and Field Experience and Labs. LBHC will provide the classroom and laboratory space for education program, academic and student services, including program recruitment and retention activities. The practicum and internships will be located with program partners in the Crow Reservation schools, St. Labre Schools and tribal programs appropriate to the direction of the student major.

The Faculty Quality. The faculty members required for this program are master's level faculty member in the fields of Elementary Education, Crow Studies, and Science, with college level teaching experience and field practice related professions in these areas. Over the past five academic years, the Little Big Horn College Academics Division has consistently retained several highly qualified adjunct faculty members in Education and the Liberal Arts related faculty members. Further, all of these affiliated adjunct faculty members are American Indian and immediate community members, providing the place-based and American Indian specific expertise key to an effective individualized studies program.

Faculty Offices. Sharon S. Peregoy, Med, the advisor and instructor for the Education majors is located in Office #141 in the Driftwood Lodges Building on campus. General Education

instructors and faculty who teach in the Humanities and the Social Sciences are located in the Driftwood Lodges.

a. **Assessment**

ASSOCIATE OF ARTS DEGREE IN EDUCATION: ELEMENTARY EDUCATION OPTION

This two year program of study is designed to ensure students acquire the requisite knowledge and skills for obtaining employment as a paraprofessional educator and/or transfer to a four-year institution to obtain a Bachelor's degree in Elementary Education and/or Special Education. The program of study provides students opportunities for classroom observations and/or presentations in local public schools. This program provides a strong research based foundation in Elementary Education and integrates the Crow and American Indian cultural perspectives to address the need for highly-qualified Crow and American Indian Teachers in the local school system.

Education, Elementary Education Option, Program Learning Outcomes: Students will

- Research and interpret the historical, philosophical, cultural, and societal aspects of American education systems and its impact upon Crow Indians and Native Americans.
- Speak and write effectively on education related matters of Native America and the Crow Indian community.
- Compare and contrast the traditional Indigenous learning and teaching practices of Native America and the Crow Indians with current educational practices.
- Research and create culturally relevant pedagogy and methodologies that will benefit their workplace and communities.
- Demonstrate the ethical behavior and professional standards required by Tribal, state and national education laws, statutes and guidelines.

Note: if placement test scores indicate developmental classes are needed, the student's program of study will require more than two years to complete.

These are provided in the current LBHC Catalog on page 60.

Student achievement, knowledge, skills obtained within courses in the Education Elementary Education Option, Program of Study and general core requirements are measured through pre- and post-test; mid-term and final test; presentations, case study, reflection or reaction paper, research or term papers, projects, labs, rubrics and portfolios, as indicated in the course syllabi. See **Attachment 1** for Course Syllabi sample. Student class evaluations. The college requests and receives student course evaluations for all courses offered each semester throughout the academic year. These are maintained on file with the Dean of Academics Office.

Student course enrollment, completion and number passing course with a C grade or better by percent, last four academic years:

Table 1 AA in Education, Elementary Ed Option

<i>ED 120</i>	<i>Enrolled</i>	<i>Complete</i>	<i>Completion rate</i>	<i>%Passing Course</i>	
2017	5	5	100%	40%	
2018	7	6	85%	85%	
2019	5	4	80%	100%	
2020	22	16	72%	72%	

<i>ED 210</i>	<i>Enrolled</i>	<i>Complete</i>	<i>Completion rate</i>	<i>%Passing Course</i>	
2017	3	2	66%	62%	
2018	1	1	100%	66%	
2019	9	7	77%	77%	
2020	7	6	85%	62%	

<i>ED 205</i>	<i>Enrolled</i>	<i>Complete</i>	<i>Completion rate</i>	<i>%Passing Course</i>	
2017	9	9	100%	55%	
2018	9	9	100%	75%	
2019	4	3	75%	75%	
2020	23	20	87%	72%	

<i>ED 235</i>	<i>Enrolled</i>	<i>Complete</i>	<i>Completion rate</i>	<i>%Passing Course</i>	
2017	5	4	80%	50%	
2018	6	4	66%	55%	
2019	9	6	66%	71%	
2020	2	2	100%	100%	

<i>ED 250</i>	<i>Enrolled</i>	<i>Complete</i>	<i>Completion rate</i>	<i>%Passing Course</i>	
2017	4	4	100%	66%	
2018	6	6	100%	56%	
2019	9	8	88%	77%	
2020	4	3	75%	75%	

In 2012, the Education Program had developed curriculum maps of the Elementary Education Option and Early Childhood Option to identify and align with the Program Learning Outcomes. The curriculum maps have not changed and is the foundation upon which the Education program advises, and monitors student academic progress. The levels as indicated in the map are Beginning, Developing and Accomplished. See **Attachment 2** Curriculum Map for Education: Elementary Education.

Over the course of reviewing and assessing the Program Learning Outcomes and Student Learning Outcomes, we found that our direct measures of assessment needs revision and the overall assessment process across the college programs needs to be synchronized. This will help in closing the loop to mission fulfillment.

Library and Information Resources

Holdings of the Library. The Associate of Arts in Education, Elementary Education Option will not require library services that go beyond those currently provided for the existing associate of arts degree programs. Little Big Horn College Library supports the curriculum of Little Big Horn College, and provides information resources and recreational reading materials to the Crow Indian community. The library supports the curriculum through a carefully put together acquisitions profile, from which new books in all areas of the curriculum are selected. The library provides both print and electronic resources for students, study space, and word processing software for student writing and research. These enable the students to succeed in their coursework and further paves the way for transfer to a four-year institution.

The print collection volumes total 24,162, 12,000 online journals and 48 databases. The Library provides interlibrary loan services, using the OMNI consortium that consists of nine other academic institutions, including Montana State University-Bozeman and Billings.

Strengths in the Library Holdings. Areas of particular strength in the LBHC Library holdings are in Crow and Native American Studies, early childhood education, natural resources, nursing and health (including Directed Individualized studies and human services), and the history of the American West.

24/7 Access. Members of the Crow community have 24/7 access to the LBHC Library and Archives electronic resources, guide, databases, interlibrary loan, the LBHC catalog and catalogs of the OMNI and Montana Shared Catalog members. They may also send email messages to staff or family members. The Library has Facebook presence that serves as a gateway for communication to the library.

Library Information Technology and Study Space. The Library provides 12 student computers with the Microsoft Office Suite, study carrels, eight study tables with 23 chairs, multiple couches and easy chairs.

D. Preservation of Crow Traditions and Language of Crow

1. Core Theme #3 Preservation of Crow Traditions and Language

The program alignment to the college mission is demonstrated in Core theme #3, Preservation of Crow culture, Language and History through the integration of Crow culture in the course content of those non-Crow studies courses that are part of

Education program of study and general education core requirement. The faculty utilizes the LBHC archive collections and resources to develop and to enhance the students understanding of Crow way of thinking and learning.

2. **Core Theme #2 Community Outreach.** LBHC prepares students and Crow Indian reservation community members and educators with opportunities for continuing education through partnerships with Community organizations and schools. For example, Ed 236 Working with Parents, Families and Communities in STEM Activities a Summer 2019 Seminar for area teachers were partnered with the Ed 235 Reading and Writing Across the Curriculum students to design a Crow Language and Culture festival for the Crow and Pryor communities. given handouts, game packets to take home and some developed products at the stations like corn cakes, body image posters, collages.

E. Promote Individual and Community Capacity

The Education, Elementary Education option degree program is especially responsive to the individual student major and their interests and career plan.

Program Faculty Data

Sharon, Peregoy, M.Ed. Education Program Instructor

Sharon Peregoy holds an M.Ed in Curriculum and Instruction from Seattle City University, Bellevue, WA. Ms. Peregoy has taught full-time as the Education Instructor at Little Big Horn College since 2008 to present. She serves as one of the senior faculty members. Her experience in classroom instruction, teacher training, program management spans forty years. Sharon is also involved in multiple grants and serves as a State Legislator for the State of Montana.

R. Eric Tiner, MS, Human Services Instructor

Eric Tiner holds an MS in Counseling Psychology from Abilene Christian University (ACU), Abilene, Texas. Eric has taught fulltime the Human Services program for the past four years.

Amber Cummins, BS Nursing

Amber Cummins has taught full-time as a Science/Mathematics/Pre-Nursing Instuctor at Little Big Horn College. Amber also has significant experience within the healthcare and community health fields that she brings to her course instruction.

Raphelle He Does It Real Bird, BS Elementary Education

Raphelle hold a BS in Elementary Education from Montana State University Billings, Billings, MT. Raphelle has 30 years of teaching experience and is currently teaching Crow Studies Classes fulltime.

Dave Graber, MA Music Adjunct

Dave Graber holds an MA degree in music, from the University of Iowa, Iowa City, 1966- 70

Co-founder of the Crow Hymns Project and 29 years in teaching music, retired.

Mary Iron, BS Early Childhood Education and Child Services Adjunct

Mary Iron holds a BS degree in Early Childhood Education and Child Services from Montana State University Bozeman, Bozeman, MT. Twenty years teaching and coordinator experience.

F. Summary and Conclusion

Little Big Horn College submits this Academic Program Review, for the study and analysis of the Associate of Arts degree program in Education, Elementary Education Option.

Strengths. The LBHC Education department program of study and course content was designed to provide the foundation and cultivate students' skills to teach diverse learners and interact with families that is linguistically and culturally relevant. The college collaborates with area schools and early child organizations for placement of students in internships, and practicums. In addition, the program collaborates with areas schools to provide classroom observations, class presentations, lab activities and Crow Culture and Language Family activities. The program recruits master teachers from the area schools to be mentors or coaches for the students. Also Crow elders are invited to present in specific courses to share the Crow cultural perspective. The area schools have hired Education majors with AA degrees as Classroom assistants to have more Crow or Native American personnel on the teaching staff.

Weaknesses/Challenges. The LBHC Education Program relies heavily upon adjunct instructors to deliver some of the curriculum, ie music, art, math. As a result, there is some inconsistency in student assessment. It would be beneficial for the program to find funding to add one additional full-time instructor with education credentials and experience. Program improvements should be implemented at the program learning outcome, student learning outcome, and achievement indicators-level. These needed reviews, comparisons, and revisions may also generate more valid data in future program reviews.

Priorities.

1. Indicators of student achievement of learning outcomes should be selected from current assessment artifacts. Where assessments do not reflect student learning outcomes, assessment items need to be added to reflect student achievement of each learning outcome.
2. More resources to support additional fulltime instructor for the Education Program.
3. Review Program Learning Outcomes as we transition into new standards.

Attachments

Attachment 1. Course Syllabi sample Elementary Education

Attachment 2. Curriculum Map for Education: Elementary Education Option

Attachment 3. Assessment Report Ed 250 Psychology of Learning Assessment

Attachment 4. Online Instruction Matrix

Attachment 5. Resume of the Sharon S. Peregoy, Education Faculty, Full-time

Attachment 1. Course Syllabi sample Elementary Education

FALL 2019 ED 250-1 PSYCHOLOGY OF LEARNING/LAB

Instructor: Sharon S. Peregoy, M.Ed. Phone: 638-3133

Office hours: 2:00 to 3:30 pm Thursday **Email:** peregoy@lbhc.edu

Text: ED Psych Modules, 3rd Edition by Cheryl Cisero Durwin, Marla Reese-Weber

Days: Wednesday **Time:** 5:30-8:30 pm **Rm:** CL 153

COURSE DESCRIPTION

This course provides the basis for instruction and classroom management through comprehensive coverage of the principles, concepts and implications of human learning from the classical, operant, social learning and cognitive paradigms. It also covers measurement, evaluation, similarities and differences in learners, management and discipline strategies, and related corollaries of human learning as applied to instructional. Students must observe 45 hours in a preschool, elementary classroom or other setting. Students will design a research project and carry out the testing in the classroom.

COURSE OBJECTIVES: The student will

1. Understand the theories and research how children learn and develop during the K-12 school years.
2. Analyze the relationship between learning styles and teaching styles to create and adapt learning/instructional opportunities for diverse learners.
3. Apply the process and techniques of research, research writing and inquiry through observation, interviewing, literature search and review, and web resources.
4. Identify the Crow cultural impact on learning and recognize culturally appropriate instructional activities.
5. Explain how formal, informal assessments are used to evaluate learning to ensure continuous intellectual, social, and physical development of the learner.

COURSE REQUIREMENTS

1. Attendance and participation in class and activities.
2. Complete all assignments, presentation, research papers and tests. *Please keep an extra copy of assignments, presentations.*
3. Mid term, Final test and presentation must be completed.
4. 45 hours of lab observation in pre-k/K-12 education or other setting.
5. Daily journal of lab observations and summary repor

EVALUATION

August 21, 2020

Page | 18

100 points-(50) attendance/participation /Lab Discussions weekly (50)

100 points - Mid-term test

150 points – Lab observations/Journals Weekly and final summary report

100 point - Final test

Choose 1:

100 points – **Research Paper** (APA style Research paper 10 pages content)

Please understand APA style of writing before you attempt to write your paper. The research writing class should be completed at this time.

OR

100 points- Power point Presentation on Research topic minimum of 20 slides, 4 references.

Total Possible points for course: 500 points

GRADING

A = 500-440

B = 439-380

C = 379-220

D = 219-160

F = 159 below

Attachment 2. Curriculum Map for Education: Elementary Education Option

Little Big Horn College (LBHC)	Date: July 27,2020
Department: General Studies	Submitted by: Sharon S. Peregoy, M.Ed, Education Instructor &
Degree Program: Education Elementary Ed Option	R. Eric Tiner, MS, Human Services Instructor
Course: ED/PY 250 Psychology of Learning	Program of Study : Capstone Course Acomplish level

Learning Objective:	Status and Future Actions
<p>General Education</p> <p>Program Objective:</p> <p>#1 Enter into & function successfully in occupations</p> <p>#2 Be able to transfer & successfully enter Junior level program</p> <p>Program Of Study Learning Objective:</p> <p>#1 Knowledge Base</p> <p>#2 Critical Analysis & Problem Solving Skills</p> <p># 3 Communication Skills</p> <p># 4 Crow/Human and Cultural Perspectives</p>	Semester Assessed: Summer 2020
	Assessment Task/Activity and Course (if applicable):
	Information Storage: Electronic folder & file
	Result of Assessment: Review and develop quantifiable direct methods of assessment to better measure student learning & performance to close the loop
	Knowledge/skills/abilities/areas/topics/situations to improve: integration of knowledge, skills and aptitude of subject matter. This is a shared course between Human Services and Education.
	Recommendations for change to program or curriculum: There will be a review of PLO/SLO to better align direct & indirect measures of assessment to close the loop
	Changes implemented: Anticipate Fall of 2021
	Next step: Assessment committee to review this process & provide training for all faculty
Notes: Human Services is changing it PLO/SLO College is moving from Core themes to using Standard 1 & 2 Decentralization of ALO responsibilities	

Attachment 4. Online Instruction Matrix

In-Person Class Session Converted to Online Instruction Sessions

In-Person Plan	Synchronous Online Plan	Asynchronous Online Plan
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In-Class Lecture	In realtime – lecture or faculty presentations with/without ppt slides and whiteboard use On Google Meet/Class or Zoom Conference Calling	Record lecture/presentation using Google Chromebook or LBHC Library video camera; download/post video on Google Docs or Jenzabar?
Guest Speakers OR Documentaries	Guest speaker or documentaries provided in real time via Google Meet/Class or Zoom .	Guests can record lecture posted on Google Docs; Documentary links can be posted on Google Docs; Murkutu digital recordings – links for student use
Student Presentations and assignments	Student presentations will be made on a schedule during real time class sessions on Google Meet/Class or Zoom, or by conference call with faculty.	Students will video their presentations and post them on Google docs for faculty review and grading.
Small Group discussions --- Individual Consultations	Subgroups of the class can meet for in-depth discussions and consultation in conference calls during scheduled times; by invitation only	Student may have materials posted with required responses made by comment, connection to specific timeframes
Exams/Quizzes	Exams and quizzes will be posted on Google class with time parameters scheduled (or use Quizlet online)	Exams and quizzes will be posted on Google class with time parameters scheduled (or use Quizlet online)
Peer Review/Student Paper Exchange	Peer review will be done through email use; assigning distribution among or between class members for feedback; use of Word Review tab to post comments.	Peer review will be done through email use; assigning distribution among or between class members for feedback; use of Word Review tab to post comments.
Course Materials Distribution	Course materials will be provided to the students through Google Class, Jenzibar , by email attachment or Dropbox	Course materials will be provided to the students through Google Class, Jenzibar , by email attachment or Dropbox
Pre/Post Testing	Faculty will prepare pre-test to cover entire course content by objective, given in class session 1; posttest in final class session.	Faculty will prepare pre-test to cover entire course content by objective, given in class session 1; posttest in final class session.

Attachment 5. Resume of the Sharon S. Peregoy, Education Faculty, Full-time

Sharon Stewart Peregoy
P. O. Box 211 Crow Agency, MT. 59022
406-639-2198 (h) or 406-679-1436

email: s.peregoy53@gmail.com

Skills

Public speaking, teaching, training, curriculum and materials development, Research, Project design, development and implementation, grant writing, computer proficiency, community advocate and mobilization, leadership. Political & legislative advocate, Lobbying, Bilingual (English & Crow language), Can read and write Crow language.

Work Experience

Little Big Horn College, Education Dept. Faculty, Crow Agency, MT. Sept. 2009 to Present
Research & Development Coordinator, Crow Tribe Office of Economic Development, and Mt. Horizons
Co-Facilitator for Crow Agency, June, 2007 to August, 2009
Director, Tribal Health Department, Crow Tribe, April, 2006 to May 2007
Health Educator, Crow Tribe Tobacco Use Prevention Program, Oct. 1, 2003 to March 30, 2006
Indian Education Consultant, Billings School District 2, April to October 2003
Title III Director, Little Big Horn College, August 2001 to March 2003
Director of Crow Tribal Education, Cabinet Level/ 1year
Director of Federal Programs/School Improvement, Lodge Grass Public Schools, 4.5 years
Oral History Coordinator, Little Big Horn College 1 year
Bilingual Education Specialist/Montana Field Coordinator, Bilingual Training & Resource Center, Beaverton,OR
8.5yrs 1989-1997
Resource Teacher, Bilingual Gifted & Talented, Crow School 2 years
Director Head Start, Crow Central Education Commission, 3 years
Materials Development Specialist, School District 17-H & 1 1year
Classroom Teacher, Crow Elementary School, District 17-H, 7 years
Research Assistant, Management Improvement Project, Crow Tribe 1 year

Education

1971 Graduated, Hardin Senior High School, Hardin, MT
1976 Bachelor of Science Degree, Elementary Education, Mt. State University, Bozeman, Mt.
1979 Certificate of Achievement, International Summer School, University of Oslo, Oslo, Norway
2002 Masters in Education, Emphasis in Curriculum & Development, Seattle City University, Bellevue, WA

Personal Information

Enrolled Member of the Crow Tribe Indians
Fluent speaker of Crow Language
Served in Montana State Senate, District 21 (2008-2016)
Elected to Montana House of Representatives HD 42 (2016-2018)(2018-2020)