



## Oglala Lakota College Graduate Studies Department

**LMEA 796 Wayawa Tiospaye Wocun Wicokan**  
(School Community Action Project & Internship)

Instructor

LMEA 796

Semester

Time/ Day  
Location

### **CATALOGUE DESCRIPTION:**

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 in implementation of School Community Action Project. 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 or schools in other states having reciprocity with South Dakota. Director of Graduate Programs will supervise Candidates serving an internship.

### **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 the administration of a school building as the principal, and other such ancillary roles in the business office, school boards, teaching at the K-12 or college undergraduate level, as well as serve as a step in the progression towards a doctoral program at another institution of higher learning. The course will concentrate in two areas: an internship in school principalship, and original research in an educational issue of interest to the master's degree candidate. Thus, a significant amount of class time will be devoted to primary thesis question(s), human research protections, APA style appropriate academic research writing, and the basic methods and statistics used in qualitative and quantitative research in the K-12 educational field so that the student will be prepared to understand, interpret, and apply educational research in practice. The internship will likewise prepare the candidate for a practical operational role in school administration with hands on experience, mentoring and guidance from a school administration practitioner in an authentic K-12 school setting.

## **REQUIRED TEXTS:**

American Psychological Association (2008) *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: Author.

## **METHODS OF INSTRUCTION & TEACHING PHILOSOPHY:**

Methods of instruction will include seminar, discussion and dialogue, multimedia (including the internet), working sessions (including service learning, cooperative and collaborative learning), presentations by course participants, and the incorporation of Wolakolkiciyapi as follows:

1. Lecture and readings
2. Group discussions, live and online
3. Media presentations
4. Case studies
5. Cooperative learning
6. Class and individual readings
7. Guest lecturers (subject to availability)

In addition, the internship will consist of hands-on on-the-job training and mentoring provided by the practicing principal in an authentic K-12 school setting

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

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

1. Experience qualities necessary for Lakota leadership through establishing partnerships in the community through the research process and internship;
2. Demonstrate an understanding of how values, belief system and life-style of a leader/manager will impact people and society;
3. Express awareness, knowledge, and practice in listening skills, Lakota oratory, accepted research methods, and other appropriate methods of expression of Lakota values;
4. Transfer concepts of organizing communities and effecting change in a positive manner through the research process and internship;
5. Evaluate methods of researching a topic that is based on Lakota Community values;
6. Model effective leadership styles in the Lakota community through diligent observation and hands-on experiences during the internship.
7. To practice Lakota values of honesty, courage, and fortitude 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** #4.1, 4.2, 4.3, 6.1, 6.2, 6.3 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** #3 see State of South Dakota administrative rules.§24:16:09:01 inclusive.

**OLC Comprehensive Portfolio Key Indicator** # 14, 15, 16, 20, 21, 22 see Foliotek (2011) *e-folio system.*

**OLC Graduate Studies Department Objectives** \_\_\_\_\_ see OLC Graduate Studies handbook (2010).

## COURSE REQUIREMENTS, ASSIGNMENTS & MARKINGS

### Grade determination:

SCAP	300 points
Internship	300 points
550-600 points	A
450-550 points	B
449 and below	C (unacceptable)

**Rubrics: SCAP proposal and final thesis** Please see the following rubric and thesis/proposal detailed below adhering to these general guidelines.

1. Does SCAP follow the guidelines as set forth in the Graduate Study Handbook? (100 points)
2. Does the paper reflect the rigor worthy of a graduate school product? (i.e. grammatically correct, APA format, data germane to the stated problem, does concluding narrative support statement of problem) (100 points)
3. Is the SCAP aligned with the program's vision and mission and promotes a positive Lakota culture? (100 points)

**Student principal internship.** Please see the fifteen ELCC elements in the Principal Internship Overview and list of recommended activities to be certified by your cooperating school administrator (COSA). The internship log Appendixes C & D, COSA assessment and portfolio scoring rubric, Appendixes F & G.

4. Does the student evidence a progression in learning to include all of a Principal's job duties during the internship experience? (100 points)
5. How did the internship presentation collaborate with families and other community members? (100 points)
6. How were the values of integrity, fairness, ethics, as well as the Lakota values of respect, courage, wisdom and generosity integrated into the internship process? (100 points)

### Research Proposal Assignment

The intent of this assignment is to provide students with an opportunity to identify and justify a specific research question, and then design a study that adequately addresses the question. Your

task is to write a research proposal that is focused on a specific research question in your area of interest. This paper follows a very traditional quantitative research proposal format, and includes several headings and subheadings, as detailed below. The *Introduction* provides a logical argument justifying the research question, a broad overview of the scope and significance of the question, and an explicit statement of the research question. *Literature Review* provides a comprehensive discussion of the relevant literature and research in the field. *Methods* provides a specific and detailed plan for conducting the survey study. *References* is a list of all citations used in the paper. And the final section includes a copy of your cover letter and survey questionnaire (and follow-up letters if used). These first three chapters of your thesis is the proposal which should be completed in the first semester of the course. It is then approved by your committee chair, the OLC Institutional Review Board (IRB), the OST Research Review Board (OSTRRB), and presented formally to the community at the first colloquium.

In the second semester of the course the paper is completed with the implementation of your research project experiment, survey, data collection, and related statistical review. The results of this research process is then written-up in the final two chapters of the thesis under the headings *Findings, Summary, Conclusions, and Discussion or Recommendations*, as follows:

### **Graduate Program School Community Action Project (SCAP) Outline**

#### Format for Manuscript

Abstract (Lakota)

Committee members

Acknowledgement (optional)

Table of contents

List of Tables

#### Chapter

##### 1. Introduction

Statement of problem

Significance of project

Definition of terms

Limitations

Organization of project

##### 2. Review of literature

##### 3. Methodology and Procedures

Review of selected literature

Population

Instrumentation

Data collection

Data analysis

##### 4. Findings

Demographics

Question(s)

Descriptive and inferential statistics

##### 5. Summary, conclusion, discussion

Recommendation

##### 6. Implementation (if any)

##### 7. Bibliography or selected References

## 8. Appendices

**Contents:** headings and subheadings should adequately and logically outline your research process: The following hints should provide further ideas for subheadings and items to consider.

### **Introduction (approximately 3-4 pages)**

Background of the Study  
Purpose of the Study  
Statement of Research Questions/Objectives

Review of Literature (approx. 10-15 pages and 15-20 sources cited)  
Historical overview of the problem  
Theories and models relevant to the problem  
Significant research data published about the problem  
Citations should be extensive throughout the chapter  
References at the end of the dissertation) should use the format recommended by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition (2009)

### **Methods (approximately 7 – 8 pages)**

Information regarding methodology should be comprehensive and detailed enough to permit replication of the study by other researchers.

#### **Study Population, Sample Frame and Sampling Plan:**

Provide a detailed description of the people who will receive your questionnaire. Who is in your study, how were they identified, how did you get their addresses, how were they selected to be in the study? What efforts will you make to reduce coverage and sampling errors?

#### **Variables and Measures**

Provide a detailed description of the key variables represented in your research question(s). What are the important variables being studied, how did you develop items to measure these variables, exactly which items on your questionnaire are intended to measure each variable?

**OLC IRB application and Protocol:** Provide a detailed description of the steps you propose if you are going to involve human subjects in your research. Provide a detailed step-by-step chronology of exactly how you will conduct the study, including all mail or e-mail contacts and follow-up. Develop a consent form to provide human subjects permissions where appropriate.

### **Appendixes**

**IRB Form:** Complete the IRB Form for exempt status projects/ Complete the form and answer the questions regarding exempt status.

**References:** A complete listing of every reference cited in your paper in APA 5 Style.

**Survey Cover Letter and Questionnaire,** to include consent (and follow-up letters if used.)

**Item Abstract Table**

**Proposed Budget**

The foregoing represents the requirements of the proposal which will be substantially completed in the first semester of the two semesters of the class. 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.

The final data collection, survey or experiment, and data analysis, conclusions and findings, summary recommendations, and implementation if any, are completed in the second semester after the project has been approved by the OLC IRB, the OST RRB, your committee, and any other authority, such as the school site administrator and/or School Board where necessary. Please see the OLC Graduate Studies Handbook for full detail in the proposal and completion stages of your research

Papers will be evaluated on the following general criteria (Total points = 300) per the attached written work scoring rubric:

- a. The timely submission of section drafts, and.
- 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:

<b>Rating:</b>	<b>Minute Evidence: 0- 25 points (%) each.</b>	<b>Some Evidence: 25 - 75 points (%) each.</b>	<b>Significant Evidence: 75-100 points (%) each.</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:			
The thoroughness and sophistication of writing including outline, conceptual development, arguments and rhetoric used in the research paper. 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:			
Indicates control of the mechanics of writing, including the quality of the writing, grammar, sentence structure, paragraph structure, punctuation, and adherence to APA style and the listed outline sections, ie, Does SCAP follow the guidelines as set forth in the Graduate Study Handbook:			

## LMEA 796 School Community Action Project 2011 – 2012 Course Schedule

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**Okó (space):**

**2011**

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- 1) **Wanji**      **April 14, 2011**      [Piya Wiconi] SCAP Prep Meeting
- 2) **Numpa**      **May 9<sup>th</sup>, 2011**      Research topic idea due
- 3) **Yamni**      **May 27<sup>th</sup>, 2011**      Committee selection paperwork due  
SCAP internship forms/calendar due
- 4) **Topa**      **Aug. 12<sup>th</sup>, 2011**      Research questions and ten article lit. review due.
- 5) **Zaptan**      **Sept. 26<sup>th</sup>, 2011**      Chapters 1 – 3 research proposal due  
prepare PowerPoint presentation
- 6) **Sakpe**      **Sept. 30<sup>th</sup>, 2011**      First Colloquium – presentation of proposals
- 7) **Sakowin**      **Oct. 7<sup>th</sup>, 2011**      Submit protocol to OLC Institutional Review Board
- 8) **Saglogan**      **Oct. 14<sup>th</sup>, 2011**      Present to OLC IRB, and submit to OST research  
Review Board (OSTRRB)

- 9) **Napciyunka**      **Nov. 9<sup>th</sup>**      Present to OSTRRB  
 Begin research/data collection

**2012**

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- 10) **Wikcemna**      **Feb. 1<sup>st</sup>,**      Submit first full draft w/ data and findings (Ch. 4)
- 11) **Ake wanji**      **Mar. 1<sup>st</sup>**      Draft discussion section (Ch. 5) due
- 12) **Ake numpa**      **April 20<sup>th</sup>**      Final thesis and PowerPoint due
- 13) **Ake yamni**      **Apr. 30<sup>th</sup>**      Final Colloquium presentation of findings & conclusions
- 14) **Ake topa**      **May 16<sup>th</sup>**      Final proof, formatting, signatures & copies due to GSD
- 15) **Ake zaptan**      **June, 2012**      OLC Graduation.

**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*.  
It's good to see you. Yes. It's 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.

