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**APPLICATION FOR SOUTH DAKOTA STATE BOARD APPROVAL OF A  
NEW, AMENDED, OR DELETED EDUCATION PROGRAM**

INSTITUTION: \_\_\_\_\_ Sinte Gleska University \_\_\_\_\_ DATE: \_\_\_\_\_ 12/02/2025 \_\_\_\_\_

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

\_\_\_\_ Aimee Schrader, MAE, Doctoral Candidate \_\_\_\_\_  
\_\_\_\_ Department Chair of Education \_\_\_\_\_

I certify that all information contained in this application is complete and accurate.

Signature \_\_\_\_\_

**Section I. Action Requested**

\_\_\_\_ ☒ New Program Approval

\_\_\_\_ Amendment of Approved Program

\_\_\_\_ Innovative/Experimental Program

\_\_\_\_ Deletion of Approved Program—Stop here and simply attach a letter explaining the request for the deletion.

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## **Section II. Education Program Certification Level**

\_\_\_\_\_ Birth through Grade Three Early Childhood

\_\_\_\_\_ Birth through Grade Three Early Childhood Special Education

\_\_\_\_\_ K-8 Elementary Education

\_\_\_\_\_ 5-12 Secondary Education \_\_\_\_\_ (major)

\_\_\_\_\_ K-12 Education \_\_\_\_\_ (major)

  X   Administrative Program (specify)   K-12 Principalship  

\_\_\_\_\_ Education Specialist (specify) \_\_\_\_\_

\_\_\_\_\_ Certification Only (check major areas)

- ☐ K-12 Art Education
- ☐ K-12 Comprehensive School Health Education
- ☐ K-12 Educational Technology/Computer Education
- ☐ K-12 Health
- ☐ K-12 Music Education
- ☐ K-12 Physical Education
- ☐ K-12 South Dakota Indian Studies Education
- ☐ K-12 World Language Education
- ☐ 5-12 Agriculture Education
- ☐ 5-12 Business Education
- ☐ 5-12 Career and Technical Education
- ☐ 5-12 Family and Consumer Sciences Education
- ☐ 5-12 Industrial Technology
- ☐ 5-12 ELA
- ☐ 5-12 ELA (Mass Comm/Journalism)
- ☐ 5-12 ELA (Drama/Theater)
- ☐ 5-12 ELA (Speech/Debate)
- ☐ 5-12-Mathematics Education
- ☐ 5-12 Mathematics/Science Composite
- ☐ 5-12 Science Education – Disciplines: \_\_\_\_\_
- ☐ 5-12 Science Composite
- ☐ 5-12 Social Science Education- Disciplines \_\_\_\_\_

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### **Section III. Program Justification & Objectives**

- Justifications for the K-12 Educational Administration program at Sinte Gleska University include ensuring that culturally competent educational leaders are present in our local and surrounding communities to support the needs of all students, but especially those of the Rosebud Sioux Tribe. In alignment with the mission that Sinte Gleska University of the Sicangu Oyate builds a healthy, resilient tribal nation through Wo'Lakota, self-determination, life-long learning, and visionary leadership, this program promotes local members of the Sicangu Oyate and others to lead schools in the manner of Wo'Lakota, to be lifelong learners, and to support local students in their educational journey.
- Sinte Gleska University's principalship program outcomes include preparing graduates to be effective leaders who are skilled in instructional planning, instructional strategies, and professional ethics. Key outcomes emphasize leadership through collaboration, a commitment to continuous professional learning, and a balance between personal and professional life, in line with the university's mission to support students in both academic and personal development. The program also aims to instill the value of life-

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long learning and a reflective approach that aligns with Lakota values, specifically the concept of woksape, a journey of lifelong learning.

- Program Outcomes and Objectives include:
  - Leadership and Collaboration: Graduates will be prepared to take on leadership roles and collaborate with students, families, colleagues, and the community to support student growth.
  - Instructional Expertise: The program focuses on developing skills in planning and using a variety of instructional strategies to promote deep understanding and apply knowledge in meaningful ways.
  - Professional Learning and Ethics: Graduates will engage in ongoing professional learning, use evidence to evaluate their practice, and maintain a balanced, positive, and ethical professional and personal life.
  - Life-Long Learning: The program promotes a commitment to life-long learning, mirroring the Lakota value of woksape, and encourages a reflective approach to self-development.
  - Community-Centered Approach: Graduates will be equipped to serve the needs of their community, as the program is committed to strengthening the sovereignty of the Sicangu Oyate through culturally relevant education.

#### **Section IV. Program Requirements**

Attach programs of study that identify *all* of the requirements for the completion of this new or amended program.

- Appendix A- K-12 Educational Administration Status Sheet

#### **Section V. Compliance with Program Standards**

Attach:

- A matrix that defines how the required courses/experiences of this new or amended program will meet the specific program standards; and
- Verification of compliance to *all* applicable program standards; and
- An institutional response to the program standards, including a correlation of standards to course objectives; and
- *All* applicable course descriptions and syllabi.
  - Appendix B- Course Matrix and Standards alignment
  - Appendix C-Course Descriptions
  - Appendix D-Verification of Compliance
  - Appendix E-Program Syllabi
  - Appendix F- Principal Internship Guide
  - Appendix G- 2026 Ed Admin Handbook

#### **Section VI. Faculty**

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the	Faculty Rank	Tenure Track (YN)	Scholarship, Leadership in Professional Associations, and	Teaching or other professional
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		<b>faculty member</b>			<b>Service: List up to 3 major contributions in the past 3 years</b>	<b>experience in P-12 schools</b>
<b>Full-Time Education Department Faculty</b>						
Schrader, Aimee	Doctoral Candidate- University of West Alabama-Rural Education Doctorate- Organizational Change and Leadership; University of Nebraska, - Kearney, NE; MAE Educational Administration - Principal PK-8; Chadron State College, Chadron, NE Bachelor of Science- K-8 Elementary Education/K-12 Special Education;	Education Department Chair; Faculty	Administrator, Professor	No	SGU Curriculum Committee Chair; past SGU Faculty Council Vice-Chair; University Supervisor to pre-service teachers; National Council for Teachers of Mathematics member;	Keya Paha County Schools Grades 3-4 combined classroom teacher, Kindergarten, Title 1/Special Education K-12, Administrative Team member, Jr. High English, Mills School Upper Room teacher
Kills Warrior, Ronald	Master of Science in Strategic Leadership from Black Hills State University Master of Science in Education from University of the Southwest Graduate Certificate in Child and Adult Advocacy Studies from University of South Dakota Presently attending Indiana Wesleyan University for Doctor of Education in Educational Leadership.	Faculty	Professor	No	Adjunct instructor for SGU Lakota Studies Department; School Counseling; Academic Advisement for Middle School Students; Life Skills Instructions;	Oglala Lakota County School District from 2018 - 2025; Red Cloud Indian School District from 2008 - 2017
<b>Education Department Adjunct Faculty</b>						

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Menter, Abby	Ph.D.- Comparative and International Development Education- University of Minnesota; M.A Art Education - The Ohio State University; B.A. Art Education - The Ohio State University;	Adjunct Faculty	Professor	No	Teach for America-South Dakota, Manager of Teacher Leadership Development; National Finalist for "Sue Lehmann Excellence in Teaching Award"; Member, Regional Strategy Team, Leadership for Educational Equity; Teach for America - Academic Dean, Phoenix Institute; Teach for America - Corps Member Advisor	Rosebud Elementary School - 5th Grade. Oglala Lakota County School District from 2018 - 2023 and Red Cloud Indian School District from 2008 - 2017 Literacy Teacher; Todd County Middle School - 6th grade Literacy Teacher;
Koopman, Daniel	Ed.D. In Adult and Higher Ed Administration from the University of South Dakota. M.Ed. and an Ed. Specialist from the University of Idaho	Adjunct Faculty	Professor	No	Membership in the American Association of Career and Technical Education. Served on many statewide committees to advance dual credit (early college credit) for high schoolers, early childhood education, and high school pre-apprenticeships. Serving with student success teams to implement effective student/faculty engagement strategies for student athletes.	10 years as an elementary teacher and 12 years in a variety of principal and administrative roles. Assisted Crazy Horse School in Wambli with grant consulting while serving at Oglala Lakota College.
Fisher, Art W.	University of South Dakota, Ed. D. Curriculum & Instruction (ABD);M.A. Ed/Gifted and Talented (emphasis Native American Studies, Oklahoma City University,	Adjunct Faculty	Adjunct Professor	No	Graduate Studies Faculty, Education Department Faculty, Dean of Education - Oglala Lakota College; Worked with Little Wound School with their strategic plan related to professional development; Worked	Wall School District, grades 5-8; Red Cloud Indian School, Director of Gifted and Talented Program

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	Oklahoma City, OK; BS - Elementary Education, Oglala Lakota College, Kyle, SD				with Rapid City School District in development of Native American teachers within their district; presenter at state and national conferences on the topic of teacher leadership	
Krogh, Ruth	EdS—University of SD, Vermillion, SD PreK-12 School Administration + ABD for doctorate in Ed Administration (Adult Education); 1986-Sinte Gleska U. BS Elementary Education, minor Native American Studies, 1989-SGU (first graduating class with a MEd in a Native U. In the world) MEd Elementary Ed 1995-Heritage U, Toppenish, WA MEd Educational Administration PreK-12 Principalship 1999-Heritage U, Toppenish, WA MEd Education Special Ed.	Adjunct Faculty	Adjunct Professor	No	Graduate and Undergraduate Studies faculty-Sinte Gleska University; Adjunct professor for Ihanktonwan College at Marty, SD Adjunct professor for Dakota Wesleyan- Cultural Awareness	1986-1990 elementary ed for Todd County Schools, SD 1990-1999 elementary ed for Mabton School District, WA 1999-2007-- K-12 Administration Curriculum and Federal Programs, Andes Central School District, Lake Andes, SD 2007-2016—K-12 Administration- School District Superintendent, Harding County School District, Buffalo, SD Retired in 2016 2017-2019 elementary teacher at Okreek for TC

## **Section VII. Library Facilities**

- Sinte Gleska University maintains an on-campus library with access to internet services and computers for student use. The Sinte Gleska University Library serves both the academic community and the general public, providing a foundational resource for all programs.
- Collection: The library holds approximately 50,000 volumes of books, including a specialized, non-circulating Unkiciksuyapi Collection focused on Native American

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studies, which would be a key resource for programs in Lakota Studies, History, and related fields.

- Access/Databases: Students have access to a wide array of online resources through membership in the South Dakota State Library Network, which provides access to over forty databases for research, homework, and career preparation.
- Physical Media: The library offers videos and DVDs for checkout.
- Interlibrary Loan: The program will have access to resources not held locally through the South Dakota State Library interlibrary loan system.

The university's Technology/MIS Department provides the core technological infrastructure.

- Computer Access: The library provides dedicated public and student computers (10 student and 10 public computers), and computer labs are available across the campus.
- Network/Internet: Network access is available on and off campus.
- Support Staff: A dedicated MIS staff (including a Network/System Administrator, MIS Director, and Computer Technicians) is in place to manage and maintain the infrastructure and support users.
- Software/Platforms: The university utilizes systems like Jenzabar for database management and an online catalog. It also has online media channels like the SGUtube Channel (on YouTube).
- Graduate students have access to ProQuest online library support for research in academic journals, and in support of research assignments that may be carried out as a part of the coursework. Scholarly writing is a cornerstone of all graduate programs, and this program is no exception.

## APPENDIX A

### SINTE GLESKA UNIVERSITY EDUCATION DEPARTMENT STATUS SHEET

NAME: \_\_\_\_\_

ID NUMBER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

TEACHING LICENSE NUMBER: \_\_\_\_\_

<b>MASTERS IN EDUCATION- EDUCATIONAL ADMINISTRATION: K-12</b>
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### **CORE COURSES:**

<b><u>COURSE NUMBER &amp; TITLE</u></b>	<b><u>HR.</u></b>	<b><u>YR.</u></b>	<b><u>GRADE</u></b>
<b><u>NOTES:</u></b>			
__ EDR 600 Reading & Writing Educational Research	3		
__ ED 610 Advanced Educational Psychology	3		
__ ED 633 Indigenous World Views	3		
__ Approved Elective: (Select From EDR 601 or EDAD 662)	3		

**TOTAL SEMESTER HOURS FOR CORE COURSES: 12**

### **COURSES IN EDUCATIONAL ADMINISTRATION**

<b><u>COURSE NUMBER &amp; TITLE</u></b>	<b><u>HR.</u></b>	<b><u>YR.</u></b>	<b><u>GRADE</u></b>
<b><u>NOTES:</u></b>			
__ EDAD 660 Introduction to Educational Leadership	3		
__ EDAD 663 The Educational Leader and School/Community Relationships	3		
__ EDAD 664 Educational Leadership & Instructional Supervision	3		
__ EDAD 665 The Educational Leader & Curriculum Design	3		
__ EDAD 667 The Educational Leader: School Law	3		
__ EDAD 668 The Educational Leader: Special Education Law	3		
__ EDAD 669 Internship Experience for the Educational Leader (Elementary)	3		
__ EDAD 670 Internship Experience for the Educational Leader (Secondary)	3		

**TOTAL SEMESTER HOURS FOR THE EDUCATIONAL ADMINISTRATION TRACK: 24**

**TOTAL SEMESTER HOURS: M.ED. DEGREE WITH EDUCATIONAL ADMINISTRATION: 36**

## **APPENDIX B**

### **COURSE MATRIX AND STANDARDS ALIGNMENT**

<b>Course Title/Code</b>	<b>South Dakota Principal Standards Domain Focus</b>	<b>Primary NELP Standard Alignment</b>	<b>Rationale Based on Course Content</b>

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EDR 600 Reading and Writing Educational Research	Domain 2 (Instructional Leadership), Domain 3 (Managing Staff)	NELP 4 (Curriculum, Instruction, Assessment), NELP 7 (Building Professional Capacity)	Focus on evaluating and producing research and quantitative/qualitative methods, supporting data-informed leadership and continuous program evaluation.
EDR 601 Educational Statistics	Domain 2 (Instructional Leadership)	NELP 4 (Curriculum, Instruction, Assessment)	Focuses on statistical methods and software, which are essential for interpreting assessment data and conducting school improvement studies.
ED 610 Advanced Educational Psychology	Domain 2 (Instructional Leadership)	NELP 4 (Curriculum, Instruction, Assessment)	In-depth study of cognitive psychology and applications for problem-solving, critical thinking, and curriculum design.
ED 633 Indigenous World Views	Domain 5 (Ethical & Cultural Leadership)	NELP 3 (Equity, Inclusiveness, and Cultural Responsiveness)	Specifically compares Lakota worldview with dominant educational philosophies, ensuring a deep understanding of cultural context and equity issues.

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EDAD 660 Introduction to Educational Leadership	Domain 1 (Visioning), Domain 5 (Ethical & Cultural Leadership)	NELP 1 (Mission, Vision, and Improvement), NELP 2 (Ethics and Professional Norms)	Foundational course covering ISLLC/NCATE/ARSD standards and integrating Lakota values as guiding principles for professional leadership.
EDAD 662 School Finance	Domain 3 (Managing Staff & Resources)	NELP 6 (Operations and Management)	Introduction to budgeting, financial management, tax levies, BIA/BIE funding, and contracts. Addresses the critical resource management aspects of the role.
EDAD 663 Educational Leader and School/Community Relations	Domain 4 (School- Community Relations)	NELP 5 (Community and External Leadership)	Focuses on effective two- way communication, collaborating with families, and mobilizing community resources (aligned with former ISLLC/PSEL Standard 4).
EDAD 664 Educational Leader and Instructional Supervision	Domain 2 (Instructional Leadership)	NELP 7 (Building Professional Capacity)	Presents a collegial method of supervision, focusing on developmental supervision, effective schools research, and enhancing staff professional growth.

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EDAD 665 Educational Leader and Curriculum Design	Domain 2 (Instructional Leadership)	NELP 4 (Curriculum, Instruction, and Assessment)	Focuses on development and design of curriculum and administering curricular programs (aligned with former ISLLC/PSEL Standard 2).
EDAD 667 Educational Leader and School Law	Domain 3 (Managing Staff & Resources)	NELP 6 (Operations and Management), NELP 2 (Ethics and Professional Norms)	Covers principles of school law applicable to administration, including legal issues for tribal and BIA schools.
EDAD 668 Educational Leader and Special Education Law	Domain 3 (Managing Staff & Resources), Domain 5 (Ethical & Cultural Leadership)	NELP 3 (Equity, Inclusiveness, and Cultural Responsiveness), NELP 6 (Operations and Management)	Study of organizational structure and administrative procedures for special education services, ensuring legal and equitable delivery systems.
EDAD 669 Internship Experience (Part I)	Domain 1, 2, 3 (Visioning, Instruction, Management)	NELP 1, 4, 6, 7	Field-based experience applying principles across the domains of Visioning, Instructional Leadership, and Managing Staff and Resources in a practical setting.

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EDAD 670 Internship Experience (Part II)	Domain 4, 5, 6 (School- Community, Ethics, Safety)	NELP 2, 3, 5, 6	Completes the field-based experience with a focus on School Safety, School- Community Relationships, and Ethical and Cultural Leadership.
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### Comprehensive Alignment: SD Domains, NELP 2018 Standards, and Lakota Virtues

This matrix demonstrates how the SD DOE Domains and the NELP 2018 Standards are fulfilled through the intentional application of the Lakota Virtues.

<b>SD DOE Domain (6 Domains)</b>	<b>Aligned NELP Standard(s) (8 Standards)</b>	<b>Primary Lakota Virtue(s)</b>	<b>Application in Leadership (Virtues in Action)</b>
1. Vision and Goals	NELP 1 (Mission, Vision, and Improvement)	Wowacintanka (Fortitude)	Fortitude is required to sustain commitment to the shared vision and continuous improvement, overcoming obstacles and setbacks.
2. Instructional Leadership	NELP 4 (Learning & Instruction), NELP 7 (Building Professional Capacity)	Waksape (Wisdom)	Wisdom is applied when using data, research, and deep contextual understanding to make sound instructional decisions and guide staff development.
3. School Operations and Resources	NELP 6 (Operations and Management)	Wacantognaka (Generosity)	Generosity guides the equitable and strategic management of resources (time, budget, and materials) to ensure all students and staff have what they need to succeed.

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4. School, Student, and Staff Safety	NELP 3 (Equity), NELP 6 (Operations)	Woohitika (Bravery)	Bravery is essential to establish strong safety protocols, ensure physical/emotional security, and take necessary action to protect students from harm or discrimination.
5. School and Community Relationships	NELP 5 (Community and External Leadership)	Wacantognaka (Generosity)	Generosity informs selfless, two-way communication and proactive collaboration with families, building trust and mobilizing community support.
6. Ethical and Cultural Leadership	NELP 2 (Ethics), NELP 3 (Equity)	Waksape (Wisdom), Woohitika (Bravery)	Wisdom is used in ethical decision-making, while Bravery is required to confront bias and inequity, ensuring fairness and cultural responsiveness.
(Field Experience)	NELP 8 (Internship)	All Virtues	The internship requires the consistent, holistic application of Waksape, Woohitika, Wowacintanka, and Wacantognaka to apply all other NELP standards in a real-world, culturally relevant context.

## APPENDIX C

### COURSE DESCRIPTIONS

**Note: Courses are currently being updated to reflect alignment with 2018 NELP Building Standards.**

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#### EDR 600 Reading and Writing Educational Research 3 Semester Credit Hours

This course will provide an introduction for students on how to read, evaluate, and produce educational research. It will provide an introduction to both quantitative and qualitative methods used in conducting educational research. Students enrolling in this course must have a valid teaching certificate or instructor approval.

#### EDR 601 Educational Statistics 3 Semester Credit Hours Prerequisite: EDR 600

This course will provide a broad overview of statistical methods commonly used in educational research. Students will learn how to use statistical software to conduct statistical analyses.

#### ED 610 Advanced Educational Psychology 3 Semester Credit Hours Prerequisite: EDR 600

This course will provide an in-depth study of cognitive psychology as the theoretical basis for constructivist education. It will also examine school-based applications of a cognitive approach and describe new approaches to problem solving, critical thinking, and reflective thought. Students will need to have EDR 600 prior to enrolling in the course.

#### ED 633 Indigenous World Views 3 Semester Credit Hours

This course is designed to compare indigenous Lakota worldview with those of educational philosophies that dominate the current school scene. Students will read extensively from positivist, feminist, and logical positivist world views to compare them with the Lakota and indigenous world views. Application of ideas to current school problems will be an expected outcome.

#### EDAD 660 Introduction to Educational Leadership 3 Semester Credit Hours

An Introduction to Educational leadership class serves as the inaugural course for those graduate students interested in pursuing a principal degree and/or endorsement. The course will cover standards as set out by the Interstate School Leaders Licensure Consortium (ISLLC), the standards set out by the National Council for Accreditation of Teacher Education (NCATE), and the Administrative Rules of South Dakota (ARSD). These are the conventional guiding policy organizations that set the principles for the professional development of school administrators. Specifically the course will cover the theory, organization, administration and control of public education both on and off the Rosebud Reservation, and the profession of educational leadership, including, where and when appropriate, the Lakota values of SGU, Lakota philosophy and theology, Lakota leadership and management. This course will include assigned tasks, processes and analysis dialogue/discussion and on writing.

#### EDAD 662 School Finance 3 Semester Credit Hours

The School Finance course provides an introduction to the budgeting and financial management responsibilities of school leaders. Topics covered include yearly budgeting practices, tax levies, BIA/BIE funding, school lunches, teacher contracts, and grants.

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#### EDAD 663 The Educational Leader and School Community Relations 3 Semester Credit Hours

This course will present skills in the area of effective two way communication between communities and their schools. The standards set out by National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC), as well as the Lakota values, will be the guiding objectives for this course. Major emphasis of this course will be on standard four which states “a school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.”

#### EDAD 664 The Educational Leader and Instructional Supervision 3 Semester Credit Hours

This course will present a method of school supervision centered around collegiality rather than hierarchical. This course will cover effective schools research and the transition to school improvement. This course addresses the areas of developmental supervision, the supervisory behavior continuum, four interpersonal approaches to supervision, technical skills for school supervision, incorporates the tasks of supervision, discusses recent changes in supervision research, and offers various assessment tools including those for teachers, students, and broadly covering programs and building-wide issues.

#### EDAD 665 The Educational Leader and Curriculum Design 3 Semester Credit Hours

This course will present various skills in the development and design of curriculum to graduate students interested in being a school principal. The standards set out by National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC), as well as the Lakota values, will be the guiding objectives for this course. This is especially true of standard 2 which states “a school administrator is an education leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.” This course will also cover the examination of principles and practices essential to developing and administering curricular programs.

#### EDAD 667 The Educational Leader and School Law 3 Semester Credits

This course will present principles of school law that are applicable to the practical problems of school administration and organization to graduate students interested in being an elementary/middle school or secondary school principal. The standards set out by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC), as well as the Lakota values, will be the guiding rationale for this course. The various types of schools on reservations – public, BIA funded, private, dictate a larger scope of study in this course. While similarities exist in regards to meeting accreditation guidelines other areas, such as due process, special education, funding, etc. are not similar.

#### EDAD 668 The Educational Leader and Special Education Law 3 Semester Credit Hours



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This course will be a study of the organizational structure and administrative procedures at the local, state, federal and reservation government levels used in schools as delivery systems of special education services. The standards set out by National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC), as well as the Lakota values, will be the guiding rationale for this course. The course will prepare prospective administrators with the skills and knowledge necessary to effectively assure administrative roles as passionate supporters of special education students.

#### EDAD 669 Internship Experience for the Educational Leader 3 Semester Credit Hours

This course is the first part of a two-semester field-based internship required for South Dakota Principal Licensure. Students complete the first 90 hours of the 180-hour requirement in an elementary, middle, or high school, working with licensed administrators and SGU faculty. Guided by the South Dakota Framework for Effective Principal Domains (aligned with ISLLC Standards) and Lakota values, the focus is on Visioning, Instructional Leadership, and managing staff and Resources. Students complete three scholarly research papers and begin a professional portfolio aligned with the standards.

#### EDAD 670 Internship Experience for the Educational Leader 3 Semester Credit Hours

This course provides graduate students with the second half of a field-based internship required for South Dakota Principal Licensure. Students complete the final 90 hours of the 180-hour requirement in a school setting at a different level than their previous internship (elementary, middle, or high school). Guided by the South Dakota Framework for Effective Principals (aligned with ISLLC Standards) and Lakota values, the focus is on School Safety, School–Community Relationships, and Ethical and Cultural Leadership. The course culminates with the development of a personal Educational Leadership Platform and a comprehensive electronic portfolio.

## APPENDIX D

### VERIFICATION OF COMPLIANCE

The Sinte Gleska University (SGU) Master's in Education - Educational Administration: K-12 program is fully compliant with the National Educational Leadership Preparation (NELP) Building-Level Standards (2018), consistent with the expectations of the South Dakota Framework for Effective Principals. Compliance is verified through the following mechanisms:

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## Compliance Mechanisms

- Comprehensive Course Coverage: Every NELP Standard (1-7) is directly addressed by multiple required courses in the program. For example, NELP Standard 5 (Community and External Leadership) is covered across nine courses/experiences, including the foundational ED 633 Indigenous World Views.
- Integrated Field Experience: All seven NELP Standards are required to be demonstrated through performance in the two-semester, 180-hour field-based EDAD 669/670 Internship Experience. Candidates must create an Electronic Portfolio containing artifacts, each displaying alignment with a NELP Standard and a written validation of their understanding.
- Assessment and Evaluation: Candidate mastery of the standards is formally evaluated at multiple points:
  - Content Area Course Grades: EDAD 660, EDAD 663, EDAD 664, EDAD 665, EDAD 667, EDAD 668
  - Complete Program Portfolio: Artifacts from each of the 12 required courses, including:
    - An action research project to improve a school problem related to P-12 student learning. (EDR 600)
    - A school instruction/curriculum project (EDAD 665)
    - A school improvement project (EDAD 663)
  - Internship Experience Portfolio
  - Internship Final Evaluations: The Cooperating School Administrator Evaluation
  - Praxis 5412: Educational Leadership: Administration and Supervision.
- Cultural Context Compliance: The program explicitly complies with the mandate for Equity, Inclusiveness, and Cultural Responsiveness (NELP 3) and Ethics and Professional Norms (NELP 2) by integrating Lakota values, philosophy, and theology as guiding objectives in core administration courses (EDAD 660, 663, 665, 667, 668, 669, 670) and requiring the ED 633 Indigenous World Views core course in compliance with South Dakota state law. This ensures candidates develop leadership skills that are ethical, culturally skilled, and contextually appropriate for the Rosebud Reservation and broader educational settings.

## APPENDIX E

### COURSE SYLLABI

**Note: Courses are currently being updated to reflect alignment with 2018 NELP Building Standards. (See Google Drive)**

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## APPENDIX F

### PRINCIPAL INTERNSHIP GUIDE

**Note: Courses are currently being updated to reflect alignment with 2018 NELP Building Standards.**

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**SINTE GLESKA UNIVERSITY**  
**ED. 669/670**  
**PRINCIPAL INTERNSHIP GUIDE**

**Internship Instructor:** Art W. Fisher  
**Telephone:** 605-441-2113 cell  
**Email:** artfisher@sintegleska.edu

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## **INTRODUCTION**

The internship experience is meant to guide various experiential skills to graduate students interested in being an elementary principal, middle school principal, or secondary principal. A minimum of 180 hours of field-based experience will be required as part of the South Dakota Department of Education Licensure for Education Administration under the guidance of the Cooperating School Administrator. The internship is based on the South Dakota Department of Education (SDDOE) Principal Effectiveness Domains, which align with the Interstate School Leaders Licensure Consortium Standards.

The internship experience includes the tools of the digital age through the use of an electronic portfolio. The electronic portfolio, built by the intern, serves as a means to highlight the work experiences and best practices related to the standards mentioned above. The following electronic guide will assist graduate candidates in the completion of their electronic portfolio and will provide them with guidance on the internship: <https://sites.google.com/view/ed-669670>. Should you have any questions, please contact me at artfisher65@gmail.com or by phone (605) 441-2113.

## **INTERNSHIP REQUIREMENTS**

The intern must secure approval from the school(s) of choice. The internship should include all job responsibilities of the principalship at the age/grade span for which authorization is sought. For a preschool through grade 12 principal program, the internship must include time spent in at least two of the levels of elementary school, junior high/middle school, or secondary school. The internship then consists of two semesters (90 hours per semester), where one level of certification is completed, thus meeting the state certification requirements. In all, the internship will include the completion of 180 hours of field-based experience as required for principal licensure in the state of South Dakota.

An agreement form with the appropriate signatures must be returned to the Internship Instructor, Art Fisher, at art.fisher@sintegleska.edu. No internship can officially begin until this form is signed by the appropriate school official(s) and returned to the Internship Instructor. (See Appendix A for Cooperating School Administration Principal Internship Approval)

- The intern will keep a weekly log of his/her activities that entails a brief description of the task involved, the date, the beginning and ending time, and the amount of time involved. See Weekly Journal Activities at the [Electronic Portfolio Guide](#). The intern will create an electronic portfolio including 6 artifacts displaying an association to the Interstate School Leaders Licensure Consortium (ISLLC) Standards associated with the

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South Dakota Framework for Effective Principals Domains as approved and guided by the Cooperative School Administrator and the Internship Instructor. A written validation will be associated with each standard, disclosing the intern's understanding of the associated standard.

**ARTIFACT ALIGNMENT & WRITTEN VALIDATION:** Showing an association with the domains and standards below:

<b>SOUTH DAKOTA FRAMEWORK FOR EFFECTIVE PRINCIPALS</b>	<b>Interstate School Leaders Licensure Consortium (ISLLC) Standard</b>
<b>DOMAIN 1: Vision and Goals</b> Principals and assistant principals shall demonstrate the ability to guide the development and implementation of a shared vision, mission, and goals for the school.	<b>Standard 1:</b> Facilitating the development, articulation, implementation, and stewardship of a vision of learning.
<b>DOMAIN 2: Instructional Leadership</b> Principals and assistant principals shall demonstrate the ability to communicate with staff and review research and data to promote school culture and instructional programs that foster student learning and professional growth for staff.	<b>Standard 2:</b> Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
<b>DOMAIN 3: School Operations and Resources</b> Principals and assistant principals shall demonstrate the ability to efficiently and productively manage school operations and resources.	<b>Standard 3:</b> Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
<b>DOMAIN 4: School, Student, and Staff Safety</b> Principals and assistant principals shall demonstrate the ability to foster a physically, emotionally, and cognitively safe learning environment for students, staff, and the community.	<b>Standard 4:</b> Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
<b>DOMAIN 5: School and Community Relationships</b> Principals and assistant principals shall demonstrate the ability to foster relationships by collaborating with parents, staff, and community members	<b>Standard 5:</b> Acting with integrity, fairness, and in an ethical manner.
<b>DOMAIN 6: Ethical and Cultural Leadership</b> Principals and assistant principals shall demonstrate the ability to provide ethical, cultural, and skilled leadership.	<b>Standard 6:</b> Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

## **RESPONSIBILITIES OF THE COOPERATING SCHOOL ADMINISTRATOR**

It is essential that the intern stay in touch with the Cooperating School Administrator and periodically schedule conferences so that the intern can be advised on local school situations and other aspects associated with the leadership of the school. Throughout the internship experience, the Internship Instructor is available to both the intern and the Cooperating School Administrator for discussion and assessment of the internship experience.

- Sign and return the On-Site Administrative Approval Form with the appropriate signatures to the Internship Instructor.
- In collaboration with the intern, review and assist in developing internship activities that align with domains/standards that enhance the knowledge, skills, and professional

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disposition of an educational leader. (See Artifact Alignment & Written Validations Above)

- Schedule periodic meetings with the intern to review completed activities, explain, and clarify administrative strategies and procedures.
- Verify the candidate has completed activities and internship hours.
- Submit Cooperating On-Site Administrator's **Midterm Evaluation** of Intern to the Internship Instructor, once the intern has completed the specified internship hours. (An electronic evaluation will be emailed for your completion based on the criteria below.)
- Submit Cooperating On-Site Administrator's **Final Evaluation** of Intern to the Internship Instructor, once the intern has completed the specified internship hours. (An electronic evaluation will be emailed for your completion based on the criteria below.)

## COOPERATING SCHOOL ADMINISTER EVALUATION OF INTERN EXPERIENCE

In an effort to determine the effectiveness of the internship experience, the Education Administration Program at Sinte Gleska University requests your input on the abilities of the intern based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The Cooperating School Administrator will evaluate the intern at the Midterm and Final Evaluation. An electronic version of the assessments will be emailed to the School Administrator based on the following criteria and descriptors found on the next page.

### MIDTERM EVALUATION:

<b>STANDARDS:</b> Based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards, select the descriptor that best describes the intern's progress at the current time (Midterm).		<b>B</b> <b>E</b> <b>L</b> <b>O</b> <b>W</b> <b>E</b> <b>X</b> <b>P</b> <b>E</b> <b>C</b> <b>T</b> <b>A</b> <b>T</b> <b>I</b> <b>O</b> <b>N</b> <b>S</b>	<b>N</b> <b>E</b> <b>E</b> <b>D</b> <b>S</b> <b>I</b> <b>M</b> <b>P</b> <b>R</b> <b>O</b> <b>V</b> <b>E</b> <b>M</b> <b>E</b> <b>N</b> <b>T</b>	<b>M</b> <b>E</b> <b>E</b> <b>T</b> <b>S</b> <b>E</b> <b>X</b> <b>P</b> <b>E</b> <b>C</b> <b>T</b> <b>A</b> <b>T</b> <b>I</b> <b>O</b> <b>N</b> <b>S</b>	<b>E</b> <b>X</b> <b>C</b> <b>E</b> <b>E</b> <b>D</b> <b>S</b> <b>E</b> <b>X</b> <b>P</b> <b>E</b> <b>C</b> <b>T</b> <b>A</b> <b>T</b> <b>I</b> <b>O</b> <b>N</b> <b>S</b>
<b>Review of School Demographics</b>					
<b>Standard 1:</b> Principals and assistant principals shall demonstrate the ability to guide the development and implementation of a shared vision, mission, and goals for the school.					
<b>Standard 2:</b> Instructional Leadership: Principals and assistant principals shall demonstrate the ability to communicate with staff and review research and data to promote school culture and instructional programs that foster student learning and professional growth for staff.					
<b>Standard 3:</b> School Operations and Resources: Principals and assistant principals shall demonstrate the ability to efficiently and productively manage school operations and resources.					

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<b>Standard 4:</b> School, Student, and Staff Safety: Principals and assistant principals shall demonstrate the ability to foster a physically, emotionally, and cognitively safe learning environment for students, staff, and community.				
<b>Standard 5:</b> School and Community Relationships: Principals and assistant principals shall demonstrate the ability to foster relationships by collaborating with parents, staff, and community members.				
<b>Standard 6:</b> Principals and assistant principals shall demonstrate the ability to provide ethical, cultural, and skilled leadership.				
<b>STANDARDS: Based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards, select the descriptor that best describes the intern's progress at the current time (Midterm).</b>				
<b>Standard 1:</b> Facilitating the development, articulation, implementation, and stewardship of a vision of learning.				
<b>Standard 2:</b> Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
<b>Standard 3:</b> Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
<b>Standard 4:</b> Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
<b>Standard 5:</b> Acting with integrity, fairness, and in an ethical manner.				
<b>Standard 6:</b> Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				

**FINAL INTERNSHIP EVALUATION:** (An electronic evaluation will be emailed for your completion based on the criteria below)

STANDARDS	BELOW EXPECTATIONS	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<b>Standard 1:</b> Facilitating the development, articulation, implementation, and stewardship of a vision of learning.				
<b>Standard 2:</b> Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
<b>Standard 3:</b> Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
<b>Standard 4:</b> Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				

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<b>Standard 5:</b> Acting with integrity, fairness, and in an ethical manner.				
<b>Standard 6:</b> Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				

**DISCLAIMER:** Every effort is made to provide students with complete and accurate information. The Graduate Studies Department reserves the right to modify, amend or revoke any rules, regulations, schedules, and to change programs and program requirements. The Principal Internship Guide is provided to ensure a successful and productive internship experience.

APPENDIX G  
2026 Ed Admin Handbook

**SINTE GLESKA UNIVERSITY**



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## MASTER OF EDUCATION in EDUCATIONAL ADMINISTRATION: K-12 PRINCIPAL PROGRAM HANDBOOK

(2026)



### Mission Statement

The M.Ed. in Educational Administration Program is dedicated to fostering academic excellence through contemporary education that reflects **Wo'Lakota** values—Respect, Mutuality, Good

South Dakota Department of Education  
Office of Accreditation  
800 Governors Drive, Pierre, SD 57501-2291  
Phone: 605-773-4774 Fax: 605-773-6139

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Relationships, Integrity, Peace, and Harmony. The program prepares visionary, ethical, and culturally responsive PK-12 school leaders who are committed to the success of all students on the Rosebud Reservation and in broader educational settings.

## **Program Goals (Aligned with NELP 2018 Standards)**

Graduates of the M.Ed. in Educational Administration Program will demonstrate the capacity to lead for student success by effectively executing the seven core standards of the National Educational Leadership Preparation (NELP) framework:

1. **Mission, Vision, and Improvement (NELP 1):** Facilitate the development and implementation of a shared vision of learning that is supported by **Wo'Lakota values** and drives continuous school improvement.
2. **Ethics and Professional Norms (NELP 2):** Act with integrity, fairness, and in an ethical manner while navigating the political, social, legal, and economic context of public and tribal education.
3. **Equity, Inclusiveness, and Cultural Responsiveness (NELP 3):** Promote the success of all students by ensuring equitable access to effective instruction, designing inclusive school environments, and demonstrating deep **cultural responsiveness** (specifically through Lakota cultural context).
4. **Curriculum, Instruction, and Assessment (NELP 4):** Champion a research-anchored, coherent system of curriculum, instruction, and assessment that promotes P-12 student learning.
5. **Community and External Leadership (NELP 5):** Engage families and community members, respond to diverse interests and needs, and mobilize resources for the benefit of all students.
6. **Operations and Management (NELP 6):** Manage school operations, finances (including BIA/BIE funding), technology, and physical resources to ensure a safe, efficient, and effective learning environment.
7. **Building Professional Capacity (NELP 7):** Cultivate a professional culture that supports staff development, provides actionable supervision, and fosters continuous learning and instructional growth.

## **Admissions**

### **Admission Requirements**

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Applicants must meet the general SGU Graduate Studies admission requirements and submit a complete application packet for the Educational Administration program. A completed application packet includes:

<b>Application Component</b>	<b>Description/Requirement</b>	<b>Alignment (NELP)</b>
<b>A. Application for Admission</b>	Standard form including personal contact information (Address, Cell, Home, Work, Email).	
<b>B. Teaching Certificate Information</b>	Copy of current teaching certificate, including: State Issued, Expiration Date, and Endorsement(s).	NELP 2 (Professional Norms)
<b>C. Reflective Essay</b>	A written essay (attached to the application) addressing: <b>1.</b> Why you seek admission; <b>2.</b> How professional experiences have prepared you for graduate work; and <b>3.</b> Short-term and long-term educational goals.	NELP 1, 2 (Vision, Professional Norms)
<b>D. Letters of Reference</b>	3–5 letters from individuals describing your abilities as an educator, preparation for graduate-level work, and commitment to the profession.	NELP 7 (Capacity), NELP 2 (Ethics)
<b>E. Academic Records</b>	<i>(Minimum graduate GPA requirement and official transcripts, as per SGU Graduate Studies policy.)</i>	

## **Program Structure: Course of Study (36 SCH)**

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<b>Course Code</b>	<b>Course Title</b>	<b>SCH</b>	<b>Primary NELP Alignment</b>
<b>EDR 600</b>	Reading and Writing Educational Research	3	NELP 4, 7 (Data/Inquiry)
<b>EDR 601</b>	Educational Statistics	3	NELP 4 (Data Analysis)
<b>ED 610</b>	Advanced Educational Psychology	3	NELP 4 (Instructional Theory)
<b>ED 633</b>	Indigenous World Views	3	NELP 3 (Cultural Responsiveness)
<b>EDAD 660</b>	Introduction to Educational Leadership	3	NELP 1, 2 (Foundations)
<b>EDAD 662</b>	School Finance	3	NELP 6 (Operations/Resources)
<b>EDAD 663</b>	Educational Leader & School Community Relations	3	NELP 5 (Community)
<b>EDAD 664</b>	Educational Leader & Instructional Supervision	3	NELP 7 (Capacity Building)

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<b>EDAD 665</b>	Educational Leader & Curriculum Design	3	NELP 4 (Curriculum/Assessment)
<b>EDAD 667</b>	Educational Leader and School Law	3	NELP 2, 6 (Legal/Operations)
<b>EDAD 668</b>	Educational Leader and Special Education Law	3	NELP 3, 6 (Equity/Legal)
<b>EDAD 669</b>	Internship Experience for the Educational Leader (Part I)	3	NELP 1, 4, 6, 7 (Field Application)
<b>EDAD 670</b>	Internship Experience for the Educational Leader (Part II)	3	NELP 2, 3, 5, 6 (Field Application)
<b>Total SCH</b>		<b>36</b>	

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## **Assessment and Program Continuation**

The M.Ed. in Educational Administration program uses a multi-point assessment system to ensure candidate mastery of all seven NELP Building-Level Standards.

### **Assessment and Evaluation**

Candidate mastery of the standards is formally evaluated at multiple points across the program:

<b>Assessment Mechanism</b>	<b>Description</b>	<b>Aligned NELP Standards</b>
<b>1. Content Area Course Grades</b>	Formal assessment via final grades in all required administration courses. A grade of <b>B or higher</b> is required in all program courses.	NELP 1, 2, 4, 5, 6, 7
<b>2. Praxis 5412</b>	Candidates must successfully pass the <b>Praxis 5412: Educational Leadership: Administration and Supervision</b> exam prior to program completion and application for South Dakota licensure.	All NELP 1-7
<b>3. Complete Program Portfolio (Capstone)</b>	A comprehensive electronic portfolio requiring artifacts from each of the <b>12 required courses</b> that demonstrate proficiency across all NELP standards. Key projects within the portfolio include:	

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• <b>Action Research Project</b>	Project developed in <b>EDR 600</b> to investigate and propose solutions to a school problem related to P-12 student learning.	NELP 4, 7
• <b>School Instruction/Curriculum Project</b>	Major project from <b>EDAD 665</b> demonstrating capacity for curriculum design and instructional oversight.	NELP 4
• <b>School Improvement Project</b>	Project from <b>EDAD 663</b> focused on enhancing school-community relations or addressing an equity issue.	NELP 1, 3, 5
<b>4. Internship Experience Portfolio</b>	Documentation, logs, and reflections from the <b>180-hour field experience</b> (EDAD 669/670), demonstrating performance and reflection on all NELP standards.	All NELP 1-7
<b>5. Internship Final Evaluations</b>	The <b>Cooperating School Administrator Evaluation</b> formally assesses the intern's final competency on all seven NELP Standards using a Meets/Exceeds Expectations rubric.	All NELP 1-7

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## **Grievances**

Academic grievances follow procedures outlined in the official Sinte Gleska University Student Handbook.



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**SINTE GLESKA UNIVERSITY EDUCATION DEPARTMENT  
STATUS SHEET**

NAME: \_\_\_\_\_

ID NUMBER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

TEACHING LICENSE NUMBER: \_\_\_\_\_

<b>MASTERS IN EDUCATION- EDUCATIONAL ADMINISTRATION: K-12</b>
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**CORE COURSES:**

<u>COURSE NUMBER &amp; TITLE</u>	<u>HR.</u>	<u>YR.</u>	<u>GRADE</u>
<u>NOTES:</u>			
___ EDR 600 Reading & Writing Educational Research	3		
___ ED 610 Advanced Educational Psychology	3		
___ ED 633 Indigenous World Views	3		
___ Approved Elective: (Select From EDR 601 or EDAD 662)	3		

**TOTAL SEMESTER HOURS FOR CORE COURSES: 12**

**COURSES IN EDUCATIONAL ADMINISTRATION**

<u>COURSE NUMBER &amp; TITLE</u>	<u>HR.</u>	<u>YR.</u>	<u>GRADE</u>
<u>NOTES:</u>			
___ EDAD 660 Introduction to Educational Leadership	3		
___ EDAD 663 The Educational Leader and School/Community Relationships	3		
___ EDAD 664 Educational Leadership & Instructional Supervision	3		
___ EDAD 665 The Educational Leader & Curriculum Design	3		
___ EDAD 667 The Educational Leader: School Law	3		
___ EDAD 668 The Educational Leader: Special Education Law	3		
___ EDAD 669 Internship Experience for the Educational Leader			

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(Elementary)	3
__EDAD 670 Internship Experience for the Educational Leader	
(Secondary)	3

**TOTAL SEMESTER HOURS FOR THE EDUCATIONAL ADMINISTRATION TRACK: 24**

**TOTAL SEMEMSTER HOURS: M.ED. DEGREE WITH EDUCATIONAL ADMINISTRATION: 36**