



Oglala Lakota College Graduate Studies Department

LMEA 733 Oyate Wicoun
(Fundamentals of Curriculum Development)

Instructor
LMEA 733
Semester
Time/ Day
Location

CATALOGUE DESCRIPTION:

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 Lakota values. Lakota language will be spoken as much as possible during class hours.

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 PROGRAM 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 tiospace, 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 roles, functions, and tasks of a leader/manager, emphasizing leadership and managerial skills required to organize and seek change in communities. Students will understand terminology of curriculum. Further, students will explore the impact communities have on school curriculum and finally students working, with their community organization, will design a standards based school curriculum

REQUIRED TEXTS:

Ornstein, A. C., & Hunkins, F. P. (2004) *Curriculum: foundations, principles, and issues* (5th ed.). Boston: Pearson.

Wiggins, G., & McTighe, J. (2006) *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

METHODS OF INSTRUCTION & TEACHING PHILOSOPHY:

I have a cognitive and constructivist view of my students' learning process. I define the context and content of the learning activities for my students and then help them negotiate the meaning of the information with them individually and as a group. I try to bring current experiences, either mine, theirs or from society and the media into context to help form the basis for a personal construction of the subject content, and require that the student be personally involved with me and each other in a dialog.

Methods include seminar, discussion, working sessions, small groups, service learning, etc. Some online work may be undertaken. Students will do online and other research to complete assignments and projects. My teaching philosophy holds that the graduate students in my classes need to learn to critically analyze history, current events and future scenarios so that they can work at and manage schools, government programs and other for profit and non-profit organizations.

This dialog can be written in the form of tests, journals, essays, reports and research; or verbal discussions, community service, and infield experience, service learning activities and internships. Students will be evaluated on the quality of this written and active learning portfolio.

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

1. Explain principles and concepts of the professional, state and institutional standards within the school curriculum, and their role in the formative assessment process
2. Identify key elements and arrangement of components in a curriculum design.
3. Describe the components and diversity of a school community, and how this information may influence curriculum.
4. Apply appropriate research strategies to improve instruction leading to increases in student achievement
5. Integrate a technology and information systems component into the plan to enrich curriculum and instruction; and to monitor instructional practices.
6. Candidates demonstrate the ability to work with the community to design, implement, and evaluate a curriculum to meet the needs of diverse learners
7. To practice Lakota values of wisdom, courage, respect, generosity, fortitude and humility in the classroom, between colleagues and within the research process
8. 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 # 2.1, 2.2, 2.3, 2.4, 3.3, 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 # 6, 7, 8, 9, 13, 20 see Foliotek (2011) *e-folio system*.

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

COURSE REQUIREMENTS, ASSIGNMENTS & MARKINGS

COURSE EVALUATION: Grades will be assigned as follows:

Class participation in discussion, including on-line discussion forums (Moodle)	100 pts
Five research article critiques about curriculum, APA style, 4± pgs	150 pts
Locate 15 (including the five above) research articles, cite and add to log	100 pts
Designing and building a curriculum in content area of choice	200 pts
Presenting the curriculum model to the class and/or a practicing K-12 educator	100 pts
Designing and building a curriculum evaluation tool	100 pts
Using the curriculum evaluation tool to evaluate another student's curriculum or a selected school curriculum	100 pts
Total 850 pts	
Breakdown:	
781-850	A
711-780	B
660-710	C
659 & below	F

LMEA 733 Fundamentals of Curriculum Development Curriculum Evaluation Form

This evaluation is based on important roles performed in the development of curriculum by supervisors. This evaluation is based on the National Board for Educational Administration Standards. These standards for advanced programs in educational leadership is the model followed within this course of study.

An evaluation mark of one-through-ten is applied as performance ratings. A score of one being the lowest rating and ten being the highest.

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

- 1.1 Develop a Vision _____
- 1.2 Articulate a Vision _____

- 1.3 Implement a Vision _____
- 1.4 Steward a Vision _____
- 1.5 Promote Community Involvement in the Vision _____

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote Positive School Culture _____
- 2.2 Provide Effective Instructional Program _____
- 2.3 Applying Best Practice to Student Learning _____
- 2.4 Design Comprehensive Professional Growth Plans _____

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- 3.1 Manage the Organization _____
- 3.2 Manage Operations _____
- 3.3 Manage Resources _____

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate with Families and Other Community Members _____
- 4.2 Respond to Community Interests and Needs _____
- 4.3 Mobilize Community Recourses _____

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

- 5.1 Acts with Integrity _____
- 5.2 Acts Fairly _____
- 5.3 Acts Ethically _____

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 6.1 Understand the Larger Context _____
- 6.2 Responds to the Larger Context _____
- 6.3 Influence the Larger Context _____

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills unidentified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

- 7.1 Substantial _____
- 7.2 Sustained _____
- 7.3 Standards-based _____
- 7.4 Real Settings _____
- 7.5 Planned and Guided Cooperatively _____
- 7.6 Credit _____

See attached LMEA 733 Study Guide and LMEA 733 Research Article Log

Papers must be written in accordance with the Style Manual of the American Psychological Association (APA 6th 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: < 80- - 84 = D, 85 - 89 = C, 90 - 95- = B, 95 - 100%+ = A

COURSE OUTLINE

Objective 1: To understand curriculum

Strategy 1: Research

- Action 1: Read literature: (a must) Donald Goldman, Benjamin Bloom, Glatthorn, Howard Gardner, Joel Barker. Read additional literature based on the text chapter and topic.
- Action 2: Access South Dakota Department of Education and Cultural Affairs standards and National education standards. Be able to explain verbally and in writing how to do this. Read, discuss and compare State and National education standards.
- Action 3: Access five curriculum guides (elementary, middle, secondary School, special education, and either: vocational, industrial tech, or gifted and talented). Again, be able to explain verbally and in writing how to do this. Review these curriculum guides.
- Action 4: Compare curriculum guides to state and national education standards.
- Action 5: Be able to identify what concepts and skills are taught at each level.
- Action 6: Review pertinent sections of educational psychology and child growth and development and consider how this is needed to do curriculum planning and development.
- Action 7: Discuss child readiness for learning and learning styles.
- Action 8: Observe children in classrooms (all levels). Be able to list when and where these observations were made.
- Action 9: Observe teacher's delivery of content (all levels). Be able to list when and where and who the teachers were that you observed.
- Action 10: Define curriculum.

Time Line: (PLAN YOUR Personal Timeline to complete the above. Be ready to explain or present this to your classmates and instructor.

Strategy 2: Curriculum model

- Action 1: Define: Exit outcome, vision, mission, and philosophy statements.
- Action 2: Define: Strategic plan, objective, strategy, action, and time line.
- Action 3: Write, discuss, review, and rewrite an exit outcome, a vision, mission, and philosophy statement.
- Action 4: Write objective, strategy, action, and determine a time line.
- Action 5: Adopt a working exit outcome, vision, mission, and philosophy statement.
- Action 6: Design model: Exit outcome, vision, mission, and philosophy statement, objective(s), strategy(ies), action(s), and time line(s).
- Action 7: Using design model, build K-12 curriculum.
- Action 8: Present curriculum model.
- Action 9: Present process of curriculum development.

Time Line: (PLAN YOUR Personal Timeline to complete the above).

Be ready to explain or present this to your classmates and instructor.

Strategy 3: Evaluation model

- Action 1: Define the process of curricular evaluation.
- Action 2: Access evaluation tools.
- Action 3: Access and or design authentic assessment tools.
- Action 3: Determine and select a particular method to evaluate a specific curriculum.
- Action 4: Using authentic evaluation tools (or tool), evaluate one subject, one grade level in a school.

Time Line: (PLAY YOUR Personal Timeline to complete the above. Be ready to explain or present this to your classmates and instructor.

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] *emacyapi*.
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. Let's 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.