Oglala Lakota College
Graduate Studies Department

LMEA 713 - Kucila, Eyokogna & Wakatuya Wayawapi Itacan
(713E, 713M, & 713S School Administration)

Instructor

LMEA 713

Semester

Time/ Day

Location

Course Description:

This course is designed to furnish students an awareness of, to increase their knowledge of, and to practice of listening skills. 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 negotiations, and a comparison and contrasts of combative communication styles of communication. Finally, a study of problems and practices in organizing and administering school programs and how communication is the knowledge base for success. Students will enroll for the level of administration for school they are seeking endorsement. This course will emphasize the Lakota values. Lakota language will be spoken as much as possible during class hours. LMEA 713-(E)lementary, LMEA 713-(M)iddle school, LMEA 713 – (S)econdary. 3 graduate credits

PROFESSIONAL GRADUATE PROGRAM THEME:

OYATE TA WOWASI through sovereignty, self-sufficiency, and decolonization.

PROFESSIONAL GRADUATE PROGRAM GOAL(S):

To graduate potential leaders to fill leadership roles in every aspect of the living Lakota culture-Wolakolkiciyapi.

PROFESSIONAL GRADUATE PROGRAM OUTCOME(S);

1. Inquire about relevant issues in order to support present practices or initiate change.
2. Reflect on relevant issues with breadth, depth, and rigor to ensure improvement and encourage implementation of professional practices.
3. Implement responsible change in a supportive manner to meet the needs of individuals so they will be empowered for continual growth.

GRADUATE PROGRAM PHILOSOPHY/MISSION STATEMENT [Graduate Studies Department, 2001, p. 3].

Graduate program is committed to the belief that the leaders and managers 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 graduates strive to demonstrate Wolakota, excellence and confidence as they translate theory into quality practice.

GRADUATE PROGRAM VISION [Graduate Studies Department, 2001, p. 3].

It is the vision of the Graduate Program to foster 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. The ultimate goal is the establishment of a Lakota university.

PURPOSE OF GRADUATE PROGRAM [Graduate Studies Department, 2001, p. 3].

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 students 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.

GRADUATE PROGAM OBJECTIVES [Oglala Lakota College, 2001, p. 4].

Oglala Lakota College's graduate programs of study are designed to expand understanding of contemporary society through a full application of the Lakota culture and its world relationships; increase knowledge in a particular area; to challenge values and philosophy; to encourage independent research and implementation; to develop and refine communication skills; to foster reflective thinking processes; to provide intellectual stimulation and a foundation for continued study.

OGLALA LAKOTA COLLEGE VISION [Oglala Lakota College, nd, p. 1].

Learning Lakota ways of life in community—Wolakolkiciyapi.

OGLALA LAKOTA COLLEGE MISSION AND PURPOSES [Oglala Lakota College, p. 1].

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 learning of knowledge, skills and values toward a Piya Wiconi—a new beginning for harmony in fulfillment of aspirations and dreams.
Oglala Lakota College is committed to continuous improvement through outstanding teaching, research, community services 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

Community

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

Cultural

- utilizes Lakota cultural values in all learning frameworks.
- 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 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.

INTEGRATION OF THE PROGRAM AREA GRADUATE KNOWLEDGE BASE:

The graduate program reflects the professional Theme. Goals and Outcomes in each course through specific class assignments, classroom activities, and assessment strategies all designed to meet essential program outcomes.

COURSE OVERVIEW

The course is designed to prepare students for assuming a leadership role in whatever capacity they choose. The course will investigate measurable survey objectives that are rooted in the survey research question, reliable and valid survey items that are related to the survey objectives, design effective survey questionnaires using appropriate layout techniques. Students will develop appropriate sampling plans that minimize error and bias, and design structured survey implementation procedures that are appropriate for the survey project.

REQUIRED TEXTS:
Hoy, Wayne K. & Miskel, Ceceil G.(2008) *Education Administration.* (8th). Boston, MA: McGraw Hill., and

Web Resources: Other materials as provided or assigned- see Internet & web sites below, etc. of note:

- Administrator's Briefcase of Websites
  http://www.vickiblackwell.com/administrators

- Administration Websites – School Administrator – Find Articles at BNET
  http://findarticles.com/p/articles/mi_mOJSD/is_11_62/ai_n15980833/

- A comprehensive directory of educational administration program websites at universities nationwide
  www.umn.edu/-mcleod/admin.websites

- Administrators.Net – School Administrators – colleagues, chatboards, lesson plans, project center, etc.
  http://administrators.net/

- Principals Page – A Navigation Tool for School Administrators
  http://www.principalspage.com/

- Educational Psychology and Administration Research Guide
  - The School Administrator Magazine online
  - The School District Demographic Website
  http://www.csulb.edu/library/subj/education.html

- School Administrators of South Dakota
  http://www.sasd.org/

- South Dakota School Superintendents (SDASSP)
  http://www.sasd.org/sdassp/

- American Association of School Administrators – Magazine of the AASA, a professional organization for school administrators.
  http://www.aasa.org/

- National Association of Secondary School Principals – Offering middle-level and high-school principals, assistant principals and aspiring principals member benefits, professional development, etc.
  http://www.principals.org/

- National Middle School Association
  http://www.nmsa.org

- National Association of Elementary School Principals
  http://www.naesp.org/

METHODS OF INSTRUCTION & TEACHING PHILOSOPHY:

Students are expected to be actively involved in the learning and work of the class. Students will conduct research applicable to school administration, discuss such, and focus on leadership qualities and concepts while being assisted and monitored by a caring, competent, and experienced school administrator.

Written reports may be submitted electronically (the preferred method); however, they may be submitted vial US mail or in person.

Frequent communication with the instructor via email or telephone is not only encouraged but recommended to promote class learning and to develop positive relationship skills.

(Instructor, please enter your teaching philosophy or theory of instruction)

COURSE LEARNING OUTCOMES: When students have completed this course they will:

1. Justify and determine how their vision for learning is shared and supported by the school community.
2. Assess a school culture to evaluate instructional programs, diversity in student learning, and the school environment; providing recommendations for improvement.
3. Develop plans for school organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Discuss collaborations with families and community members, responding to diverse community interests and needs, and mobilizing community resources in the educational setting.
5. Practice the application of personal integrity, fairness, and ethics in the classroom as a proxy for the school environment.
6. Students will apply concepts of organizing communities and awareness of constructing change
7. Identify faculty and staff strengths, and move toward goals through systematic planning and community involvement
8. Develop and articulate communication skills and strategies of negotiation and conflict resolution in a Wolakota community praxis
9. To practice Lakota values of wisdom, courage, respect, generosity, fortitude and humility
10. To utilize the Lakota language within the classroom, between colleagues and within the research process

ELCC AND SD DEPARTMENT OF EDUCATION COMPETENCY STANDARDS:

The above course learning outcomes are designed to meet the following state, specialized professional accreditation, and/or OLC Graduate Studies Department Objectives; and to reinforce the Lakota virtues inherent in the four directional model of Bear Shield et al (2000):

ELCC Standards # 1.3, 1.5, 2.1, 2.4, 3.1, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1 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*.

SD State Competencies #1, 2, 3, 4, 5, 6, 7 see State of South Dakota administrative rules.§24:16:09:01 inclusive.

OLC Comprehensive Portfolio Key Indicator # 2, 5, 6, 9, 11, 14, 15, 17, 18, 19, 20 see Foliotek (2011) *e-folio system.*

OLC Graduate Studies Department Objectives_____ see OLC Graduate Studies handbook (2010).

COURSE REQUIREMENTS, ASSIGNMENTS & MARKINGS

- Students are expected to be on time and present for ALL classes. Leaving early is not acceptable.
- Students are expected to engage in constructive discussion and share information during class.
- Class presentation and submission of four (4) written research reports on a topic assigned by the instructor. Sources andor bibliography to be included.
- Class presentation and submission of a philosophy of school administration to include future plans of the student.
- Conduct three (3) unstructured interviews with three (3) different school administrators. Present a report to the class and turn in the written report to the instructor.
- Begin and complete an administrative portfolio and share the same with the class and the instructor.
- Complete two (2) individual meetings with the instructor for the purpose of reviewing progress and plans.
- Each student will complete a final examination as administered by the instructor.

EVALUATION AND GRADING

Evaluation:

Course Requirements / Assignments	Percentage Of Grade	Assigned Points	Points Possible
Four Written Research Reports (4)	23.5%	25	100
Philosophy of School Administration (1)	11.85%	50	50
Interviews (3)	17.6%	25	75
Meetings with Instructor (2)	11.8%	25	50
Administrative Portfolio (1)	11.8%	50	50
Final Examination (1)	23.5%	100	100
TOTAL	100.05%	275	425

Extra credit- as arranged between student and instructor.

Grading:

Letter Grade	Scale	Points
A	90-100	391-425

B	80-89	371-390
C	70-79	351-370
D	60-69	331-350
F	0-59	0-330

These items are not all inclusive and are listed to give prospective school administrators an idea of things they will be expected "to be good at" if they are to be considered a success.

1. Knowledge and skills related to group dynamics, decision making, goal setting, human relations, employer and employee relations and communication.
2. Skill as a facilitator in the development of curricula and evaluation for academic, vocational-technical, technology, special education, and other programs and their relationships.
3. Knowledge and skills related to establishing partnerships with parents, business, industry, and other community members and agencies.
4. Knowledge and skills in developing and implementing an effective staff selection, evaluation, and development process.
5. Knowledge and skills necessary to implement various organizational configurations including preschool and middle school.
6. Orchestrating a faculty toward goals developed through systemic planning.
7. Identifying and utilizing the strengths of individual staff persons.
8. Developing technological skills to enhance research, communications, and the delivery of instruction.

Papers must be written in accordance with the Style Manual of the American Psychological Association (APA 5th edition). You should consider purchasing this manual if you do not own it.

Papers will be evaluated on the following general criteria (Total points = 150) per the attached written work scoring rubric:

a. The timely submission of section drafts.
b. The degree to which the paper presents a readily visible, logical flow of ideas. That is, the logical justification provided for the research question, and the logical linkage between the question and proposed methods.
c. The thoroughness and sophistication of writing including outline, conceptual development, arguments and rhetoric used in the essay, research paper or other document being graded. That is, the degree to which the writing conveys the ideas in an interesting or challenging way, including the prominent use of Wolakota- Lakota culture and social practice or concepts
d. The quality of the writing, including grammar, sentence structure, paragraph structure, punctuation, and adherence to APA style as follows:

Rating:	**Minute Evidence: 0-15 points (%) each.**	**Some Evidence: 15-25 points (%) each.**	**Significant Evidence: 25-40 points (%) each.**
Includes most important ideas, in a concise 12± page written paper:			

Connects prior knowledge with text/course information:			
Demonstrates sense of audience or purpose:			
Indicates control of the mechanics of writing, including APA style :			

Markings: < 100 = D, 100-120 = C, 120-140 = B, 140+ = A

TOPICAL OUTLINE

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Class No.	Date	Activity	Outcome
1	9-12SU-10	-Orientation, review of syllabus, planning, assignments. -Begin portfolio assignments.	Assignments started.
2	9-12SU-10	-Discuss philosophy of educational administration and begin writing same. -Clarify unstructured interview process.	
3	11-7SU-10	-First Written Report shared with class and turned in to instructor. -Portfolio progress. Sharing of	

		portfolios.	
4	11-7SU-10	-Complete First Meeting with Instructor.	
5	11-7SU-10	-First Interview Report due. -Portfolio progress. Sharing of portfolios.	
6	11-7SUSU-10	-Second Written Report	
7	11-21SU-10	-Philosophy of Educational Administration due. -Portfolio progress. Sharing of portfolios.	
8	11-28SU-10	-Complete Second Meeting with Instructor. -Second Interview Report due.	
9	11-28SU-10	-Third Written Report -Portfolio progress. Sharing of portfolios.	
10	11-28SU-10	-Review of completed course requirements	
11	11-28SU-10	-Third Interview Report due. -Portfolio progress. Sharing of portfolios.	
12	10-24SU-10	Fourth Written Report	
13	12-5SU-10	-Portfolio progress. Sharing of portfolios.	
14	12-5SU-10		
15	12-5SU-10	-Final Examination Administered.	All students successfully complete the class.

Note: *Course/class schedule subject to revision and change at first class meeting*

COURSE AND COLLEGE POLICIES

Late Assignments

Assignments that are turned-in late are docked one letter grade and all subsequent rewrites, if any, will likewise be penalized one letter grade. Due dates are not extended if you are absent from class. So turn in something by the due date for each assignment [even if it is merely a statement saying that you have not finished the assignment] because you can then rewrite and raise your grade without any penalty.

Please always submit a separate statement for each assignment, and be sure to clearly indicate the assignment number. Due dates are strictly adhered to so be sure to turn in something when it is due. Rewrites received after their final rewrite date will not be accepted.

Uncompleted Assignments

There are very serious consequences for not completing every requirement of this course. If any requirement is not fulfilled, then a zero (0) is entered for its component of your final grade.

So, be very diligent about completing every course requirement, no matter how insignificant it seems.

Attendance Policy

You are expected to attend all classes and to participate in class activities. This is a graduate level course that may include both face-to-face and online work. The face-to-face meetings involve extensive interactions between you and your classmates and between all of you and me. These interactions cannot be "made up" at some later date.

The online meetings, however, are designed for you to complete assignments at your convenience—within a specified timeframe. These timeframes are the equivalent of a face-to-face class period. So if online assignments are not completed within the specified timeframes, then you will be considered absent for that class period *plus* that assignment will be docked one letter grade for being late (refer to Late Assignments above). If a total of three (3) classes or nine clock hours of instruction—or an equivalent share of online discussion assignments or chat sessions—are missed during the semester, you will be dropped from the course, as per Graduate Studies Department policy.

Class Make Up

If a class meeting is cancelled due to weather or any other reason, we will make it up at a time and place to be announced, during make-up week (dates).

Internet Access

This course requires that you have access to both a computer and the Internet. These services are available at the college centers for your convenience and use. You are expected to use your OLC email account and to check it at least every other day. Assignments and messages will be emailed to you.

You are responsible for making sure that your OLC account is active and that you know how to use it. Be sure to send a cc of all your email messages to yourself so that you have a copy of your work. You will be attaching Word and Excel documents in .doc, .docx, .xls, and .xlsx format to email messages, so be sure you are familiar with how to do this.

Cell Phones, Pagers and Other Electronic Devices

During class time, you are expected to devote all your time to course content. Please turn off your cell phone, pager or other such device before class starts. It is not respectful to the rest of us in this course to do these things. Please follow the College Center rule that says cell phones are to be turned off in classrooms. If you are required to use your computer during class time, please use it to do class work.

Academic Integrity

Plagiarism is an ethical violation that is not tolerated at OLC. 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.

Importance of Rules [One Feather, 1974, p. 1]

In all times of history, it has been necessary for each group of people to have rules of conduct which everyone follows. The smallest group has certain ways of governing itself so that life runs smoothly. The same is true of a large nation. In the family, there are rules such as being on time [to] eat, encouraging good behavior of all persons in the family, and forbidding certain types of behavior.

The rules vary from one family to another just as the rules vary slightly from one country to another. The important thing is that it is necessary for any group to have rules or laws by which to live.

Disabilities
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the OLC Coordinator of Support Services (455-6040) as early as possible in the semester.

LAKOTA PROTOCOL IN THE CLASSROOM

In the *Handbook for Graduate Study*, the description for this and every other graduate course includes the following sentence: The Lakota language will be spoken as much as possible during class. All of us are not speakers of Lakota, therefore the course cannot be conducted entirely in that language.

Nevertheless, we will make a good faith effort to incorporate Lakota language into our classes in a good manner. The way we are going to do that is in a manner that is both respectful of the language and relevant to us as members of the Oglala Lakota College academic community.

The idea of an academic community ties into the vision of Oglala Lakota College as stated on page two of this syllabus. The College's vision statement is: Learning Lakota ways of life in community—Wolakolkiciyapi. In our classroom community, then, we are going to incorporate Lakota language in two standardized and conventionalized situations. One is at the beginning of each class and the other is at the end of each class.

Beginning of Class
At the beginning of every class we will all shake hands and greet each other in Lakota. We will use standardized greetings and replies. Those of you who are speakers will have to be patient with the rest of us. Be supportive, not critical. And those who are not speakers, you will have to practice, listen and speak. Be brave, not shy. This is not a language course, so let's stick to a very limited set of greetings and responses so all of us can participate. These greetings and responses are the equivalent of the "ritualized" conversation that we all carry on every day in English in similar types of settings.

[Greeting] [Reply]

Tanyan wacinyanke [*ye* or *yelo*]. [*Han* (women) or *Hau* (men)]. *Tanyan wacinyanke.*
Its good to see you. Yes. Its good to see you.

Tonitukta [*he* (women) or *hwo* (men)]? *Mawaste*. *Nis*?
How are you? I am good. And you?

Taku eniciyapi [*he* (women) or *hwo* (men)]? [Your Name] *emaciyapi*.
What is your name? My name is [Your Name].

During Class

There are a number of common words or phrases that we might wish to use during classes. For right now, there is just this one word. But if we choose, we may add words to this list.

Pilamaya.
Thank you.

End of Class

At the end of each class, we will all shake hands and greet each other in Lakota:

Toksa ake wacinyankinkte. [*Han* or *Hau*]. *Toksa ake wacinyankinkte*.
I will see you again later. Yes. I will see you again later.

So this is the list of words and phrases that we should be familiar with for this course. Remember, this is **not** a language class. All we are instituting is a way of incorporating Lakota language into our classroom in a standardized manner that each of us can comprehend and practice. It is one of our classroom rules, and as Deloria (1944, p. 24) states, All peoples who live communally must first find some way to get along together harmoniously and with a measure of decency and order. This is a universal problem. Each people, even the most primitive, has solved it in its own way. And that way, by whatever rules and controls it is achieved, is, for any people, the scheme of life that works.

Our class is a small group. Lets practice the habit of shaking each other's hand and greeting one another in Lakota. Doing so will not make us more Lakota, but it will help remind us of where we are and hopefully inspire us to strive for excellence in our thoughts and words and actions. One other protocol that we will observe in our class is that of each of you will be asked to share Woksape, or words of wisdom and encouragement, with your classmates. This will be done at the beginning and the end of each class.

This is an opportunity for you to practice your public speaking in a friendly and supportive environment. These are not long speeches. You will be asked ahead of time to give Woksape. You may decline, but by the end of the course you will each give Woksape a number of times. If you wish to do this on a particular day, please let me know as soon as possible. Remember, these protocols do not make our class Lakota. Nor do they follow precisely the protocol practiced outside the college. But they are an effort to incorporate Wolakolkiciyapi into our classroom. Thank you for participating and for supporting these efforts.

Note:
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. Instructor reserves the right to make changes in this syllabus in collaboration with the class, when possible, and with reasonable notice to all concerned.

REFERENCES

Deloria, E (1944) *Speaking of Indians.* Lincoln: University of Nebraska Press.

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. Washington, DC: Author.

Foliotek (2011) *e-folio systems*

Oglala Lakota College (nd). *Cover page of work expectation form*. Piya Wiconi, SD.

Oglala Lakota College (2001) *Handbook for graduate studies*. Piya Wiconi, SD: Author

OLC Graduate Studies Department (2010) *Graduate Studies handbook: master of arts in Lakota leadership & management, and Lakota leadership & management emphasis in educational administration*. Kyle, SD: Author

One Feather, V. (1974) *Itancan*. Pine Ridge, SD: Red Cloud Indian School.

ONLINE AND HYBRID COURSE REQUIREMENTS

METHOD OF INSTRUCTION:
This course will be presented electronically over the Internet using the Moodle online learning environment as provided through OLC's Virtual Campus, or through other electronic media including email and text messaging, and the chat and the visual messenger programs of MSN, Yahoo, Skype and Logitech. Methods of teaching and learning may include: professional reading, viewing archived webinars and podcasts, discussion and dialogue, personal values/beliefs clarification and reflection, field-based experience, and the incorporation of Wolakolkiciyapi.

TECHNOLOGY REQUIREMENTS

Students must have a current version of Windows or Mac OS and Internet access. Minimum browser requirements are: Internet Explorer 8.0, Firefox 3.0, Safari 3.0, or another equivalent level browser. Students will logon to the course using their OLC provided username and password. If a student experiences difficulty accessing the course content in Moodle it is his/her responsibility to contact the instructor, graduate studies program and/or technology support services for assistance. Written assignments must be submitted in .doc or .docx format. Note: Students may be required to download and install additional (free) software applications in order to view or listen to supplemental webinars, podcasts and other video or audio files.

FACE-TO-FACE SUPPORT:

Two face-to-face support/working sessions will be held in most cases. These sessions will provide students with an opportunity to meet the instructor, ask questions regarding course expectations and assignment guidelines, and to receive technical training and support in using Moodle. In addition, course assignments will be introduced and completed during these sessions. Attendance is required when face-2-face sessions are scheduled.

COURSE REQUIREMENTS:

1. **Be Online.** Daily attendance in the online learning environment is expected. This includes attention to email, as well as the required chat or asynchronous discussion board assignments
2. Students will read texts, view selected videos, and visit websites as assigned in order to offer meaningful input into course discussions and assignments.
3. Participate in daily forum discussions by responding to the initial prompt and replying to one or more peers.
4. Attend support/working sessions and participated in group activities with peers.
5. Complete offline assignments in accordance with posted guidelines and scoring criteria.
6. Demonstrate Wolakota – act with respect, harmony, peace and friendship.

ATTENDANCE:

Students should plan to spend approximately three hours each day in the online learning environment. It is essential that all students access the material each day and keep up with the required postings to the forum discussions. Sharing is an important element of this class and student attendance will be monitored through participation in daily discussions. Failure to participate in a discussion as scheduled will constitute an absence from class. A student may be dropped after three consecutive absences and will be dropped after five total absences. (Please see policy as stated in Student Handbook.)

ONLINE FORUM DISCUSSIONS:

The course includes forum discussions. Participants will have from Monday through Friday to complete these online discussions each week. Initial responses to the daily forums are due by midnight each night, Monday through Thursday. Replies to peers are due by midnight on each of the following days, Tuesday through Friday. Please refer to the forum discussion guidelines provided by your instructor for further clarification of participation expectations.

OFFLINE ASSIGNMENTS:

The course may include offline assignments. These assignments include face-to-face (F2F) support/work sessions. The remaining assignments will be completed individually by course participants. Full credit will only be awarded to assignments submitted on time. A 15% grade reduction will be applied to late assignments that are turned in within two days following the due date. No credit will be given for any assignment submitted more than two days late. If you miss a face-to-face session it will be your responsibility to complete and submit the required assignments by the due date or within two days of the missed session.