Oglala Lakota College
Graduate Studies Department

LakM 596 Tiospaye Ecel Waecunpi Kta Wounspe
(Community Action Project)

Instructor

LakM 596

Semester

Time/ Day

Location

CATALOGUE DESCRIPTION: [Graduate Studies Department, 2001, p. 10]
Community Action Project (CAP) is original research designed collaboratively by the student and a faculty advisor. Results of the Research are presentation and adherence to the process of research and writing. The process: Topic selection, proposal submission, project development, project documentation (technical paper) and APA writing style. Note: only those candidates who have completed 30 hours of the program may register for this course

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
- o provides the Lakota with outstanding graduates.
- o promotes the study and practice of sovereignty.
- o works with tribal entities toward building our nation.
- o 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 literature reviews and students will produce an annotated bibliography, review research methodologies, become familiar with the basic principles of statistical analyze, develop and present ideas for research projects that demonstrate concise writing, APA style and formatting, appropriate statistical analysis, and rigorous research methodology.

REQUIRED TEXTS:
Leedy, P. D., & Ormrod, J. E. (2010) *Practical research: planning and design*. (9th ed.). Boston: Pearson.
American Psychological Association (2008) *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author.

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. Comprehend and interpret the nature and significance of research
2. Synthesize existing research through a review of literature
3. Determine appropriate statistical, survey and other research methods and instruments
4. Develop and present a complete research proposal before peers, faculty and the OLC-IRB
5. Make findings, inferences, conclusions and recommendations on the basis of the research activity
6. Present completed research within the community of interest.
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

GRADUATE STUDIES DEPARTMENT COMPETENCY STANDARDS:

OLC Comprehensive Portfolio Key Indicator—to be developed— all graduate students will be required to upload a sample of coursework in the key indicator areas, in an electronic format such as M/S Word, Excel, Adobe pdf, or other software format. You should therefore maintain an electronic copy of all substantive course assignments such as major essays, research bibliographies and program analyses for the portfolio.

OLC Graduate Studies Department specific objectives #_____ see OLC Graduate Studies handbook (2010).

COURSE REQUIREMENTS, ASSIGNMENTS & MARKINGS

The course(s) are graded on a Pass/No Pass basis. There are four weighted components to your progress. Nearly all assignments will be written and rewritten, therefore be diligent about keeping

digital and hard paper copies of your research documentation and writing assignments Note: any course requirements not completed by the due date will result in a zero grade and No Pass.

NOTE: Any course requirement not completed by its final due date will result in a zero grade for that component of your final grade. The proposal and IRB application is the Fall work product; and the actual research and final thesis is the Spring work product for the class.

1. **Assignments** [10%]: These will be a combination of in-class, at-home, and online.
2. **Colloquia presentation of thesis or portfolio** [50%]: You must present your CAP thesis, in both proposal and final format, to the colloquia and/or community forums.
3. **Drafts of thesis or proposal** [20%]: You will present draft copies of your proposal, IRB and OST TRRB application, and/ completed thesis, to the advisor and committee, and to the department.
4. **Final revised thesis or proposal** [20%]: You will deliver the final revised copies of the proposal, (Chapters 1-3), and the thesis, Chapters 1-5, with all appendixes, for binding.

This is the grading system that is used within our classroom. At the end of the semester your grade will be converted from this system to the OLC system of full letter grades only.

Scale Ltr	Eqiv Range	Percentage	Ltr Eqiv	Range	Percentage
A+	4.33, 4.17-4.49	97-100	B+	3.33, 3.17-3.49	87-89
A	4.00, 3.84-4.16	93-96	B	3.00, 2.84-3.16	83-86
A-	3.67, 3.50-3.83	90-92	B-	2.67, 2.50-2.83	80-82

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

LakM 596   **Tiospaye Ecel Waecunpi Kta Wounspe**   **Topical Content**

Lena ecunk unpi kte

Oko (week):

	Fall	Spring
Wanji	Welcome and Orientation Discuss syllabus	Review Status of thesis
Numpa	Thesis Outline & Proposal APA style workshop	Editing, meet with Committee APA style workshop
Yamni	The Problem Development	Chapter 4, Findings

Topa	Review Related Literature	
Zaptan	Committee & Advisor Meetings	Chapter 5 Conclusions et al
Sakpe	In-Class Presentations	
Sakowin	Planning Your Research Project	References & Appendixes
Saglogan	Writing the Research Proposal	
Napciyunka	Research Methodologies	Abstract
Wikcemna	Descriptive Statistics	
[Wikcemna] ake wanji	[Analyzing Quantitative Data	1st Draft of Thesis
Ake numpa	Inferential Statistics	Prepare for Presentation
Ake yamni	Colloquia & IRB presentations	Colloquium
Ake topa	Proposal Workshop	Revision and editing
Ake zaptan	Proposal Workshop	Revision and editing
Make-up week	May 16th – 20th Note: AIHEC/Spring break Friday April 15th thru Easter Sunday, April 24th , 2011	

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. 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.