GRADUATE STUDIES DEPARTMENT

Graduate Faculty Handbook

Oglala Lakota College
Graduate Studies Department
PO Box 490
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www.olc.edu

Graduate Studies Department Calendar
Events and Deadlines
2014-2015

	Fall 2014	Spring 2015	Summer 2015
Graduate course syllabi and department assessments distributed to faculty	August 8th	January 5th	
Department meeting	August 29th		
CAP/SCAP 10 page literature review due	Sept 19th		
Classes Begin	August 25th	January 19th (Sunday classes begin Jan 25th)	
Official course syllabi due to Graduate Studies Office	September 1nd	January 26th	
IRB meeting (third Friday, monthly)	9/19, 10/17, 11/21, 12/12	1/16, 2/20, 3/20, 4/17, 5/15	
Department meeting		Jan 30	
Department meeting		Feb 27	
CAP/SCAP Proposals Due	September 19th		
Department meeting	September 26		
CAP/SCAP First Colloquium	Oct 3		
Proposals to OLC IRB	Oct 17		
Proposals to OST IRB	Oct 23		
Department meeting	Oct 31		
Proposals to OLC IRB	Nov 21		
Proposals to OST IRB	Nov 27		
Faculty Observations	October	March	
Department meeting		March 27	
CAP/SCAP final document and PPT due		April 14th	
CAP/SCAP Orientation for new students		April 17th	
Department meeting		April 24	
CAP/SCAP Final Colloquium		April 24	
Deadline for Graduate Studies Admissions	October 25th	April 24th	
Score admission essays and review applicants	October 28th –Nov 8th	April 24th – May 1nd	
Department meeting	Nov 28		
Acceptance Letters distributed		May 5th – 9th	
Classes End	December 5th	May 10th	
Pre Internship Disposition Rating Due (students entering internship)		May 8th	
Post Internship Disposition Rating Due (students exiting internship)		May 8th	
Completion of Cooperating School Administrator Assessment of exiting interns		May 8th	
Make-up Week	December 8th – 12th	May 11th – 15th	
Department meeting		May 15	
Final Grades and Graduate Studies Course Assessments Due	December 12th	May 15th	
Department meeting	December 12		

Faculty Last Day	December 15th	May 15th	
Review Candidacy applications and core course grades		May 25th – 30th	
Review and score LMEA candidate's portfolio indicators 1, 2 & 3		May 26th – 29th	
Review LMEA/LakM student professional course grades	December 12th	May 15th	
Update LakM/LMEA student professional course grades on graduate studies database	January 5th – 9th	June 3th – 7th	

COLLEGE HISTORY

Since the creation of the Pine Ridge Indian Reservation, Oglala leaders have pressed the federal government to meet the educational obligations it promised in treaties and agreements. With the advent of efforts to extend tribal sovereignty by American Indians throughout the United States came recognition by Lakotas that control of education is also the control of its destiny. On March 4, 1971, the Oglala Sioux Tribal Council exercised its sovereignty by chartering the Lakota Higher Education Center. This marked the commencement of a vision's realization which continues to evolve in the history of the Oglala Lakota.

During its non-accredited years, the college entered into agreements with Black Hills State College, University of South Dakota, and University of Colorado to "borrow" their accreditation for various associate degree programs. Students were taught on the reservation by faculty chosen by the college, but approved by the state institutions, who taught the same courses as offered in South Dakota's colleges. It was a complicated system but it met the needs of students.

The college awarded its first associate degrees in 1974. In 1978, the name of the college was changed to Oglala Sioux Community College to reflect its status as community college. In 1979, Oglala Sioux Community College became a candidate for North Central Association accreditation. The college settled into its dispersed, decentralized campus system which features college centers in each of the nine reservation districts.

In 1980, the Oglala Sioux Tribal Council allowed the college to occupy its present administrative center. Piya Wiconi is the most visible symbol of the college but the district centers are where the mission is being fulfilled.

When accreditation was granted in 1983, the degree offerings were a Bachelor's degree in Elementary Education and Associate Degrees in Education, Human Services, General Studies, Nursing, Lakota Studies, Business and Vocation fields. In subsequent accreditations by North Central in 1987, 1992, and 1994, the college has expanded its Bachelor Degrees in Lakota Studies, Human Services, and Applied Sciences, and a Master's Degree in Tribal Leadership.

At the 1983 annual retreat, OSCC underwent another name change to Oglala Lakota College to reflect its status as a four year degree granting institution and to replace the word Sioux with Lakota. Since Sioux is not a word in our language, the proper word to describe our people is Lakota.

Oglala Lakota College is governed by a 13 member Board of Trustees with membership coming from nine reservation districts, one designee from the Oglala Tribal Council, one designee from the OST President, one Council of Elders, and a student representative.

As a result of the comprehensive accreditation review in March of 1998, NCA granted continuing accreditation for all existing degrees, the Master’s degree in Lakota Leadership /Management, and an added Master’s Degree emphasis in Educational Administration. NCA also removed distance and site limitations.

Oglala Lakota College stands ready to meet the education challenges of the 21st Century and will continue to assume a vital role in the development of the reservation's resources, its people, and the land.

Oglala Lakota College has been accredited by the North Central Association of Colleges and Schools since June 20, 1983. This accreditation has been continued and expanded in scope with each subsequent comprehensive visit.

Oglala Lakota College offers accredited degree programs and certificates. The programs in Elementary Education and in Nursing are fully approved by the State of South Dakota. Graduates of the elementary education program are certified by the South Dakota Division of Education, and graduates of the nursing program are permitted to sit for the National Council Licensing Examination (NCLEX) to become Registered Nurses. Bachelor of Social Work was accredited by the Council on Social Work Education in spring of 2010.

FACILITIES

PIYA WICONI (Administrative Building) (located 6 miles southwest of Kyle)
Offices For: President, Vice Presidents, Business Office, Faculty, Financial Aid, Registrar, Community/Continuing Education, Maintenance Offices

Woksape Tipi: Learning Resource Center/Archives, Faculty Offices, KOLC Studio

Vocational Ed. Building: Agriculture Ed. Office, Applied Science Dept., Head start Office

Math & Science Building: Math & Science Faculty, GIS labs, Dirt & Water Labs, Chemistry Lab, Native Science Field Center, SEMAA-AEL Classroom, Meeting rooms

Historical Center: Historical photographs and artwork displays which chronicles the history of the Oglala Lakota from the early 1800's through the Wounded Knee Massacre in 1890. Graduates Studies and Lakota Studies Department Offices

Multi-Purpose Building: Athletics Department, Lakota Woglaka Wounspe (Immersion School)

DISTRICT CENTERS (located in the nine major reservation towns)
Offices for Center Directors, Tutors, Counselors, Classrooms
Most classes are held at these centers.

He Sapa College Center: (located in Rapid City)
Offices of Center Director and Counselor, Classrooms
Most classes are held at this center.

Nursing Building: (located in Pine Ridge Village)
Offices of Nursing Program faculty and staff, classrooms
Classes also held at Pine Ridge Hospital and off reservation hospitals.

Cheyenne River College Center: (located in Eagle Butte)
Extension college center with offices for Center Director, staff, and classrooms

Community Facilities: Because of the size of the District Centers, classes are also held in local schools, churches, and other buildings. The cooperation and support of the entire reservation community has been a major factor in OLC's success.

VISION, MISSION AND PURPOSE

Wouspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'ickagapi Kte Io: Rebuilding the Lakota Nation through Education

Oglala Lakota College is chartered by the Oglala Sioux Tribe. Its mission is to provide educational opportunities that enhance Lakota life. These opportunities include community services, certificates, GED, Associate, bachelor, and graduate degrees. Oglala Lakota College provides a framework of excellence for student knowledge, skills, and values towards piya wiconi - a new beginning for harmony in fulfillment of aspirations and dreams. Oglala Lakota College is committed to continuous improvement and is creating Oglala Lakota University through outstanding teaching research, community service and assessment.

-Tribal-

- provides the Lakota with outstanding graduates.
- promotes the study and practice of sovereignty.
- works with tribal entities toward building our nation.
- supports graduates in achieving meaningful work and healthy lifestyles

-Cultural-

- utilizes Lakota cultural values in all learning framework.
- celebrates Lakota culture including sacred songs and ceremonies.
- researches, studies and disseminates Lakota language, culture and philosophy.
- provides leadership to maintain and revitalize Lakota culture in a diverse and changing environment.

-Academic-

- encourages high student learning expectations through active and collaborative learning frameworks, student-faculty interaction, enriching educational experiences, research and a supportive campus environment.
- practices open enrollment and supports student success towards graduation.
- provides knowledge, skills and values for self-fulfillment, civic involvement, and making a living in a diverse world.
- works with other institutions and agencies to further College interests.

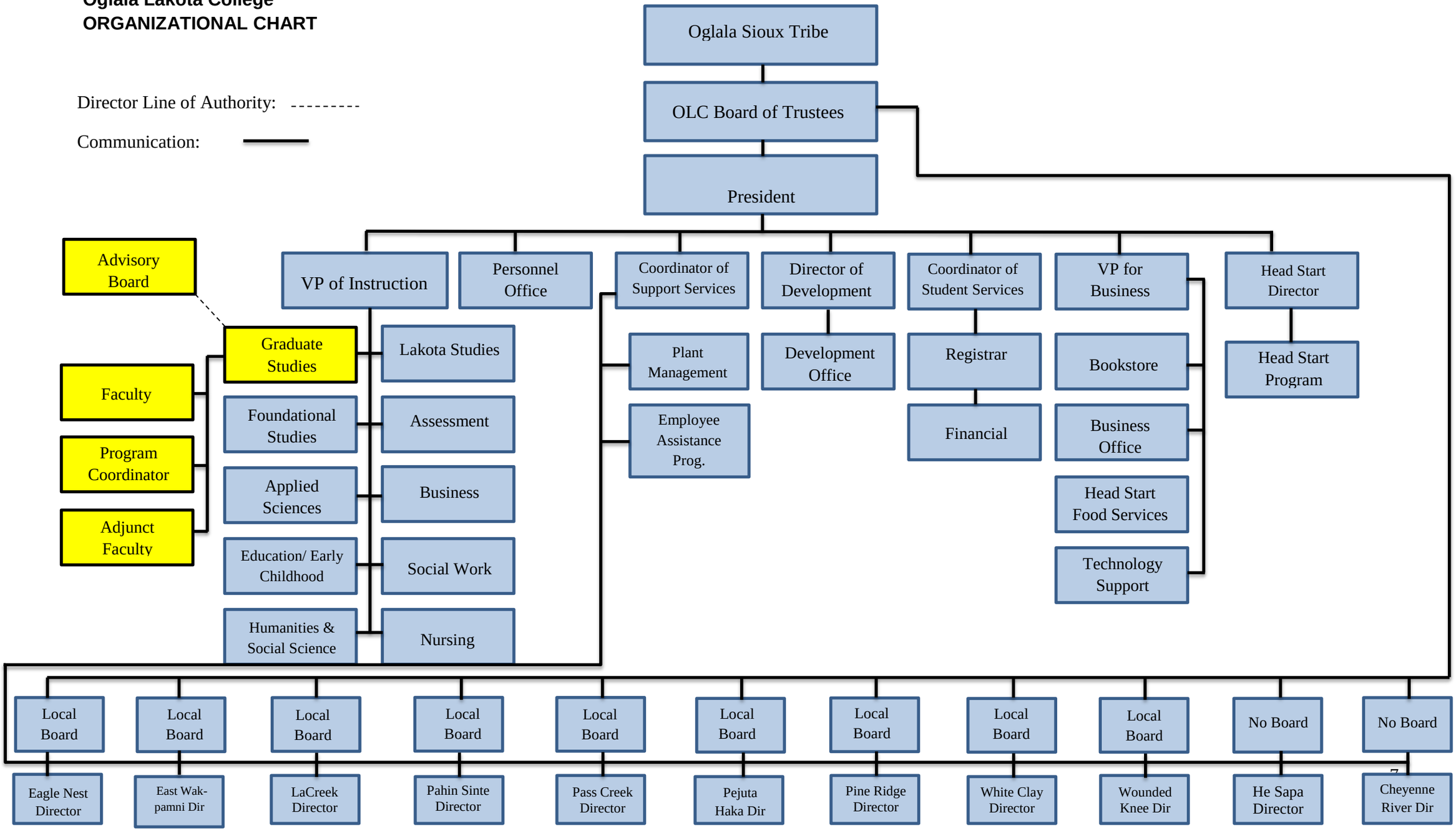
-Community-

- supports local communities in development and in working with their educational systems
- engages people as active, productive members of their tiospaye, communities and global networks.
- offers frameworks for leadership development in the context of communities and organizations.
- provides lifelong learning through continuing education and community activities.

Oglala Lakota College
ORGANIZATIONAL CHART

Director Line of Authority: ---------

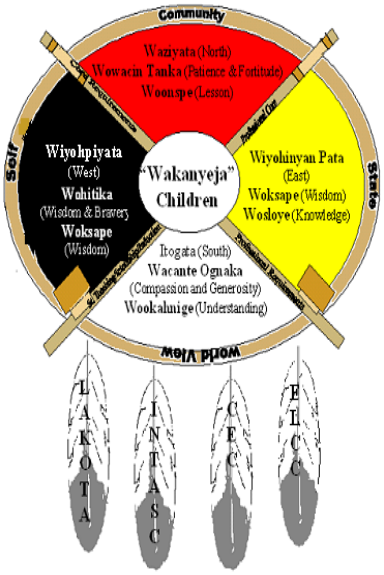
Communication: ———



GRADUATE STUDIES DEPARTMENT

FOUR DIRECTIONAL CONCEPTUAL FRAMEWORK MODEL

Wounspe na oitancan un wolakolkiciyapi meaning, learning Lakota ways of life in community through education and leadership, is the philosophy for the Four Directional Conceptual Framework Model. This model incorporates *Oyate IkceTatuye Topakiya Wocicala Hena Wopasi*, meaning measuring knowledge of the four directions, to capture capstone experiences for the program. The Four Directional Conceptual Framework model demonstrates the unique organization of the overall institutional structure of shared leadership and shared vision of the Oglala Lakota College correlating with all programs.



The Four Direction Model, also known as the Lakota Mental Health Model, was developed from Bear Shield et al. (2000) who utilized cultural indicators to measure human development. These indicators assist in determining the disposition of the candidate and their capabilities of acquiring content knowledge, pedagogical and professional knowledge, skills, decision making ability, and the importance of stewardship within organizations as the candidate move towards completion of the degree. The four dimensions of measurement include: 1) *Wiyohpeyata* (West) 2) *Waziyata* (North) 3) *Wiyohinyanpata* (East) 4) *Itokagata* (South). All four directions correspond equally to the four stages of growth which include spiritual, physical, intellectual, and emotional components of development. These stages balance an individual. Therefore, the Four Directional Conceptual Framework Model is grounded in the Lakota world view and cannot be separate from the intellectual component of human development. This world view is utilized in this Four Directional Conceptual Framework Model which demonstrates educational excellence and high standards within the program.

Philosophy: The belief of the degree program is dedicated to the reality that Lakota leaders and managers must have a foundation in Lakota beliefs, values, thought, and philosophy. Specifically, the curriculum is guided by the principle that traditional Lakota beliefs recognized a leader as someone who works for, with and among the people, rather than above them. A leader is someone who lives for the people and takes action that is for the them rather than for personal and material gain.

Vision: The vision of the Graduate Program is *Wolakota* within professionals as they continue in their training to become leaders and managers; Lakota leaders who will live, preserve, and continue the Lakota way of life for coming generations.

Mission Statement: The Graduate Program is committed to the belief that the leaders and mangers, who will take the Lakota into the 21st century, must have a foundation in; Lakota language, spirituality, belief, values, thought and philosophy. Delivery of the curriculum is guided by the principle that Lakota leaders work for, with, and among the people, rather than for personal or material gain. The rigor of the program will be a source of pride for dedicated professionals. Our graduate candidates strive to demonstrate *Wolakota*, excellence and confidence as they translate theory into quality practice.

Purpose of Graduate Program: The purpose of the Graduate Program at Oglala Lakota College is to develop individual management and leadership skills that are harmonious with Lakota values. Further, the knowledge base of the graduate program is designed to produce candidates with expanded intellectual application, independence in reading and research, using critical thinking skills in decision making, and ability to design and implement change through strategic planning.

Goal: To graduate leaders who are sage managers/leaders in the Lakota community.

Specific Learning outcomes of Graduate Studies Department courses

Learning outcomes	Courses
1. Candidates will integrate their knowledge and demonstrate qualities necessary for Wolakota leadership.	LAKM 513, 523, 533, 543, 553,563, 573, 583, 593 LMEA 713, 723, 743
2. Candidates will specify and implement how Lakota values, belief systems, and life-styles of leaders and managers impact people and societies.	LAKM 523 LMEA 703, 713, 723, 733, 753
3. Candidates will recognize and practice listening, Lakota oratory skills, and other appropriate methods in the expression of Lakota values.	LAKM 543 LMEA 703, 713, 743
4. Candidates will assess how historical processes of colonization affected Lakota culture and the social organization of indigenous peoples. Use the assessment to develop a plan of action for change.	LAKM 553 LMEA 733
5. Candidates will practice concepts of organizing communities and constructing change.	LAKM 563, 543, 553 LMEA 713, 733, 753
6. Candidates will examine and evaluate financial management systems and recommend strategies for monitoring these systems	LAKM 573 LMEA 743
7. Candidates will identify, synthesize and interpret forces that underlie environmental issues using the Lakota world view of Mitakuye Oyasin. Determine how people and nature influence and affect environment, community, and curriculum.	LAKM 583 LMEA 733
8. Candidates will analyze and apply the development and implementation process of exercising tribal rights.	LAKM 593 LMEA 723
9. Candidates will design, interpret, and demonstrate the nature and significance of research, providing opportunities for application and	LAKM 596, 603 LMEA 763, 773

implementation in Native communities.	
10. Candidates will Design, implement and evaluate existing community development circumstances from a Wolakota perspective	LAKM 613A I, LAKM 613B II

Graduate Studies Dispositions

- The administrator candidate understands the disciplines and practices pedagogical skills that seek out interrelationships/interconnections understandable to their learners
- The administrator candidate uses knowledge of different cultural contexts within the community (socio-economic, ethnic, and cultural) and makes connections which are culturally responsive.
- The administrator candidate selects/modifies curriculum and adjusts teaching methodologies with the belief that all children can learn, and approaches learning opportunities with this philosophy
- The administrator candidate practices instruction and questioning strategies within the content area that engage student interest and then utilizes and encourages higher order thinking skills in their learners.
- The administrator candidate is a reflective and forecasting practitioner and values continual professional development based on studies and or research
- The administrator candidate views multi-assessment procedures as a means of monitoring their teaching methodologies and of tailoring standards and curriculum for the learner.
- The administrator candidate views the school and classroom setting as being unique to the learner and provides a learning environment that encourages ownership

Graduate Studies Core Beliefs

- Oglala Lakota College administrator candidates have an obligation to be knowledgeable in Lakota history, culture, and language
- Effective administrator candidates practice Wolakolkiciyapi and demonstrate that Lakota virtues have equal representation as core content knowledge. Wolakolkiciyapi refers to life reflection and Lakota virtues can be viewed as universal character traits.
- Community involvement and collaboration among stakeholders is essential to the learning experience
- Effective administrators possess strong core academic knowledge as well as pedagogical/management skills and strategies within their professional field
- Learning opportunities need to be constructed according to the students' developmental levels
- Active engagement of students is essential to the learning process
- Communication and technology can enhance learning opportunities and daily operations within an educational system
- Educational theory and philosophy are important to learning outcomes

South Dakota State Competencies (SDSC) and the Educational Leadership Constituent Council (ELCC)

The above Learning outcomes of Graduate Studies Department Lakota Leadership and Management: Education Administration degree program(LMEA) are designed to meet the following state and specialized professional accreditation, and to reinforce the Lakota standards of Lakota Leadership and Management emphasized in the Four Directional Model of Bear Shield et. al (2000).

Lakota Standards (see Graduate Studies Four Directional Model listed below).

South Dakota State Administrative Rule § 24:53:08:01 inclusive. South Dakota State Competencies §24:53:04, §24:53:05, and §24:53:06 inclusive.

ELCC Standards see Educational Leadership Constituents Council, National Policy Board for Educational Administration (2002) *Standards for advanced programs in educational leadership for principals, superintendents, curriculum directors, and supervisors*.

WIYOHPIYATA (West) - 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 (Bear Shield, et al, 2000). Graduate students are required to demonstrate *Wowacin Tanka,* meaning fortitude, *Wohitika,* meaning courage and bravery, as well as *Woksape,* meaning wisdom. Entering graduate students must endure and balance day-to-day obstacles of a family, geographical location, financial and personal responsibilities. The completion of the necessary core requirements for Graduate Studies Program(s) requires fortitude, courage and wisdom. Therefore, this is the starting point and the first stage of the entering graduate students' educational journey toward becoming a "Masters Candidate" and program completion.

Admission/Entrance Requirements

The Oglala Lakota College Graduate Studies program will take applications <u>one time per year</u> for fall entering students in both degree programs. Applications are due the last Friday in April, the spring semester before anticipated fall entry. Late applications will be reviewed for the next academic year. Graduate must attend Graduate Studies orientation prior to beginning plan of study.

To make preadmission status requires students to complete the graduate application and attach <u>official college</u> transcripts specifying the date the undergraduate degree was conferred. Students who wish to be admitted to a graduate degree program must have a baccalaureate degree from an accredited institution, pay the $15.00 application fee, and submit the necessary documents listed below defined by the graduate program (s). Official documents must be sent directly to the Graduate Studies Department: Attention Graduate Studies Admissions, P.O. Box 490, Kyle, SD 57752.

Lakota Leadership and Management:

1. Must have a bachelor's degree from a regionally accredited institution.
2. Must have a 2.5 GPA with 3.0 in undergraduate major field
3. Must have a 3.0 GPA in all undergraduate Language Arts course work.
4. Submit degree of Indian blood or required lineage form (if applicable)
5. Submit Resume
6. Provide three reference letters describing the following;
    a. Define why you would be an excellent candidate in the Lakota Leadership and Management Graduate Program distinguishing your Lakota Leadership disposition, and ethics.
    b. Elaborating on your civic engagement with community.
7. Two writing samples demonstrating the use of APA writing style.
    a. Autobiography highlighting life experience supporting yourself as an excellent candidate as a Lakota Leader in Lakota Leadership and Management. What experiences shape your decision to become a Lakota Leader?
    b. Philosophy/Vision of leadership emphasizing civic engagement regarding current issues in native communities serving native populations.
8. Participate in Graduate Studies Orientation.
9. Complete disposition rating survey.

Lakota Leadership and Management: Education Administration

1. A bachelor's degree from a regionally accredited institution.
2. A 2.5 GPA with 3.0 in undergraduate major field.
3. A 3.0 GPA in all undergraduate Language Arts course work.
4. Degree of Indian blood or required lineage form (if applicable)
5. Resume
6. Submit copy of current teaching certificate in elementary or secondary education.
7. Three reference letters identifying the following;
    a. Define why you would be an excellent candidate in the Lakota Leadership and Management Graduate Program distinguishing your Lakota Leadership disposition, and ethics.
    b. Verify your 3 years teaching experience as a certified teacher.
    c. Verify additional educational experiences within an education system.
    d. Elaborating on your civic engagement with community.
8. Two writing samples using APA writing style.
    c. Autobiography highlighting life experience supporting yourself as an excellent candidate as an Education Lakota Leader in Lakota Leadership and Management. What experiences shape your decision to become a Lakota Leader in Education Administration?
    d. Philosophy/Vision of educational leadership emphasizing civic engagement regarding current issues in native communities serving native populations.
9. Participate in Graduate Studies Program Orientation
10. Participate in Portfolio seminar.
11. Complete disposition rating survey

Students must meet graduate expectations for admission in writing, reference letters, and meeting degree requirements. Students who do not meet writing expectations or meets with

weaknesses must successfully complete the LakM 503 Introduction to Graduate school seminar and resubmit writing samples when reapplying for admission. Writing samples must meet Graduate program expectations before entrance into the core courses.

Students may enroll in graduate core courses LakM 603, LakM 513, LakM 533 after they have made application for graduate study and are accepted into the Oglala Lakota College Graduate Program (s) as preadmission status. Students will not be considered for enrollment into any of the core courses as a degree seeking student until all documents listed above are received. The student file will be considered incomplete.

Lakota Leadership/Management Core course descriptions

Students must successfully complete the core courses: LakM 613, LakM 633 and LakM 603 and meet Candidacy requirements as defined by each Graduate Program (s) in order to become a "Master Candidate" in the specified degree to enter into the Waziyata, the direction of the North. Course work is to be taken sequentially.

LakM 603 Wowapi Woecun Na Wounspe Wankatuyahci Glustanpi Kte Kin Hena (Research, Writing, and Statistics for Graduate Work)

This course is designed for new graduate students. The purpose of the course is to provide students an introduction to graduate study developing specific writing skills and a knowledge base needed to be successful in the graduate program, i.e. formulating the question, developing hypothesis, developing a project model, reviewing literature, data collection, technical writing using APA style, and adapting research to appropriate audiences. This course will emphasize Lakota values of honesty, courage, and fortitude. Lakota language will be spoken as much as possible during class hours. 3 graduate credits

LakM 613 Lakota Woitancan Na Wokicanye Kin Un Oegleyapikte (Lakota Foundations for Leadership/Management)

This course is the introductory course to the graduate program. Students will explore Lakota philosophy and theology, the foundation of Lakota leadership/management. Students will examine Lakota Leadership and management strategies by studying contemporary and historical Lakota leaders and managers' strategies, thereby developing their own management strategies to address the unique environment of the reservation. Lakota values emphasized in this course are: respect, generosity, and humility. Lakota language will be spoken as much as possible during class hours. 3 graduate credits

LakM 633 Tiospaye (Lakota Social Organization)

This course is an in-depth analysis of Lakota political, economic, religious system, and a strong emphasis on interpreting the relationships between various aspects of Lakota social organization and Lakota leadership and management practices. This course will emphasize the Lakota values of respect and humility. Lakota language will be spoken as much as possible during class hours. 3 graduate credits

WAZIYATA (North) – Candidacy/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 (Bear Shield, et al, 2000). Within the profession, students need a solid theoretical base for understanding of laws, beliefs, and teaching in order to transition as a "Master Candidate". These skills are needed 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.

Graduate students must complete candidacy application and meet Graduate degree requirements 30 days following the successful completion of the core courses: LakM 613, 633, 603, to become a *Master Candidate* in their chosen degree area. When students are considered a *Master Candidate* within their degree, they can proceed toward completion of their professional core requirements. Candidates must maintain candidacy status throughout their program.

Candidacy requirements of Lakota Leadership/Management Degree:

The following documents are needed to apply candidacy and maintain *Master Candidate* status within the Lakota Leadership/Management program plan of study.

1. Submit candidacy application.
2. Complete disposition rating survey.
3. Submit OLC IRB approved training certificate (National Institute on Health [NIH] one line training at http://phrp.nihtraining.com/users/login.php.
4. Successfully complete the core courses LakM 613, 633, & 603 with a B or better.
5. Maintain the following degree requirements of Lakota Leadership and Management;
    a. Have and maintain a 3.0 GPA or higher for program of graduate study.
    b. Successfully complete courses with a B or better.
    c. Participate in student assessment for Lakota Leadership and Management.
    d. Complete program requirements within five years of entrance.
    e. Complete Capstone Option 1: LakM 706 or Option 2: LakM 703A and LakM 703B two years after the completion of 30 credit hours of the required core and professional courses.
    f. Participate in graduate seminars.

Candidacy requirements of Educational Administration Emphasis

The following documents are needed to apply candidacy and maintain *Master Candidate* status within the Lakota Leadership/Management: Education Administration program plan of study:

1. Submit candidacy application.
2. Complete disposition rating survey.
3. Submit OLC IRB approved training certificate (National Institute on Health [NIH] on line training at http://phrp.nihtraining.com/users/login.php
4. Successfully complete the core courses LakM 613, 633, & 603 with a B or better.

5. Re-submit copy of current teaching certification.
6. Complete appropriate indicators in Portfolio as scheduled.
7. Meet requirements for the Elementary Principal or Secondary Principal certification;
    a. Elementary Principal
        i. A bachelor's or Master's educational degree from a college or university approved for teacher education as defined in §24:53:04 inclusive.
        ii. Three years of verified teaching experience at the elementary level on a valid elementary teachers certification or another endorsement which includes elementary grades.
        iii. Internship specific to job responsibilities of the K-8.
    b. Secondary Principal
        i. A bachelor's or Masters educational degree from a college or university approved for teacher education as defined in §24:53:04 inclusive.
        ii. Three years of verified teaching experience at the secondary level on a valid secondary teacher certificate or another endorsement, which includes secondary grades.
        iii. The completion of an approved program for secondary principals at an accredited college or university.
        iv. Internship specific to job responsibilities of the 9-12.

8. Maintain the following degree requirements of Education Administration:
    g. Have and maintain a 3.0 GPA or higher for program of graduate study.
    h. Successfully complete courses with a B or better.
    i. Attend and participate in portfolio and graduate seminars.
    j. Must maintain current valid teaching certification to remain in candidacy status.
    k. Complete portfolio indicators and upload artifacts as indicators of success in program and transition.
    l. Must meet expectations or exceed expectations of the Comprehensive portfolio to ensure ELCC standards are met.

    m. Complete Capstone/Internship experience LMEA 796 two years after the completion of 30 credit hours of the required core and professional courses.

    n. Complete program requirements within five years of entrance.

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 (Bear Shield, et al, 2000).This is the third stage fulfilling the professional requirements as *Master Candidate*. 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.

Lakota Leadership/Management professional course descriptions

LakM 623 Lakota Woitancan Na Wowasi Icicakagapikte (Lakota Leadership and Professional Development)

This course is designed for candidates to examine values, belief system, and life style to gain an understanding of and to determine their leadership style. Candidates will analyze leadership to determine the impact they have on society. Finally, Candidates will study leadership styles and develop strategic plan(s) for professional development. The course will emphasize Lakota values: respect, courage, humility, and generosity. The Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LakM 643 Lakota Woitancan Un Woglaka Unspe Iciciyapikte (Lakota Leadership Communication Skills)

This course is designed to furnish candidates an awareness of, to gain knowledge of, and to practice listening skills, Lakota oratory, and appropriate methods of expression of Lakota values. It will examine and explore non-defensive and non-offensive speaking styles, oral advocacy, and working within conflict situations. Further an in-depth study of skills in decision making, self-expression, consensus building techniques and strategies of negotiation. Finally, a comparison and contrast of combative communication styles of communication with the Lakota style of communication. This course will emphasize the Lakota value of respect The Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LakM 653 Wowasake Na Tiospaye Wounspe (Power and Community)

The principle objectives of this course are to assess how historical processes associated with European expansion and colonization have affected the culture and social organization of indigenous peoples, and to discuss ways of using assessment to form action for change. Further, study into the effects of the market system, of missionizing, of integration into the capitalist world system, and of colonization, on community life. Final study will include an examination of past and ongoing resistance and struggle of indigenous and oppressed people in North and South America to protect their communities, preserve their cultures, and to achieve self-determination. The course will emphasize the Lakota values of respect, humility and courage. The Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LakM 663 Tiyospaye Okolakiciye Wounspe (Community Organizing)

Course content is a critical examination of the process of organizing communities and achieving community change. This course will emphasize Lakota values: respect and courage. The Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LakM 673 Maza Ska Okicanye Wounspe (Financial Management)

A course designed to develop understanding of and the ability to monitor financial management systems. Focus: Budgets and business management accounting for nonprofit and profit organizations, audit analysis and spreadsheets and Indian School Equalization Program (ISEP).

The course will emphasize Lakota values of respect and honesty. Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LakM 683 Lakota Tamakoce Un Wokicanye Na Woanwanyanke Wounspe (Lakota Environment Management and Protection)

This course is designed for candidates to examine global, political economic and ideological forces that underlie the environmental crises. It is further designed for candidates to compare the Lakota view of the relationship of human beings to nature with those of other cultures. Finally, strategies and tactics that can be implemented to protect the environment will be explored. This course emphasizes Lakota values of respect and courage. Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LakM 693 Lakota Kin Iyecinka Igloayapi Kta Un Hecel Eglepli kte Wounspe (Establishing Lakota Sovereignty)

This course is designed for candidates to examine: The constraints and the possibilities permitted under the current federal-Indian relationship. They will learn the development and implementation process of asserting and exercising tribal rights to make decisions as a society with the full attributes of a sovereign nation including recognition by other governments. The course will include a review of past and current activities of tribal involvement at the international level. This course emphasizes Lakota values of respect and courage. Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633.

Educational Administration professional course descriptions

The courses LakM 613, 633, and 603 are core requirements to Educational Administration emphasis. Course work is to be taken sequentially.

LMEA 703 Wowapi Wounspe Itancan (Instructional Supervision)

This course is designed for candidates to examine values, belief systems, and life styles to gain understanding of and determine their leadership style. Candidates will study and understand the role of administrators in general supervision of educational programs within the K-12 school system. Candidates will examine leadership styles and develop strategic plans emphasizing professional development. This course will emphasize the Lakota values of wisdom, courage, respect, generosity, fortitude and humility. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

LMEA 713 Wayawapi Itancan – School Administration 713 (E) Kucila (Elementary); 713 (M) Eyokogna (Middle); 713(S) Wakatuya (Secondary)

Candidates will examine and explore non-defensive and non-offensive speaking styles, oral advocacy, and working within conflict situations. In-depth study of skills in decision-making, self-expression, consensus building, strategies of negotiation, and a comparison and contrast of combative communication styles will be presented and practiced. A study of problems and practices in organizing and administering school programs encompassing the K-12 systems will be covered in this course. This course will emphasize the Lakota values of wisdom, courage,

respect, generosity, fortitude and humility. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

LMEA 723 Woksape
(Counseling Theories and Socio-culture Foundations)

Candidates will examine how historical processes associated with European expansion and colonization affected culture and social organization of indigenous peoples. Particularly focus will be placed on the effects of the market system, missionizing, integration into the capitalist world system, and colonization. Candidates will explore current counseling theories, emphasizing relationships and intervention strategies, which focus on counseling methods for K-12 schools and agencies. This course will emphasize the Lakota values of patience, fortitude and wisdom. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

LMEA 733 Oyate Wicoun
(Fundamentals of Curriculum Development)

This course is designed to focus on school curriculum through an examination of principles and practices essential to developing and administering curricular programs, including knowledge and understanding of measurability, scope and sequence taxonomy, program designs, and fit between a planned program and an implemented one. This course will emphasize the Lakota values of wisdom, courage, respect, generosity, fortitude and humility. Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LMEA 743 Mazaska Wounspe Okicanye
(School Finance)

A course designed to develop understanding and the ability to monitor financial management systems. Focus: Budgets and business management accounting for nonprofit, audit analysis and spreadsheets, Indian School Equalization Program (ISEP), K-12 public school finance, management of plant, equipment, insurance, transportation, and food services. This course will emphasize the Lakota values of honesty, fortitude and wisdom. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

Education Administration Electives (six hours of electives from the following):

LakM 683 Lakota Tamakoce Un Wokicanye Na Woawanyanke Wounspe
(Lakota Environment Management and Protection)

This course is designed for candidates to examine, global, political, economic, and ideological forces that underlie the environmental crises. It is further designed for candidates to compare the Lakota view of the relationship of human beings to nature with those of other cultures. Finally, strategies and tactics that can be implemented to protect the environment will be explored. This course emphasizes Lakota values of respect and courage Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LakM 693 Lakota Kin Iyecinka Igloayapi Kta Un Hecel Eglepli kte Wounspe (Establishing Lakota Sovereignty)

This course is designed for candidates to examine: The constraints and the possibilities permitted under the current federal-Indian relationship. They will learn the development and implementation process of asserting and exercising tribal rights to make decisions as a society with the full attributes of a sovereign nation including recognition by other governments. Course will include a review of past and current activities of tribal involvement at the international level. This course emphasizes Lakota values of respect and courage. Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LMEA 603 Owayawa Ta Woupe (School Law)

This course considers principles of law applicable to practical problems of school organization and administration. Study of organizational structure and administrative procedures at the federal, state, and local government level used in education/special education service delivery systems is included. This course will emphasize the Lakota values of wisdom and honesty. Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LMEA 753 Nagi Wounspe Wakatuya (Advanced Educational Psychology)

The learning process with special emphasis on human abilities, early and contemporary learning theories with applications to selected developments in teaching and persistent problems and issues in education is the focus of this course. This course will emphasize the Lakota values. Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LMEA 763 Wopasi Wounspe (Statistics)

This is an introductory yet comprehensive survey of elementary statistical analysis in educational research and is a computer-oriented course. This course will emphasize Lakota values of honesty courage and fortitude. Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

LMEA 773 Wopasi Woecun (Survey Design)

A course designed to prepare graduate candidates in social context of question asking and designing questionnaires from start to finish. This course will emphasize the Lakota values. Lakota language will be spoken as much as possible during class hours. Prerequisite: LakM 603, LakM 613, LakM 633. 3 graduate credits

ITOKAGATA (South) Capstone experience

Community Action Project and School Community Action Project/Internship and Induction

Itokagata, the cardinal direction for 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 strengthen our understanding of the world and create a solid foundation in preparing the candidates for their educational journey. Candidates recognize their origins and demonstrate their appreciations (Bear Shield, et al., 2000). This is the fourth stage of the educational journey where the candidate will begin their first year within the profession. Candidates are required to demonstrate *Wacante Ognaka* meaning compassion and generosity. Effective Lakota leaders demonstrate compassion and generosity through the delivery and giving of their knowledge, skills and ability to the educational and local communities.

Lakota Leadership and Management Capstone experience

The Lakota Leadership and Management degree has two options within the capstone experience. The Community Action Project (CAP) is a yearlong six credit hour course this is the first option referred to as Option one. The second option referred to as Option two. Option two is a two three credit hour course titled Community Development and Sustainability. Candidates must select an option when applying for candidacy in one of the degree programs.

Option 1: Community Action Project (CAP)

During the spring semester preceding enrollment for the final 6 credit hours of the professional courses: LakM 596 Community Action Project (CAP), the Graduate Studies program will provide a mandatory CAP/SCAP seminar to prepare candidates prior to registering for LakM 596. Candidates can refer to the Graduate Studies Handbook for full CAP requirements.

LakM 706 Tiospaye Ecel Waecunpi kta Wounspe (Community Action Project)

Community Action Project is original research designed collaboratively by candidate and faculty advisor. Results of research are presented with an adherence to the process of research and writing. The Process: topic selection, proposal submission, project development, project documentation (technical paper)in APA writing style. Note: only those candidates who have completed 30 hours of the program may register for this course. Prerequisite: All core and professional core requirements 30 credit hours. 6 graduate credits

Option 2: 703 A& B Community Development and Sustainability I & II

The Graduate Studies Department created a non-thesis option as an alternative to the community action project within the Lakota Leadership and Management Degree.

Option two is a capstone educational experience in applied management for the Master of Arts in Lakota Leadership and Management degree. Graduate Candidates will apply the selected Leadership and Management skills in the public and private sector in; tribal and non-tribal

governmental and social structures, social or enterprise operations in the development, management, and ongoing evaluation of programs.

These two courses are designed to provide an opportunity for the Graduate Candidate to demonstrate the Lakota Leadership and Management skills and concepts through a Wolakota perspective. This course is an immersive leadership experience encouraging the Graduate Candidate to use discretion in decision making, analysis, and evaluation beyond the exercise of routine tasks with the mentorship of faculty and community leaders.

LakM 703A Community Development and Sustainability I

This course is designed for Lakota Leadership and Management Candidates from a tribal treaty context focusing on community development and sustainability. This course offers lectures, student collaboration and inquiry based learning from a *Wolakota* perspective. Master Candidates will gain a comprehensive understanding of public and private programs, and strategies; administrative tools and data analysis methodologies. Master Candidates will develop a conceptual framework for a tribal or community private/public program or enterprise such as; a human service program or community development organization. Candidates are required to demonstrate *Woksape* meaning Wisdom and *Wacante Ognaka* meaning holding people in their heart through compassion and generosity when developing their conceptual framework. Prerequisite: Lakota Leadership and management Core LakM 603, LakM 633, LakM 613 Professional Core LakM 623, LakM 653, LakM 663, LakM 673, LakM 693. **(Excluding LakM 683, LakM 643). 3 graduate credits**

LakM 703 B Community Development and Sustainability II

This course is designed for Lakota Leadership and Management Candidates from a tribal treaty context focusing on community development and sustainability. This course is for candidates who have completed a conceptual framework in community development and sustainability I. Candidates will identify similar programs and best practices, to evaluate and critique from a *Wolakota* perspective. Candidates will be required to demonstrate Lakota Leadership through presentation and implementation of findings. Candidates are required to demonstrate *Wacante Ognaka* meaning holding people in their heart through compassion and generosity. Effective Lakota Leaders demonstrate compassion and generosity through the delivery and giving of their knowledge, skills and ability to the educational and local communities. Prerequisite: LakM 613 A Community Development and Sustainability I. 3 graduate credits

Education Administration Capstone experience

School Community Action project (SCAP)/internship and Induction

During the spring semester preceding enrollment for the final 6 credit hours of the professional courses: LMEA 796 School Community Action Project (SCAP), the Graduate Studies program will provide a mandatory CAP/SCAP seminar to prepare candidates prior to registering for LMEA 796 and preparing for the 120 hour internship. Candidates can refer to the Graduate Studies Handbook for full SCAP and internship requirements.

LMEA 796 Wayawa Tiyospaye Woecun Wicokan
(School Community Action Project/Internship)

School Community Action Project (SCAP) is original research designed collaboratively by candidate and faculty advisor. Results of research are presentation and implementation of project. The process: Topic selection, proposal submission, project development, project documentation (technical paper), and a semester of internship that culminates an implementation of School Community Action Project (SCAP). Internship is on-the-job experience while implementing SCAP, under the supervision of Graduate program staff. Internship is part of the School Community Action Project (SCAP) course. Internship is designed to take place over a period of two (2) semesters serving under a licensed principal at elementary, middle, or secondary level. Candidates are required to have completed thirty (30) hours of their program before applying for Internship. Candidates can be placed in any accredited South Dakota school and schools in other states having reciprocity with South Dakota. Director of Graduate Programs and faculty of LMEA 796 will supervise Candidates serving an internship. Note: only those Candidates who have completed 30 hours of the program may register for this course. Prerequisite: All core and professional core requirements 30 credit hours. 6 graduate credits

Internship

Education Administration Candidates are required to complete 120 hours of principal internship over a period of two (2) consecutive semesters serving under a licensed principal at the elementary, middle, or secondary level. Internship must include all job responsibilities of the principalship at the age/grade span for which candidate intends to seek authorization. Internship placement, mentor and calendar must be approved by the Director of Graduate Studies one semester prior to enrollment in LMEA 796. Experiences must meet ELCC standards. See graduate handbook for internship process and assessment.

Induction

Candidates within the graduate program will be provided induction services for their first year as a leader including mentoring, coaching, access, periodic assessment. Induction services for graduates during their first year as school administrators include mentoring, coaching and remediation, periodic assessment. See graduate handbook for induction procedures, requirements, and assessment. All Supervisors of 1st year and 5th year principals will be asked to participate in an employer performance survey.

Graduate Faculty Roles & Responsibilities

All Oglala Lakota College full-time instructors and administrators with an earned doctorate are eligible to become members of the graduate faculty.

Individuals without an earned doctorate may be approved by the Director of Graduate Studies, provided they have demonstrated expertise in the area to be taught and are able to supervise graduate research and or graduate level projects.

Full-time faculty of undergraduate departments is approved to teach graduate courses by the Director of Graduate Studies or Vice President for Instruction in consultation with the appropriate Department Chairperson.

Adjunct graduate faculty is approved by the Director of Graduate Studies.

A. Pay Scale

1. Graduate faculty and adjunct faculty will receive a rate of pay at $783.33 per credit hour.

2. Adjunct Faculty traveling from ***home to the site of instruction***, for the purpose of instructing a class, ***will be paid mileage for the entire round trip***. (See Appendix E: Mileage Form)

Payment Procedures (Graduate Studies Policy)

1. Graduate faculty and adjunct faculty will submit Student Learning Outcomes and Program Outcomes Assessment Matrix to the Graduate Studies Department at the end of the scheduled course time.

2. Graduate faculty and adjunct faculty will return all course books/materials purchased by the Graduate Studies Department.

3. Graduate faculty and adjunct faculty will submit final grades and attendance to the Graduate Studies Department

4. Upon receipt of all program assessment items and books/materials, Graduate Studies staff will sign off on the Graduate Studies Faculty Assessment and Materials Checklist.

5. The graduate faculty and adjunct faculty shall submit the form to the OLC registrar's office to receive a check release form.

6. The graduate faculty and adjunct faculty shall submit the check release form to the OLC Business office to receive their check.

B. Scheduling

1. The Director of Graduate Studies, in coordination with the Vice-President for Instruction, may schedule courses as part of special projects offerings to designated constituencies.

2. Should class scheduling need to be changed from the set schedule, requests will be made for such change and determination given from the Director of Graduate Studies prior to implementation of the change. Any classes missed due to inclement weather, holidays or illness will be made up at a time agreeable to students and centers, with

notification made to the Graduate Studies Office by the instructor prior to the makeup, if at all possible.

C. Faculty Teaching Load

1. One graduate course is equivalent to one and a half (1 ½) undergraduate course teaching loads per semester. The maximum teaching load for a full-time graduate instructor is nine (9) credit hours per semester. The minimum teaching load for a full-time graduate faculty member is six (6) credit hours: an approved non-teaching assignment will constitute the remainder of instructor's academic teaching load. No overloads are allowed when teaching graduate courses fulltime.

2. Adjunct faculty instructors may teach one (1) graduate course per semester and may not teach any other graduate course during that semester. Exception: In the case that an interim class is taught an adjunct instructor may teach a second class as long as the dates in which the classes are taught do not overlap. Compensation is at 5/4 the associate rate for teaching undergraduate courses.

3. Faculty are expected to keep office hours for all classes taught within a minimum of one hour per week per course in the district where the course is taught. Adjunct faculty, within the limits of their personal schedules, shall maintain one (1) office hour per week in the center where they teach for each class they teach

3. Full time faculty for other departments may teach one (1) graduate course per semester upon approval from their respective department chair.

4. Overload may be considered only when a full time faculty has not been approved to teach a graduate course as part of undergraduate teaching load. (Full time faculty may teach one (1) graduate course (nine (9) hours undergraduate.

D. Syllabus

1. The final syllabus and class assignments of Graduate and Adjunct Faculty must be approved by the Chair of the Graduate Studies.

2. Changes to current graduate course textbooks must be approved by the Chair of the Graduate Studies

3. All text book order requests are due two months prior to the beginning of the following semester.

4. All books/materials purchased by the Graduate Program for graduate courses will be returned to the program at the end of the class schedule or will be deducted from salary amount if faculty/adjunct faculty wishes to keep the books/materials.

5. It is required to participate in all program and student assessment as related to the course and the Graduate Studies department; course assessment will be turned in prior to payment for the course.

E. Evaluation

Policy (# 76-500)

1. Instructors are regularly evaluated to assist the graduate studies department in fulfilling its mission and goals.

2. Evaluation of instructors occurs at three levels:

A. Students answer a questionnaire to evaluate their individual instructors.
B. Center directors evaluate instructors on administrative concerns such as punctuality, holding the required number of classes, and holding each class for the full amount of scheduled time.
C. Department chairpersons evaluate full-time instructors. Department chairpersons and/or some full-time instructors evaluate part-time instructors. These evaluations focus on delivery of material and coverage of the content of the course.

F. Assessment

1. Graduate faculty and adjunct faculty must complete all student course assessments related to student learning.

2. Graduate faculty, in coordination with the Graduate Studies Department chair and staff, must participate in student and program assessment as related to the degree, course and Graduate Studies Department.

3. Following the completion of each course graduate faculty and adjunct faculty must complete and submit a Student Learning Outcomes (SLO) matrix and a Program Outcomes (PO) matrix. The results of the assessment matrices are used to provide indicator of program effectiveness as well as assist in continuous program and curriculum improvement. (See Appendix A: Student Learning Outcomes matrix & Appendix B: Program Outcomes matrix)

G. Grading

1. The instructor will grant credit for the course when course objectives are achieved and meet the rigor and competency of graduate coursework

2. Instructors will assign grades according to Graduate Studies Department grading policy. The point ranges will differ depending on the course taught and number of assignments.

Point Range		**%**	**Grade**	
1236	1380	89.5 - 100	A	Outstanding
1098	1235	79.5 - 89.4	B	Good
960	1097	69.5 - 79.4	C	Did not meet passing grade
822	959	59.5 - 69.4	D	Did not meet passing grade
	<822		F	Did not meet passing grade

3. Incomplete grades are strongly discouraged. Only extreme, extenuating circumstances should result in an incomplete grade which must be made up before a student may enroll in additional graduate level courses.

4. Students enrolling in flex numbered, non-approved degree program graduate courses are subject to approval through the appropriate department, Graduate Studies Director, and Vice President for Instruction.

5. Change of grade (see Appendix C, policy 76-200)

H. Incompletes

1. The faculty and student must provide all information necessary to warrant incomplete grade. Faculty and student must sign an incomplete contract. The contract must be approved by the Chair of the Graduate Studies Department.

2. An Incomplete grade, represented by an (I), must be made up before a student may enroll in additional graduate level courses. An Incomplete contract cannot be extended beyond one calendar year.

I. Attendance Policy

It will be at the discretion of graduate faculty to establish their attendance policy as stated in the course syllabus. Due to graduate level course expectations, it is recommended that faculty drop graduate students who miss nine (9) course contact hours.

J. Academic Dishonesty

1. To promote the value of honesty, plagiarism by a student will result in a hearing for immediate dismissal from the graduate studies program.

2. The Director of Graduate Studies will call a meeting within ten (10) days after receiving written complaint for plagiarism by the faculty member. A committee that consists of the Director of Graduate Studies, full time graduate faculty member, Graduate Policy Review Committee member, and Vice President of Instruction will hear the complaint. The student will be informed in writing by the Director of Graduate Studies of the committee decision within five (5) days. There will be no appeal from a finding of dismissal.

Faculty Research Roles & Responsibilities

The Community Action Project (CAP) and School Community Action Project (SCAP) is a community action research project with foundations in the local community (CAP) or in the K-12 school or educational environment (SCAP). The CAP/SCAP is guided by a three member committee with a doctoral qualified faculty chairperson, an expert in the specific academic field, and a local community person who possesses Lakota expertise. The CAP/SCAP project consists of five chapters: 1) introduction, 2) literature review, 3) methods, 4) findings, and 5) discussion. The full CAP/SCAP overview is detailed in the OLC Graduate Studies Handbook. Appropriate qualitative and quantitative research strategies, data collection, and data analysis are followed dependent upon on the design of the research.

Students often have excellent ideas for research; however, they may be too big and unmanageable within the scope of the action research concept. The role of the committee chairperson is to help students focus on a study that is within the time limits and resource

constraints placed on them. It is important to assist students in developing an idea they have a passion for, to help them articulate researchable questions, and to assist in formulating an appropriate research methodology. The chairperson has the responsibility for making sure the proposed research methodology is consistent with the type of research questions asked and that students have the necessary competencies to conduct the proposed study.

Early in the proposal stage, the chairperson should discuss with the student the giving and receiving of feedback. Not only should there be discussion about how feedback will be given (e.g., face-to-face, via email, etc.), but also about how often and at what points in the process. It is critical that the student understands that feedback is given to improve the research project and not to stall the process. Therefore, the chairperson must provide constructive criticism, giving clear explanations on how the research project can be revised and improved. If the chairperson expects the student to address the feedback given, that expectation must be clearly communicated (preferably in writing) to the student. It is important to give both praise and constructive criticism.

Responsibilities of Chairs

1. To provide timely and thorough guidance to a student on the various elements necessary for the planning and execution of the action research project.
2. To be accessible to students for dialogue and formal meetings as needed.
3. To respond to student drafts in a timely basis. A reasonable guideline is no more than 10 working days turnaround time upon receipt of a draft or a response to a student within that 10 working day window if more time is needed.
4. To be intimately familiar with the materials found in the CAP/SCAP Completion Handbook as well as the Graduate Studies Student Handbook, the core documents that describe what is expected in the action research project.
5. To maintain their Graduate Faculty Status and human subjects research certification.
6. To provide the editing and citation support that students need to prepare a final, correctly edited document. Final documents submitted with errors that are received by the Graduate Studies Department will be returned to the student for corrections with an email sent to the Committee Chair to make them aware of the problems.

Student Grievance Policy

The grievance procedure set forth herein is designed to provide a method to resolve differences **excluding grievances regarding grades** (86-200-1)**.** Time lines are to be adhered to unless all parties involved in the grievance agree to modifications. A grievance is defined to be a claim (request or complaint) by a student not covered under **the Personnel Complaints and Grievance** procedures.

A. Student Grievance Procedure

Step 1: Student hereafter referred to as grievant, will submit a written grievance within ten (10) working days of the incident to the Director of Graduate Studies with proper documentation and stated outcomes.

Step 2: Director of Graduate Studies will attempt to resolve the issue by calling a meeting with the concerned parties. This meeting will be called within five (5) working days of receiving the written grievance.

Step 3: If the issue is not resolved at this level, the grievant will take it to the Vice President of Instruction. The Vice President for Instruction will attempt to resolve the issue by calling a meeting with the concerned parties. This meeting will be called within five (5) working days of receiving the written grievance from the student.

Step 4: If the issue is not resolved at this level within five (5) working days, the grievant will take it to the “Appeals Committee” which consist of one member each from the Graduate Advisory Board, student membership, graduate faculty, and Policy and Review Committee.

Step 5: If the issue is not resolved at this level within five (5) working days the grievant may make written submission to the President who must rule on the issue within ten (10) working days.

Step 6: If the issue is not resolved at this level within 10 working days, the grievant may request that the President’s Secretary place this on the agenda of the next Board of Trustees Personnel/Grievance Committee.

NOTE:
A. In the event the grievance involves the Director of Graduate Studies, the Vice President of Instruction will assume the role of the Director in this process.

B. Student may have representation at own expense.

Graduate Studies Admissions/Registration Policy

Two Types of Admissions

All students must submit a completed graduate application for admissions prior to enrolling in graduate courses. Applicants must have earned a bachelor's degree or a graduate degree from an accredited institution.

A. Application for admission

To apply for a graduate degree program or continuing non-degree status, applicants will need to submit the following items:

- **Admissions Application**. Available online at http://warehouse.olc.edu/local_links/admissions/docs/admission_app.pdf and also at http://warehouse.olc.edu/local_links/grad_studies/docs/graduate_app.pdf (Both forms must be filled out and submitted to the Graduate Studies Department.
  Admissions application and additional documentation are accepted one time per year. The deadline for admission is: 4th Friday in April
- **Application Fee** (Non-Refundable). $15 one time application fee
- **Official Academic Transcript**. This record of previous academic work should be sent directly to the Graduate Studies Department. Official transcripts are required for applicants seeking degree program status or non-degree/continuing education status.
- **Degree of Indian Blood**. A copy of applicants degree of Indian blood or tribal identification must be submitted to graduate studies department

Additional documents required for students seeking a master's degree in Lakota Leadership and Management or Lakota Leadership and Management in Educational Administration. Please see Graduate Studies Student Handbook or Graduate Studies Department website http://www.olc.edu/departments/graduate_studies.htm

Registration

A. Graduate Credit

All courses numbered 600 and above count for graduate credit.

B. Graduate Course Load

Full-time student status is six (6) graduate credit hours per semester.

C. Registration Procedures

Students must contact the Graduate Studies Department to register for courses each semester.

D. Changes of registration

Courses may be added, dropped, or changed only in the prescribed time stated in the University academic calendar. Add/Drop cards may be obtained from any college center or the Graduate Studies Department.

E. Withdrawing from a Graduate Course

- Students wishing to withdraw from a course must log on to the Jenzabar website: http://webmail.olc.edu/ using your username and password which you acquire from the Registrar's Office or your "Home Center"
- Courses may be added or dropped during the first week of the semester.
- It is the student's responsibility to withdraw from the course if she/he fails to attend the first six (6) contact hours of class without notification to the instructor

- If the student discontinues the course and fails to follow the withdrawal procedure within the specified time frame, it may be recorded on his/her permanent record, and/or recorded as a failing grade and/or student will be liable for the total cost of tuition and fees (See OLC policy 81-300).
- OLC Policy 81-400 for withdrawal refund information

SAMPLE SAMPLE SAMPLE SAMPLE

APPENDIX A

OGLALA LAKOTA COLLEGE

M. A. in Lakota Leadership and Management: Education Administration

Student Learning Outcomes per graduate course

LakM 603 Wowapi Woecun Na Wounspe Wankatuyahci Glustanpi Kte Kin Hena (Research, Writing, and Statistics for Graduate Work) This course is designed for new graduate students. The purpose of the course is to provide students with specific writing skills and a knowledge base for the statistics needed to be successful in the graduate program, i.e.- Formulating the question, developing hypotheses, developing a project model, reviewing literature, note taking, technical writing, adapting research to a reservation audience.. This course will emphasize Lakota values of honesty, courage, and fortitude. Lakota language will be spoken as much as possible during class hours

Program Goals:

1. To comprehend, interpret, demonstrate the nature and significance of research, and provide them opportunities for application and implementation of research techniques.

Student assessment tool (s): __Annotated Bibliography_____

STUDENTS WILL:	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Total	MEAN Score
Understand and												

incorporate APA style writing in their research writing process.												
Demonstrate knowledge of gathering existing information and data.												
Distinguish qualitative and quantitative methodologies.												
Integrate critical thinking skills in a research design.												
Review and apply descriptive and inferential statistics used in research settings												
Practice Lakota values of honesty, courage, and fortitude in the classroom, between colleagues, with staff and within the research process												
Utilize the Lakota language within the classroom, between												

colleagues and within the research process												
Total												
Mean Score												

Please complete the section below. The overall totals will be used to assist with the program outcomes assessment sheet.

Please provide your interpretation of the results. Please provide discuss how these results can be used in the section below;
1. What do these results mean to the course? 2. How can these assessment results and your interpretations be used for course improvement? 3. What changes do you recommend need to be made to the course assessment based on your analysis of data? 4. Was the assessment tool chosen an appropriate choice to assess the student learning objectives in this course? Why or why not~~.~~? Please explain.

SAMPLE SAMPLE SAMPLE SAMPLE

5. What assessment tool do you suggest would be best to determine that each student meets the course learning objectives?

6. Do the student learning outcomes in this course reflect the mission of the College and Department? Why or why not. Please explain.

7. Is the text appropriate for this course? Why or why not?

8. Do you have any recommendations for required text for this course?

Additional comments or suggestions:

APPENDIX B

OGLALA LAKOTA COLLEGE
M. A. in Lakota Leadership and Management
Program Outcomes

LakM 603 Wowapi Woecun Na Wounspe Wankatuyahci Glustanpi Kte Kin Hena (Research, Writing, and Statistics for Graduate Work) This course is designed for new graduate students. The purpose of the course is to provide students with specific writing skills and a knowledge base for the statistics needed to be successful in the graduate program, i.e.- Formulating the question, developing hypotheses, developing a project model, reviewing literature, note taking, technical writing, adapting research to a reservation audience. This course will emphasize Lakota values of honesty, courage, and fortitude. Lakota language will be spoken as much as possible during class hours

Center:	Semester/year:	Mode of delivery: Online, hybrid, traditional, or other	Are you an adjunct or OLC faculty member?	Total number students enrolled:	Total number Students Withdrew:	Total number students Successfully completed with B or better:

#	Program Goals	Nature of assessment methods: i.e., Direct or Indirect measures of student learning	Outcome result: Number meeting Goal (NMG)/number completing course (NCC)		Possible Explanation (if Results are desirable or undesirable)	Proposed changes or strategies (if any) to improve outcome.	Recommendations for Planning and Budgeting (if any) to improve outcome.
			NMG	NCC			
1	To comprehend, interpret, and demonstrate the nature and significance of research, and provide opportunities for application and implementation of research techniques.						

SAMPLE SAMPLE SAMPLE SAMPLE

As a valued Graduate Faculty/Adjunct Faculty member your input is very important in helping to evaluate the course and overall graduate program. Please use the space below to add any additional comments and/or suggestions considering the following listed items in section I, II, III;

I. Assessment Results

A. What was learned from this assessment process?

B. What do these results mean to the graduate program? (Faculty interpretation of results)

II. Feedback to the Program

A. How can these assessment results and interpretations be used for program improvement?

B. What changes do you recommend to the assessment plan based on your analysis of data?

II. Faculty Engagement

A. Do you feel that this process helped to engage you in the assessment? Why or why not? Please explain.

B. Do you feel that this assessment process engaged you in the planning for program improvement within the Graduate Department? Why or why not? Please explain

V. Suggestions or additional comments:

APPENDIX C

GRADING/CHANGE OF GRADES (POLICY)
76-200

1. The instructor of each course shall be satisfied that the student has achieved competency in expected course objectives if credit is to be granted. Grades and assessment of students for credit work shall be the prerogative of the approved and assigned instructor within the grading policy of OLC.

A. The assigned instructor shall normally be the sole judge of the quality of student work and grades.

B. If an instructor becomes unavailable before completion of the course or of giving grades, another instructor may either complete the course or grade by special examination.

2. Change of Grade

A. Changes of grades occur only upon written notification to the Registrar by the assigned instructor. A grade becomes permanent and cannot be changed after two semesters have passed from the end of the semester in which the grade was assigned.

B. Grades given by an assigned instructor may be changed only by written notice to the Registrar by the same instructor.

C. If the instructor is no longer available, the student must consult with the appropriate department chairperson for a grade change.

3. Grade Grievances

Students with a grievance over a grade that has been assigned them by a faculty member may avail themselves of the following process to ensure that a careful review of the grade and the basis for it in the instructor's syllabus has been provided. However, in the end, it must be clear that only the faculty member can change the grade given. Students need to understand that grades have to represent a professional judgment on the level of academic performance and that hardship factors should not lead to a lowering of standards for student performance.

A. The first step is for the student to request a meeting with the faculty member to present their case for a different grade than that assigned. If the faculty member finds they had overlooked some work, not calculated correctly, or been unfair, etc. He/she can submit a Change of Grade. If not, and the student is not satisfied, the student may proceed to step two.

B. If not satisfied with or unable to arrange step one, the student asks the Graduate Studies Director to arrange a meeting with the faculty member, and the Vice President for Instruction (within 12 weeks).

I. The student and the faculty member are then to give each of these people a copy of documentation of their case and the reasons for their actions. The syllabus should be a key reference in each case.

II. If the Director of Graduate Studies and the Vice President for Instruction agree with the grade assigned by the faculty member, the grade stands and no further action is warranted.

III. If the Director of Graduate Studies and/or Vice President for Instruction come to a conclusion with the instructor that a change of grade is called for, the instructor will submit a Change of Grade.

IV. If the Director of Graduate Studies and/or Vice President for Instruction feel a change is warranted and the faculty member cannot bring himself/herself to the same conclusion, no Change of Grade will be submitted and the faculty member's rights will stand inviolate. No further review is provided or allowed.

(Cross Ref.: 86-200 Student Grievance)

APPENDIX D

OGLALA LAKOTA COLLEGE

Classroom Observation of Teaching/Evaluation

INSTRUCTOR: _____

OBSERVER: _____

COURSE: _____

CENTER: _____ DATE: _____

Full Time Faculty, Yes/No_____ Adjunct Faculty, Yes/No_____

(Session observed is checked on the attached Syllabus)

Explanation:

This observation is intended to serve as a record of what went on in one class by this instructor. What were the objectives of the instructor on this day? What did he/she do? What did the observer think about it and what suggestions could he/she offer? Finally, what did the instructor think of these observations and suggestions?

1. What were the Instructor's goals and objectives for this day? _____

   _____

   _____

   a.) How were the goals and objectives articulated to the observer and to the students? _____

   _____

2. Description of Activities (Be as complete as possible since this is the basis for later comments and discussion):

   a.) The Instructor's activities: _____

   _____

   _____

   b.) The Students' activities: _____

   _____

   _____

3. What were the best aspects of the class as you, the observer, saw them? _____

   _____

   _____

4. How did the activities observed help in fulfilling the objectives for this class? (Be specific as to the

activities and the objectives they served.)

_____

_____

_____

5. What suggestions can the observer make to this instructor? _____

_____

_____

_____

6. Other information of note on this instructor's performance:

a.) Was there evidence of planning and organization of this class? Yes _____ No _____

Comments: _____

b.) Were important ideas clearly explained? Yes _____ No _____

Comments: _____

c.) Did the instructor demonstrate mastery of the course content? Yes _____ No _____

Comments: _____

d.) Was class time well used? Yes _____ No _____

Comments: _____

e.) Did the instructor encourage critical thinking and analysis? Yes _____ No _____

Comments: _____

f.) Did the instructor encourage relevant student involvement in the class? Yes _____ No _____

Comments: _____

g.) Did the instructor allow students to express a viewpoint different from his/hers? Yes _____ No ___

Comments: _____

7. Was the instructor on-time for this class? Yes _____ No _____

8. Did the instructor stay for the designated class time? Yes _____ No _____

Comments: _____

9. How would you describe the attitude of students in the class towards the instructor? _____

_____

10. How well did the instructor adapt his/her material and lecture to reservation life?

_____

11. Was the instructor informed of the date of this class observation/evaluation in advance?

Yes _____ No _____

12. Was there a follow-up conference between the observer and the instructor?

Yes _____ (Date) No _____

13. Do you believe that your visitation was at a time when you were able to fairly judge the nature and tenor of the teaching-learning process?

Yes _____ No _____

14. Indicate the number of students that were present for this class: _____

a.) Total number of students enrolled in this class: _____

INSTRUCTOR'S COMMENTS:

1. Do you as an instructor feel this was a representative and appropriate enough class session to be observed?

YES/NO

Comments: _____

_____

2. Do you recommend an additional an additional evaluation? YES/NO

If yes, explain: _____

_____

SIGNATURES:

_____ Date: _____

Instructor

_____ Date: _____

Evaluator

cc. Instructor's File

Attachments: Course Syllabus
Attendance Sheet

APPENDIX E

OGLALA LAKOTA COLLEGE
MILEAGE REPORT

DATE:_____ _____

ACCCOUNT NUMBER

_____ _____

NAME **CLAIMANT SIGNATURE**

_____

ADDRESS **SUPERVISOR SIGNATURE**

DATE	FROM	TO	PURPOSE OF TRAVEL	MILES

TOTAL MILEAGE _____**X .56 Per Mile =**_____

Effective July 1, 2011