

OGLALA LAKOTA COLLEGE EDUCATION DEPARTMENT



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Note to All Full-Time Faculty and Adjunct Instructors:

Attached you will find the syllabus and common course assessment(s) developed and approved by the OLC Education Department for this course. Please note there are three sections of the course syllabus that you, as the course instructor, will need to complete: 1) the course section and instructor information, 2) the assessments to evaluate candidate performance towards mastery of the student learning outcomes; and 3) the course outline, including session topics and assignment due dates, for the semester. While the student learning outcomes and common course assessment(s) have been established by the department, you have the academic freedom to select instructional approaches, learning tasks and additional assignments/assessments that you feel will best achieve the intended outcomes of the course. Please use your own specialized knowledge and expertise to finalize the structure of the course for the semester. The course syllabus should be completed and submitted to the Education Department prior to the first class session. If you would like to see an example of a completed course syllabus or would like ideas regarding class activities, assignments and assessments please feel free to request such.

Oglala Lakota College
Education Department
Course Syllabus



Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Course Number: ED 463
Course Name: Human Relations/Cultural Diversity
Semester (Credit) Hours: Yamni (3)

Course Section:
Class Location:
Day and Time of Class:

Instructor:
Phone:
E-mail:
Instructor Office Hours:

Required Text(s): *Awakening Genius.* Armstrong, T.
Man's Search for Meaning. Frankl, V.
Critical Pedagogy. Wink, J.

Supplemental Materials: As assigned by the instructor
Supplementary Reading: As assigned by the instructor

Prerequisites: None. It is recommended that all professional core coursework be completed prior to taking this course.

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

Teacher Preparation Mission Statement: Graduates from our programs will be proficient as competent reflective teachers of content, theory, and application with an emphasis on Lakota Virtues (character education) while emphasizing community empowerment through reflection of traditional Lakota perspectives.

Course Description: 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.

Course Rationale: This course exists to create awareness of social phenomena that have had, and continue to have, an impact on different groups and to create an understanding of the precepts of culturally relevant teaching to counteract prejudice and racism in order to achieve social justice.

Course Goal: The goal of this course is provide teacher candidates a safe environment in which to address sensitive issues, such as prejudice and discrimination, and to explore critical pedagogy in order to be able to create safe learning environments for their students.

The Oglala Lakota College education courses are aligned to the following teacher preparation standards: SD Department of Education Administrative Rule 24:53:04:06 ([SD DOE](#)), the Interstate New Teacher Assessment and Support Consortium ([INTASC](#)) Model Standards for Beginning Teacher Licensing and Development, the Association for Childhood Education International ([ACEI](#)) Standards for Elementary Education, the National Association for the Education of Young Children ([NAEYC](#)) Standards, the National Science Teachers Association ([NSTA](#)) Standards and the Council for Exceptional Children ([CEC](#)) Standards.

Education Department Goals:

1. Demonstrate Lakota cultural understanding and practice in the classroom.
2. Exhibit a solid academic base for understanding the disciplines and how they interrelate.
3. Possess pedagogical and classroom management skills for the creation of a school ecology inclusive of the diverse abilities and needs of children.
4. Engage in critical analysis, reflective practice and forecasting that will positively affect student learning.

Student Learning Outcomes:	Standards:	Assessment:
1.1: Effectively demonstrate the inter-relatedness of <i>Wolakolkiciyapi</i> , character education, education that celebrates diversity, and critical pedagogy.	SD DOE 3 INTASC 2 ACEI 3 NAEYC 2 NSTA 3 CEC 1, 2	Lakota Perspective, Inter-Relatedness Research Paper (Required Common Course Assessment)
1.2: Integrate traditional Lakota values, such as honor, courage, generosity, and respect, in their communications and interactions with others to support the Lakota belief that	SD DOE 6 INTASC 8 ACEI 3 NAEYC 2 NSTA 3 CEC 2, 6	

all children are sacred (<i>wakanyeja kin wakan pi</i>).		
2.3: Devise effective strategies that enhance the learning potential of students based upon communication and cognitive processes, cultural contexts, knowledge construction, and higher-level thinking skills.	SD DOE 4 INTASC 8 ACEI 1, 3 NAEYC 1, 4 NSTA 2, 3 CEC 5	
3.2: Relate effective strategies that enhance the learning potential of students based upon behavior characteristics, developmental stages, and various learning styles and multiple intelligences.	SD DOE 3 INTASC 2 ACEI 1, 3 NAEYC 1, 4 NSTA 3 CEC 1, 5	
4.3: Reflect upon their own learning, professional literature and teaching experiences, resulting in a plan to promote personal and professional growth.	SD DOE 9 INTASC 9 ACEI 5 NAEYC 6 NSTA 6 CEC 6	
4.4: Internalize and defend a philosophy of education that recognizes individual worth in all children.	SD DOE 9 INTASC 9 ACEI 5 NAEYC 6 NSTA 6 CEC 6	Lakota Perspectives, Inter-Relatedness Research Paper (Required Common Course Assessment)
4.5: Contribute to collegial activities to accomplish common goals and maintain professional demeanor when addressing sensitive or controversial issues.	SD DOE 10 INTASC 10 ACEI 5 NAEYC 6 NSTA 6 CEC 6	
4.6: Demonstrate competency using digital technologies that support classroom instruction and enhance professional productivity.	SD DOE 6 INTASC 8 ACEI 3 NAEYC 4 NSTA 2, 3 CEC 5	

Instructional Methodology: Possible methods of instruction will include, but not be limited to: lecture, group discussion, small group activities, demonstrations, cooperative learning, student presentations, readings/article reviews, reflective journal writing, observation, role

playing/simulation and media presentations. Field-based experiences including observations, interviews, service learning projects, and/or teaching experiences may also be utilized. In addition, there may be a fieldtrips or guest speaker to enhance course content.

Lakota Perspective: The Lakota perspective will be used and developed in a reflective manner throughout this course. By embracing traditional Lakota Virtues such as *Waohola* (respect), *Wayuonihan* (honor), *Wacantognake* (generosity), *Woohitika* (bravery), *Wacintanka* (perseverance), *Cante Was'ake* (fortitude), and *Woksape* (wisdom) we will create a classroom environment that develops the whole person. We will do this by embracing the teaching of our ancestors as we learn new ways. *Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.*

Course Requirements/Expectations of Students – Suggestions for Success:

- ❖ *Attend class faithfully* – arrive on time and stay for duration of class.
- ❖ *Arrive prepared* – read ahead, complete and turn assignments in on time.
- ❖ *Actively participate in class discussions/activities* – turn your cell phone off, refrain from using laptops for personal activities during class time.

Homework: Each student should expect to spend nunpa (2) to yamni (3) hours out of class on reading and homework assignments each week for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the classroom on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out-of-class work can vary significantly from this national average.

Reading Load: Reading will include approximately one (wanji) to two (nunpa) chapters or sections per week as well as professional journal articles and/or handouts as assigned.

Writing Load: The course includes a variety of writing assignments that vary in style and will require descriptive, analytic, reflective, and technical writing.

Assignments: All assignments are due at the beginning of the assigned class. In special cases, an assignment may be turned in by the following class period if arrangements have been made with the instructor prior to the class in which it is due. Late assignments may be subject to a 15% reduction in grade. Late assignments may not be accepted more than one week late - a grade of “0” will be recorded for missing assignments.

Assessment: Formative assessments are imbedded into course teaching and learning activities. Summative assessments may include traditional quizzes and exams at the discretion of the instructor. These assessments, along with the common course assessment(s) to measure targeted student learning outcomes, are identified in the SLO/Standards/Assessment chart.

OLC Grading Scale:

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
0% - 59%	= F

Note: Education majors must maintain an overall GPA of 2.8 or higher. A “C” or above is required for all Professional/Professional Core Requirements.

Attendance Policy: Students are required to attend classes regularly. An excused absence is the same as an absence. A student will be dropped from a course by the Registrar after three consecutive absences or after five total absences.

Tardiness Policy: A student shall be considered tardy for class if he/she arrives late for class, but during the first hour of the class. A student arriving later than this, may be marked absent. For the Education Department, the same shall hold true for students who leave class early. A student who leaves an hour or more before the end of class may be marked absent.

Academic Integrity: Plagiarism or other academic dishonesty will not be tolerated. Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination rules. A student may be expelled and barred from further classes upon proof in a hearing of academic dishonesty.

Academic Freedom: Students are responsible for learning the content of the course of study. Student academic performance shall be evaluated solely on an academic basis and students are free to take reasoned exception to the views offered in the course of study.

Disabilities: If you have a disability for which you may need an accommodation, please notify your instructor and contact the Director of Student Affairs at 455-6040 as early as possible in the semester.

Praxis II Test Requirement: Education majors are required to pass the Praxis II Content Knowledge exam for admittance into the teacher training program and the Praxis PLT for admittance into student teaching. If you have not yet taken/passed these exams, please talk with the instructor at your earliest convenience about registering for the exam.

Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.

Course Outline and Assignments:

Date	Session Topics	Readings/Assignments Due at Beginning of Class
Oko Wanji List actual date each week	List the main topics and activities being covered this class period.	List assignments due
Oko Nunpa		
Oko Yamni		
Oko Topa		
Oko Zaptan		
Oko Sakpe		
Oko Sakowin		
Oko Saglogan		
Oko Napciunka		
Oko Wikcemna		
Oko Ake Wanji		
Oko Ake Nunpa		
Oko Ake Yamni		
Oko Ake Topa		
Oko Ake Zaptan		