Curriculum Proposal

**LEAD 17-18 #26**

<table>
<thead>
<tr>
<th>Packet Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Summary</td>
</tr>
</tbody>
</table>

**New Courses**

<table>
<thead>
<tr>
<th>1.2 LEAD 2510 Topics-Humanities and Leadership (3 credits) <strong>Liberal Education Goal Areas 6 &amp; 9</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1.10 LEAD 2520 Topics-History of Leadership (3 credits) <strong>Liberal Education Goal Areas 5 &amp; 9</strong></th>
</tr>
</thead>
</table>

**Program Modification**

<table>
<thead>
<tr>
<th>1.16 Leadership <strong>minor</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1.20 <strong>Signatures</strong></th>
</tr>
</thead>
</table>
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Interdisciplinary
Department: Leadership Studies Program
Proposer: Dennis Lunt (Humanities) and Veronica Veaux (Business)
Proposer’s position: Co-Directors

Describe the modification(s) you propose, and how it (/they) will work to students’ advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

(a) Two new topics courses—Because leadership studies is an interdisciplinary program, and because the directors may occasionally offer courses from their subject area on leadership, topics courses allow us to meet that need.

(b) Revised set of electives, reflecting changes in curriculum in relevant departments—Several relevant departments have altered their curriculum. We are removing courses that are not in regular circulation, after consulting with the relevant departments. We are also changing the requirement that students take courses from four different programs, since that requirement has proved to be a serious obstacle for students interested in the minor.

Modifications proposed (specify number of each):
_____Course Modification(s) (form 2)
___2_New Course(s) (form 3)
_____Course Drop(s) (form 4)
__1_Program Modification(s) (form 5)
_____New Program(s) (form 6)
_____Program Drop(s) (form 7)

The modifications affect (check):
X__Liberal Education
X__Undergraduate Curriculum
_____Graduate Curriculum
_____Teacher Licensure Program(s)
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: LEAD 2510
  Graduate:

Course Title: Topics: Humanities and Leadership

Course Description: Students will be introduced to topics in leadership studies, drawing on perspectives from philosophy, art, literature and the human sciences. Topics may vary. Liberal Education Goal Areas 6 & 9

Credits: 3

Prerequisite(s):
  Undergraduate: none
  Graduate:

1. Reason(s) for creating this course:
   • Allows Leadership Studies to offer more diversity in their instruction.

2. How often will this course be offered?
   • Once every two years.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   • Students will differentiate substantive perspectives in the academic study of leadership.
   • Students will experiment with articulating their own perspective on leadership, with reference to classic and contemporary debates in leadership studies.
   • Students will assemble material from difference media and academic genres to depict a debate in leadership studies and their position within that debate.

4. What are the major content areas for the course?
   • The roots of leadership studies in ancient philosophical, artistic and literary thought
   • The relationship between contemporary leadership studies and the humanities
   • Major thinkers in leadership studies

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
   • Course can be repeated for up to 6 credits, if the topic changes.
6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   - The course is not designed for primarily off-campus delivery. Instructors will use D2L as a tool for course content, but that won’t be the primary means of delivering course material—classroom lecture, discussion and activities will.

7. What is the projected maximum class size (cap)?
   - 30

8. What qualified faculty will be available to teach this course?
   - Dennis Lunt, Assistant Professor of Philosophy

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
   - None.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    Amount per student: N/A
    For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
LEAD 2510, Topics: Humanities and Leadership

BEYOND HERO-WORSHIP:
AUTHORITARIANISM AND PEOPLE POWER

Fall 2018
[meeting time]
Liberal Education Goal Areas 6 and 9
Instructor: Dr. Dennis Lunt
Email: dlunt@bemidjistate.edu
Office: Hagg-Sauer 313
Phone: ext. 2737
Office hours will be: [office hours]
(also available by appointment – email me)

COURSE DESCRIPTION

Description (from catalog or from curriculum proposal): Students will be introduced to topics in leadership studies, drawing on perspectives from philosophy, art, literature and the human sciences. Topics may vary. Liberal Education Goal Areas 6 & 9

COURSE OBJECTIVES

By the end of this course, students will:
- differentiate substantive perspectives in the academic study of leadership.
- experiment with articulating their own perspective on leadership, with reference to classic and contemporary debates in leadership studies.
- assemble material from difference media and academic genres to depict a debate in leadership studies and their position within that debate

A DEMOCRATIC CLASSROOM

I want the classroom to be as democratic and professional as possible. I have written the policies below with this in mind.

A community of inquiry – This class is a community where we can think together about moral problems that affect all of us. Since this is a course about leadership, you will probably have
strong feelings about some of the topics of class discussion. We might talk about race, gender, religion or abortion, among other controversial topics. You should criticize ideas rigorously and expect the same criticism of your own views. But no one should be shamed or derided for disagreeing with you. You should always give their arguments the most charitable interpretation you can. Derogatory (racist, sexist, homophobic, etc.) language will not be permitted. The moral of the story: Be critical and be a decent human being to the people around you.

Explicit/offensive content - You may find some of the assigned material uncomfortable or offensive. We will be discussing some sexually explicit content, racial epithets, sexual assault, suicide, imagery that offends certain religious communities, etc. I make a serious effort to balance respect for my students’ backgrounds and the need for mature, open discussion. If some topic impedes your ability to engage in this class please talk with me. I will make an effort to understand your concerns and find a fair way forward.

Academic honesty – I have no tolerance for plagiarism or other examples of academic dishonesty. Common forms of academic dishonesty include, but are not limited to
- representing someone else’s words as your own,
- closely paraphrasing someone else’s words or ideas, or
- re-writing someone else’s work without original arguments and articulation by you.
Academic dishonesty is not only deceptive. It also undermines the education that you and others receive. For these reasons, I assign an F for the assignment in which plagiarism occurs. I may also assign further penalties, including an F for the course, depending on the severity of the offense. Make-up opportunities are unlikely, and are assigned at my discretion.

Since academic dishonesty is a violation of the University’s Code of Conduct, you may also be subject to additional penalties, as described in the Student Handbook. The University’s policy for dealing with cases of academic dishonesty is in the Code of Conduct (linked below). If you are unsure about what constitutes academic dishonesty, please talk to me. The Code of Conduct explains that academic dishonesty is “the attempt by students, faculty or staff to present as their own work achievements not actually performed by them. In classroom activities, this would include collusion, fabrication and cheating on examinations, papers or course work; in particular knowingly plagiarizing the work of others; duplicating, sharing or selling examinations without permission; producing work for others who claim it as their own; knowingly furnishing false or misleading information to university officials or on academic records; and unauthorized entrance, alteration or tampering with electronic files either personal or university owned.”
(http://www.bemidjistate.edu/students/handbook/policies/academic_integrity/personal_responsibility.cfm)
Recording policy – Audio or video recording during classroom activities, or pictures of class activities, are only permitted after the instructor's permission is asked and given. This permission can be rescinded later. If permission is given, recordings or pictures should only be used for the individual student’s instruction, and should not be disseminated to others.

Supplementary assistance - We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu. Assistance is also available through the Minnesota Relay Service at 1-800-627-3529.

Stress and Academics - You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. The SCHC office can be found on the first floor of Cedar Hall and you can contact them by phone (218-755-2053 or 218-755-2024) or email kreiplinger@bemidjistate.edu. http://www.bemidjistate.edu/students/services/health_counseling/counseling/

ASSIGNMENTS AND GRADING

Every student begins the class with zero points. Everyone can earn points up to a maximum of 100 (the maximum excludes extra credit). The points you earn by the end of the semester determine your final grade. Grades will be posted on D2L.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 quizzes</td>
<td>30</td>
<td>97-100 = A+ (4.0)</td>
</tr>
<tr>
<td>6 reading responses</td>
<td>30</td>
<td>93-96 = A (4.0)</td>
</tr>
<tr>
<td>Research paper</td>
<td>30</td>
<td>90-92 = A- (3.67)</td>
</tr>
<tr>
<td>Participation in discussion</td>
<td>10</td>
<td>87-89 = B+ (3.33)</td>
</tr>
<tr>
<td>Final Grade</td>
<td>100</td>
<td>83-86 = B (3.00)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80-82 = B- (2.67)</td>
</tr>
<tr>
<td>Extra credit may be offered, at my discretion.</td>
<td></td>
<td>77-79 = C+ (2.33)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>73-76 = C (2.00)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70-72 = C- (1.67)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>67-69 = D+ (1.33)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>63-66 = D (1.00)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60-62 = D- (0.67)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;60 = F (0.0)</td>
</tr>
</tbody>
</table>

All assignment details will be on D2L.
Attendance - I will take attendance during most class periods. My attendance policy is as follows:
Less than 3 classes missed: final grade increased by 2 points
3-5 classes missed: final grade reduced by 5 points
6-8 classes missed: final grade reduced by 10 points
9 or more classes missed: F for the course
I will excuse absences in cases of medical or family emergencies, or during university-required events. You will need (a) documentation for the dates missed and (b) a meeting with me to go over what you missed. Non-emergency absences should be cleared with me beforehand.

Discussion - Class discussion will be run somewhat like a laboratory. We will have several hypotheses about how the world operates. We will test them with facts and evidence; and we will compare our experiences as we do so. Then we will do it again. This experimentation requires that you take an active part in class discussion. Being wrong is fine. Being quiet is not. (If this presents a problem, please speak with me as soon as possible.)

Late work – Unless arrangements have been made with me beforehand, late assignments will be assessed a penalty of half a letter grade for every day they are late. This does not apply to excused absences (listed above).

Readings – All assigned readings and a reading schedule will be placed on D2L, usually in PDF form. (The reading schedule will be updated periodically, depending on our progress through the course.) I do require that all students print the readings and bring them to class. A Kindle or other e-reader is acceptable as well, but using your phone is not, since the phone’s other functions are a distraction to you, me and the rest of the class.

Quizzes – Unlike a traditional quiz, our “quizzes” will be short opportunities to reflect on academic studies of leadership. I will ask you to summarize the debate between different thinkers, especially as they concern landmark topics/figures in leadership studies.

Reading Responses -- Philosophical discussion is rigorous, as well as open. Opinions are welcome—but they need to be informed, logical and charitable. As part of this requirement, I want each student to write five one-page, single-spaced papers for class discussion. You may turn in only one per week; and you may choose which weeks you want to turn them in. They are due on the first day of class each week. Each paper should be about at least one of the assigned texts for that week.

The goal is to help you, and the rest of the class, notice interesting arguments in the assigned reading and focus on them in discussion. After you have done the reading, write a one-page paper with three parts:
1. A short quotation from one of the readings assigned for that week. Shoot for a couple sentences.

2. A few strong paragraphs explaining the meaning of the quotation, to the best of your ability. Try to explain what the author believes and why he or she believes it. Put it in the context of the rest of assigned text. This should be the longest part of your paper. Here are some potential questions, to jump-start your thinking:

   o How does the author think we should change our behavior? How do we live a good life, according to this author?
   o What is one of the author’s arguments for their thesis? Explain the steps of the argument.
   o Would it be difficult to live the way the author thinks we should? Why?
   o Are there people or institutions today that fit with the author’s way of thinking? Are there people or institutions that would have to be changed, if the author is right?
   o Are there logical problems with the author’s argument?
   o Are there pieces of evidence that would strengthen the author’s argument? Explain.

3. A question for class discussion. This might be a question about what the assigned text means, a question about the practical effects of the author’s position, or a question about its relevance for us today. Grammar and spelling are taken into account when I am grading your papers.

The American Dream Today Paper – Another central skill in this course is the ability to discern the multiple causes of conflict over the meaning of leadership. I will distribute a list of recent debates over authoritarianism and community organization. After selecting one as your focus, you will read about that event regularly in news and academic sources, submitting a selection to an online discussion. By the end of the semester, each student will write a four- to five-page discussion of how one of the assigned readings helped you understand this conflict further.

These will not be issues with straightforward right or wrong answers, but ones that ask you to apply theoretical concepts to concrete situations (often in the form of news items). “Apply” is the key word here, as you will need to use theories to (a) select the politically and morally salient features of a social conflict and (b) indicate a way to resolve or pacify the conflict. Per the course objectives indicated above, rote repetition, us-versus-them thinking and ahistorical evaluation will not satisfy the demands of these exams. Satisfactory papers will move beyond repetition to interpretation of concepts, both-and thinking and historically informed evaluation.
TEXTS AND READING SCHEDULE

Political Leadership: A Source Book, ed. Barbara Kellerman

We Make Change: Community Organizers Talk About What They Do—And Why
Ed. Kristin Layng Szakos and Joe Szakos
Vanderbilt UP, 2007 ISBN 9780826515551

Unit 1: Leaders as Heroes

Week 1: Abraham and Moses
Week 2: Buddha
Week 3: Socrates
Week 4: Abraham Lincoln
Week 5: Adolf Hitler
Week 5: Barack Obama, Hillary Clinton and Donald Trump

Unit 2: Beyond Hero-Worship

Week 6: The Great Man Theory and Its Critics
Week 7: The Authoritarian Personality
Week 8: The Problem of Dirty Hands
Week 9: Leaderless Movements?
Week 10: People Power
Week 11: Devolving Power
Week 12: Community Organizing I: What is Community Organizing?
Week 13: Community Organizing II: What makes a good organizer?
Week 14: Community Organizing III: Learning to Fail
Week 15: Do we still need heroes?
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: LEAD 2520
   Graduate: N/A

Course Title: Topics: History of Leadership

Course Description: Students will be introduced to topics in leadership studies, drawing on historical perspectives from social and behavioral sciences. Topics may vary. Liberal Education Areas 5 & 9

Credits: 3

Prerequisite(s):
   Undergraduate: none
   Graduate:

1. Reason(s) for creating this course:
   • Allows Leadership Studies to offer more diversity in their instruction.

2. How often will this course be offered?
   • Once every two years.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   • Students will be able to explain historical perspectives in the academic study of leadership.
   • Students will be able to articulate their own perspective on leadership, with reference to classic leadership theories.
   • Students will be able to investigate historical views of leadership studies and develop solutions to contemporary leadership studies issues.

4. What are the major content areas for the course?
   • The historical views of leadership in philosophical, theoretical, artistic and literary thought
   • The relationship between historical and contemporary leadership studies
   • Identification and discussion of major influences on leadership throughout history

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
• Course can be repeated, for up to 6 credits.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   • The course is not designed for primarily off-campus delivery. Instructors will use D2L as a tool for course content, but that won’t be the primary means of delivering course material—classroom lecture, discussion and activities will.

7. What is the projected maximum class size (cap)?
   • 30

8. What qualified faculty will be available to teach this course?
   • Veronica Veaux, Assistant Professor of Business Administration

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
   • None.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    Amount per student: N/A
    For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Bemidji State University  
LEAD 2520: Topics: History of Leadership  
The History of Anishinaabe Leadership  
3 credits

Contact Information:  
Instructor: Veronica Veaux  
Office: Memorial Hall 128  
Office Hours: TBD  
Telephone: (218) 755-4122  
Email: vveaux@bemidjistate.edu

Course Description:  
Students will be introduced to topics in leadership studies, drawing on historical perspectives from social and behavioral sciences. Topics may vary. Liberal Education Areas 5 & 9

Liberal Education Goal Areas:  
This course satisfies Liberal Education Goal Area 5 and Goal Area 9.

Textbooks/Materials:  
Other readings will be posted on D2L, as assigned.

Learning Outcomes:  
Students will be able to:  
- Examine social institutions and processes of Anishinaabe people from written accounts.  
- Ability to articulate and examine their own ethical views.  
- Distinguish the diversity of political motivations and interests of the federal government and the Anishinaabe leaders in Minnesota and Wisconsin.  
- Identification of a social issues that Anishinaabe people face and develop a potential solution for such an issue.

Major Content Areas  
- Discussion of historical perspectives of leadership in Anishinaabe society and contemporary approaches to indigenous leadership.  
- Historical Anishinaabe perspectives of hereditary, charismatic, military, and religious leaders will be examined.  
- An overview of the Anishinaabe leadership changes in the last 250-plus years, including that of a ‘traditional’ context to that within reservations and contemporary leadership.  
- The future of Anishinaabe leaders and leadership challenges and possible solutions that they face.

Outline / Assignments:
Assignments are outlined in the Topics / Schedule section

**Grading Information:**
- A = 90-100% of total points
- B = 80-89.9%
- C = 70-79.9%
- D = 60-69.9%
- F = 0-59.9%

**Topics / Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Week 1 | Read “Introduction” in *Ogimaag*, and then “Introduction” in *The Murder of Joe White*  
- Write 1-2 pages on your impression of social institutions and processes among *Anishinaabe* people from 1760-1990s. Be prepared to discuss in class. |
| Week 2 | Read Chapter 1 “Power in the Anishinaabeg World” in *Ogimaag*  
- Write 1-2 pages about your impression of *Anishinaabe* worldviews of power. Include a brief examination of your own ethical views in comparison to the *Anishinaabe* view of power. |
| Week 3 | Read Chapter 2 “Ogimaag: Hereditary Leaders” in *Ogimaag* and read Johnston, B. (1976), *Divisions of Society: Leadership* on D2L.  
- Write 1-2 pages on your ethical beliefs about leadership based on charisma and/or heredity. Be prepared to discuss in class. |
| Week 4 | Read Chapter 3 “Mayosewininiwag: Military Leaders” in *Ogimaag*  
- Discussion in class will include *Anishinaabe* military leaders. Students will discuss the diversity of political motivations and interests of others based on the military leadership system in *Anishinaabe* society. |
| Week 5 | Read Chapter 4 “Gechi-Midewijig: Midewiwin Leaders” in *Ogimaag*  
- Discussion in class will include *Anishinaabe* religious leaders. Students will discuss the diversity of political motivations and interests of others based on the religious leadership system in *Anishinaabe* society. |
| Week 6 | Read Chapter 1 “The Rise of Nena’aangabi and American Expansion in the Western Great Lakes, 1825-1837” in *The Murder of Joe White*  
- In 1-2 pages, describe your impression of the American Expansion and the impact it would have had on the leadership roles and responsibilities discussed in Chapters 1-4 of *Ogimaag*. |
| Week 7 | Read Chapter 2 “Nena’aangabi and the Language of Treaties, 1837-1855” in *The Murder of Joe White*  
- Mid-Term Exam that will cover Chapters 1-4 of *Ogimaag* and Chapters 1-2 of *The Murder of Joe White* |
| Week 8 | Read Chapter 3 “Waabizheshi’s Vision of an Intercultural Community at Rice Lake, 1855-1877” in *The Murder of Joe White* |
- Discussion in class will include a summary of Waabizheshi’s vision. Students should be prepared to discuss the impact the timber industry had on Rice Lake in regards to the environment and sustainability.

| Week 9 | Read Chapter 4 “Aazhaweyaa and Ojibwe Women in Transition” in *The Murder of Joe White*  
|• Write 1-2 pages on the role of Anishinaabe women in historical society and the changing roles of women. Include an examination of your ethical views surrounding the role of women. |

| Week 10 | Read Chapter 5 “Giishkitawag Confronts Removal, 1879-1894” in *The Murder of Joe White*  
|• Write 1-2 pages on a time that you were faced with an ethical dilemma. How did you handle it? Do you believe that Giishkitawag was wise in confronting the federal government? |

| Week 11 | Read Chapter 6 “The Murder of Joe White and the Culmination of Removal” in *The Murder of Joe White*  
|• Write a reflection paper on the politics, rights and obligations, justice, liberty in Wisconsin during the late 1890s and your reflection of Giishkitawag’s murder. |

| Week 12 | Read Chapter 5 “The Contest for Chiefly Authority at Fond du Lac” in *Ogimaag*  
|• Write 1-2 pages on your impression of the political and social unrest of Anishinaabe society as people were removed and forced onto reservations. Include in your reflection what you might have proposed differently. |

| Week 13 | Read Child, B. (2013), *Reservations: Holding Our World Together* on D2L  
|• Be prepared to discuss in class the role of Anishinaabe women during the treaty era and the establishment of reservations. Discuss the impact of reservations and the resulting sense of community. |

| Week 14 | Read The Harvard Project on American Indian Economic Development (2008), *The Long Road to Self-Determination* on D2L  
|• Assignment: Write a brief overview of self-determination, then identify one contemporary social issues about self-determination and offer possible solutions. |

|• Identify a contemporary Anishinaabe social issue and develop potential solutions for that issue, using Jorgensen’s framework. |

| FINALS | Cumulative Final Exam |

**Academic Integrity:**  
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.
**Students with Special Needs:**
Bemidji State University would like to assure that all educational programs, course materials, services, and activities sponsored by the College are accessible to individuals with disabilities. If you would like to request accommodations or other services, please forward your request as soon as possible. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

**Mental Health & Counseling:**
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.
BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified: Leadership Studies

List all proposed change(s): (a) two new topical LEAD courses
(b) revised elective lists

Reason(s) for the change(s):
(a) Two new topics courses—Because leadership studies is an interdisciplinary program, and because the directors may occasionally offer courses from their subject area on leadership, topics courses allow us to meet that need.

(b) Revised set of electives, reflecting changes in curriculum in relevant departments—Several relevant departments have altered their curriculum. We are removing courses that are not in regular circulation and courses that are. We are also changing the requirement that students take courses from four different programs, since that requirement has proved to be a serious obstacle for students interested in the minor.

Note: In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:

Business Administration
The course’s home department/program was notified of the addition or dropping of their course(s) on 11/16/17 by email.

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

X____ Comments were received within one week of the notification, and are attached.

Humanities
The course’s home department/program was notified of the addition or dropping of their course(s) on 12/6/17 in person, at a department meeting.
Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

X______ Comments were received within one week of the notification, and are attached.

**Social Work**
The course’s home department/program was notified of the addition or dropping of their course(s) on 10/19/17 by email.

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

X______ Comments were received within one week of the notification, and are attached.

**Note:** If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

**Alert:** Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog ([http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/)) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
Leadership minor
Required Credits: 24 18
Required GPA: 2.00

I REQUIRED CORE COURSES

COMPLETE THE FOLLOWING COURSES:

• LEAD 3500 Theories and Contexts of Leadership (3 credits)
• LEAD 4000 Capstone in Leadership Studies (3 credits)
• PHIL 2220 Ethics (3 credits)

II REQUIRED ELECTIVES

SELECT THREE COURSES (12-19 CREDITS) FROM THE FOLLOWING COURSES. NO MORE THAN ONE TWO COURSES (3-6 CREDITS) CAN BE CHOSEN FROM ONE DEPARTMENT:

• BUAD 3520 Business Ethics (3 credits)
• BUAD 4354 Organizational Behavior (3 credits)*
• ENGL 2150 Technical Writing (3 credits)
• ENGL 3155 Professional Writing (3 credits)
• ENGL 3177 Weblogs and Wikis (3 credits) * (name change to: ENGL 3177 Rhetoric of Social Media #20 ENGL 17-18 proposal)
• GWS 3220 Gender Politics (3 credits) *
• HST 2800 Reacting to the Past (3 credits)
• HST 3128 Testing Democracy: Reform in Nineteenth-Century America (3 credits)
• HST 3258 The Roman Civil Law Tradition (3 credits)
• INST 3317 Tribal Government and Leadership (3 credits)
• LEAD 2510 Topics: Humanities and Leadership (3 credits)
• LEAD 2520: Topics: History of Leadership (3 credits)
• MASC 3850 Media Ethics and Law (3 credits)
• NRSG 4200 Nursing Leadership And Management (4 credits) *
• PHIL 2330 Philosophies of Nonviolence
• PHIL 3380 Political Philosophy (3 credits)
• POL 3210 Public Administration (3 credits) *
• POL 3410 Legislative and Executive Relations (3 credits) *
• PSY 2357 Industrial and Organizational Psychology (3 credits) *
• PSY 3337 Group Processes (3 credits) *
• PSY 3367 Social Psychology (3 credits) *
• PSY 4408 Human Services Program Management (3 credits) *
• SOC 2200 Social Movements and Change (3 credits)
• SOC 3230 Social Psychology (3 credits) *
• SOWK 2110 Intercultural Communication (3 credits)
• SOWK 4310 Grant Writing (2 credits)

* These courses have prerequisites
Leadership minor
Required Credits: 18
Required GPA: 2.00

I REQUIRED CORE COURSES

COMPLETE THE FOLLOWING COURSES:

- LEAD 3500 Theories and Contexts of Leadership (3 credits)
- LEAD 4000 Capstone in Leadership Studies (3 credits)
- PHIL 2220 Ethics (3 credits)

II REQUIRED ELECTIVES

SELECT 9 CREDITS FROM THE FOLLOWING COURSES. NO MORE THAN TWO COURSES CAN BE CHOSEN FROM ONE DEPARTMENT:

- BUAD 3520 Business Ethics (3 credits)
- BUAD 4354 Organizational Behavior (3 credits)*
- ENGL 2150 Technical Writing (3 credits)
- ENGL 3155 Professional Writing (3 credits)
- ENGL 3177 Weblogs and Wikis (3 credits) * (name change to: ENGL 3177 Rhetoric of Social Media #20 ENGL 17-18 proposal)
- GWS 3220 Gender Politics (3 credits) *
- HST 3128 Testing Democracy: Reform in Nineteenth-Century America (3 credits)
- HST 3258 The Roman Civil Law Tradition (3 credits)
- INST 3317 Tribal Government and Leadership (3 credits)
- LEAD 2510 Topics: Humanities and Leadership (3 credits)
- LEAD 2520: Topics: History of Leadership (3 credits)
- MASC 3850 Media Ethics and Law (3 credits)
- NRSG 4200 Nursing Leadership And Management (4 credits) *
- PHIL 2330 Philosophies of Nonviolence
- PHIL 3380 Political Philosophy (3 credits)
- POL 3210 Public Administration (3 credits) *
- POL 3410 Legislative and Executive Relations (3 credits) *
- PSY 2357 Industrial and Organizational Psychology (3 credits) *
- PSY 3337 Group Processes (3 credits) *
- PSY 3367 Social Psychology (3 credits) *
- PSY 4408 Human Services Program Management (3 credits) *
- SOC 2200 Social Movements and Change (3 credits)
- SOC 3230 Social Psychology (3 credits) *
- SOWK 2110 Intercultural Communication (3 credits)

* These courses have prerequisites
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Dennis Lunt / Assistant Professor of Philosophy / Director of Leadership Program / 12.08.2017
Proposer / Title / Date

Veronica Veaux / Assistant Professor of Business Administration / Director of Leadership Program / 12.22.2017
Proposer / Title / Date

Randy Westhoff / Associate Vice President of Academic Affairs / 1.2.2018
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Randy Westhoff / Associate Vice President of Academic Affairs / 1.2.2018
Dean / College / Date
Veronica Veaux  
Thu 11/16/2017 3:49 PM  
To: Angie Kovarik <AKovarik@bemidjistate.edu>; Carol Nielsen <CNielsen@bemidjistate.edu>; David Frison <DFrison@bemidjistate.edu>; Dean Frost <DFrost@bemidjistate.edu>; Douglas Leif <DLeif@bemidjistate.edu>; Gabriel Warren <GWarren@bemidjistate.edu>; Halbana Tarmizi <HTarmizi@bemidjistate.edu>; Jeffrey Everhart <JEverhart@bemidjistate.edu>; Joann Fredrickson <JFredrickson@bemidjistate.edu>; Kari Wood <KWood@bemidjistate.edu>; Kelly La Venture <KLaventure@bemidjistate.edu>; Soohoon Park <SPark@bemidjistate.edu>; Valerie Wallingford <VWallingford@bemidjistate.edu>; Veronica Veaux <VVeaux@bemidjistate.edu>; YoungSeob Son <YSon@bemidjistate.edu>; Zhe Li <ZLi@bemidjistate.edu>; cc: Dennis Lunt <DLunt@bemidjistate.edu>  

All,  
Dennis Lunt, the Leadership Studies Council, and I are reviewing courses to add (and remove) from the list of electives from the Leadership Studies minor. I would like to have BUAD 4354 Organizational Behavior as an elective in the Leadership Studies minor. Please let me know if you have any concerns or questions regarding this curricular addition.  

Thank you,  
Veronica Veaux  
Assistant Professor & Co-Director Leadership Studies  
Business Administration – MH 128  
(218) 755-4122  
View my schedule  

Department of Humanities Meeting Minutes, 12.6.2017  
Dennis Lunt  
(12.6 draft)  

Present: Brendan McManus (Chair)  
John Ellis  
Season Ellison  
Dennis Lunt  
Dan Allosso  

Absent: Mary Hrenchir, Daniel Guentchev  

Meeting begins at 1:09.
We will revisit the minutes from our last meeting in January.

Old Business

Dept. Operating Procedures—McManus incorporated changes discussed at our last meeting. We reviewed and formally adopted the current draft (moved by Ellis, seconded by Ellison).

History and Humanities Program Assessment—McManus provided a history of recent assessment of theses and portfolios in humanities and history. We discussed and adopted some recommendations: creating prerequisites for upper-division HST classes, dropping HST 2800 and Reacting to the Past requirements, requiring that majors take all hour HST 1000-level surveys, etc.: recommendations #1-3 on the attached (motion by Ellis, second by Lunt).

We also agreed that HST 3__, Historiography should be required for minors, as well as majors. We discussed several methods for creating a writing-intensive course that will work for both minors and majors. We considered a 1-credit “rider” or perhaps cross-listing Historiography as a 3000/4000-level course. For this reason, we decided to postpone a decision on this course (recommendation #4 on the attached) until after winter break. The Humanities major may include it as an elective, after revision.

New Business

Leadership Studies—We approved adding PHIL 2330 to the Leadership Studies minor elective list.

Graduate Credits—A lot of teachers need graduate credit, so there’s administrative interest in graduate courses.

Meeting adjourned at 1:58.

Mail - DLunt@bemidjistate.edu https://outlook.office.com/owa/?realm=bemidjistate.edu&exsvurl=1&ll---

RE: Leadership Studies

Dennis Lunt
Mon 10/23/2017 10:24 AM
Sent Items
To: Rebecca Hoffman <RHoffman@bemidjistate.edu>

Thanks a bunch, Rebecca.

Dennis Lunt
Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities Bemidji State University
1500 Birchmont Dr., Box #23 Bemidji, MN 56601
Office: Hagg-Sauer 313 218-755-2737

From: Rebecca Hoffman
Sent: Thursday, October 19, 2017 3:35 PM
To: Dennis Lunt <DLunt@bemidjistate.edu> Subject: Leadership Studies Dennis:

Here are the social work classes that I think could be considered for the Leadership certificate and/or minor. Several have pre-requisites but also have similar course equivalents in the courses in the Leadership program. Best, Rebecca

SOWK 2110 Intercultural Communication
*This is our only liberal education elective in the bunch. The rest are open to social work majors only.
Designed to enable students to develop awareness, knowledge and skills for sensitive and effective intercultural communication on the international scene as well as with core-cultures in America. The course is particularly useful for students who are preparing to work with cultures other than their own, including: the human services field, business, marketing, languages, pre-professional programs and others. Liberal Education Goal Areas 7 & 8

SOWK 3160 Human Behavior and the Social Environment II
Designed to enable students to explain and assess group, organization, and community behavior/life span from an ecosystems perspective using a generalist social work practice approach. Students integrate the cultural competence continuum and the strengths perspective across the diversity dimensions of large human systems: group, organization, community, and society. Students also critically consider and examine models of large system development - group, organization, and community - as well as the relationships and interconnections between and among micro and macro systems. Prerequisites: POL 1200 and SOWK 2160.

SOWK 3260 Social Welfare Policy
Students develop an understanding of the history and role of public policy as related to social work practice, societal values, and issues central to the development of public policy in the United States. Students critically examine contemporary and controversial social welfare issues, assess U.S. policy development and evaluation practices, understand the global interconnectedness of U.S. policy, and develop social justice advocacy skills for vulnerable populations. Prerequisite: Admission to the Social Work program, and POL 1200.

SOWK 3552 Generalist Practice II (Equivalent to PSY 3337)
Introduces and applies models for establishing and engaging in the professional helping relationship with support and treatment groups. Students learn, practice, and critically examine knowledge, skills, and values related to group processes: planning, assessment,
facilitation, leadership, evaluation, role development, and ethical practice. Emphasis is on cultural competence in social work practice with groups. Prerequisite: SOWK 2130 and SOWK 3551.

SOWK 3553 Generalist Practice III
Introduces and applies models for establishing and engaging in the professional helping relationship with task groups, organizations, and communities focusing on systems change: assessment and engagement, intervention, advocacy, leadership, community organizing and strategic planning to create change. Students learn and practice cause advocacy and grant writing skills. Emphasis is on cultural competence and the application of ethical group practice in task groups, community organizing, and cause advocacy.

Rebecca Hoffman, MSW, LISW
Bemidji State University
Assistant Professor of Social Work & Director...

(218) 755-2837 Work
RHoffman@bemidjistate.edu
1500 Birchmont Drive NE, Box #23
Bemidji, MN 56601
http://www.bemidjistate.edu/academics/dep...