## Curriculum Proposal

**BUAD 19-20 #33**

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

### New Course

<table>
<thead>
<tr>
<th>Course Details</th>
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</thead>
<tbody>
<tr>
<td>1.2 BUAD 3450 Indigenous Business (3 credits)</td>
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<tr>
<td>1.8 BUAD 4550 Indigenous Entrepreneurship (3 credits)</td>
</tr>
</tbody>
</table>

### New Program - **NEW EMPHASIS**

<table>
<thead>
<tr>
<th>Program Details</th>
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<tbody>
<tr>
<td>1.14 Business Administration, B.S. major Indigenous Business Emphasis</td>
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<table>
<thead>
<tr>
<th>Signatures</th>
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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Business, Mathematics, and Science
Department: Business Administration
Proposer: Veronica Veaux
Proposer’s position: Assistant Professor

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.):

We are creating a new emphasis within the existing Business Administration in Indigenous Business. There is an opportunity for graduates who are versed in Indigenous business to help meet the needs of organizations that serve both native and non-native populations. This program benefits all students who hope to lead, work with, or work for Indigenous nations and organizations in Minnesota.

Modifications proposed (specify number of each):

____ Course Modification(s) (form 2)
___2___ New Course(s) (form 3)
____ Course Drop(s) (form 4)
____ Program Modification(s) (form 5)
___X___ New Program(s) (form 6)
____ Program Drop(s) (form 7)

The modifications affect (check):

____ 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: BUAD 3450
  Graduate: NA

Course Title: Indigenous Business

Course Description: The purpose of this course is to introduce students to indigenous business as a field of study. Focus on Indigenous business, business practices, and business education. It will further the inclusion of Indigenous perspectives and demonstrate the significant impact that Native Americans have had on business, as well as, cultural contributions to management, leadership, marketing, economic development, and entrepreneurship.

Credits: 3

Prerequisite(s):
  Undergraduate: None
  Graduate: NA

1. Reason(s) for creating this course:
   • To support the creation of an emphasis in Indigenous Business within the Business Administration major and to ensure that critical components of Indigenous business are covered in depth.

2. How often will this course be offered?
   • Annually – Fall term

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   • ...describe the differences in Indigenous business operations in comparison to mainstream business practices.
   • ...explain the main differences between legal issues affecting Indigenous business and mainstream businesses.
   • ...articulate the importance of relationship building to Indigenous businesspeople.
   • ...analyze Indigenous business case studies within a team setting.
4. What are the major content areas for the course?
   - History of Indigenous business
   - Entrepreneurship
   - Strategy
   - Legal aspects of Indigenous business
   - Economic development in Indian Country
   - Indigenous leadership

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
   - No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   - Course is not designed for primarily off-campus delivery.

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: $0
    - 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.
INDIGENOUS BUSINESS – BUAD 3450
FALL 2020 SEMESTER, BEMIDJI STATE UNIVERSITY

Instructor: Veronica Veaux		Office: Memorial Hall 128
E-Mail Address: veronica.veaux@bemidjistate.edu	Phone: (218) 755-4122 (w)
Class meets: TBA
Office Hours: TBA
Also available by email, telephone, Skype for Business, or by appointment

Course Information

Course Description: The purpose of this course is to introduce students to indigenous business as a field of study. Focus on Indigenous business, business practices, and business education. It will further the inclusion of Indigenous perspectives and demonstrate the significant impact that Native Americans have had on business, as well as, cultural contributions to management, leadership, marketing, economic development, and entrepreneurship.

Course Objectives. Students will:
- Describe the differences in Indigenous business operations in comparison to mainstream business practices.
- Explain the main differences between legal issues affecting Indigenous business and mainstream businesses.
- Articulate the importance of relationship building to Indigenous businesspeople.
- Analyze Indigenous business case studies within a team setting.

Course Prerequisite: None


Business Administration Department’s Program Level Student Learning Outcomes:
1. Graduates will attain higher learning in the field of business.
2. Graduates will demonstrate information literacy.
3. Graduates will demonstrate ability to use practical business tools.
4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team.
5. Graduates will demonstrate the ability to analyze complex business situations in a realistic business environment.

Indigenous Business Emphasis Student Learning Outcomes:
1. Interpret legal issues affecting Indigenous businesses.
2. Articulate the importance of relationship building to Indigenous businesspeople.
3. Evaluate components of a business plan.
4. Identify sustainable products and business practices that benefits consumers, communities, and other stakeholders.
5. Evaluate principles of leadership relevant to Indigenous businesspeople.
Grading Information

During the course, students will have the possibility of earning 500 possible points. The points are distributed as follows:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Mid-Term Exam</th>
<th>Final Exam</th>
<th>Case Studies</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100% of total pts</td>
<td>80 - 89.9%</td>
<td>70 - 79.9%</td>
<td>60 - 69.9%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.9%</td>
<td>80 - 89.9%</td>
<td>70 - 79.9%</td>
<td>60 - 69.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.9%</td>
<td>70 - 79.9%</td>
<td>70 - 79.9%</td>
<td>60 - 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9%</td>
<td>60 - 69.9%</td>
<td>60 - 69.9%</td>
<td>60 - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59.9%</td>
<td>0 - 59.9%</td>
<td>0 - 59.9%</td>
<td>0 - 59.9%</td>
</tr>
</tbody>
</table>

Exam Policy:
All exams and quizzes must be taken at the scheduled times. In the event of illness or emergency, it is the student’s responsibility to inform the instructor and to arrange for a makeup exam or quiz. In an effort to encourage reading and to stimulate discussion, quizzes will precede the presentation of chapter materials.

Participation:
Attendance contributes to your participation grade. You may have two (2) absences per term that require NO excuse (job interviews, medical or family issues, etc.); additional absences may affect your participation points. Absences during presentations may affect individual presentation assignment grade. The class participation grade is also determined by contributions to discussion, attentiveness and questioning. Students should be punctual and attend all class meetings.

Class Courtesy:
Orderly and productive classroom discussion is encouraged. Late students should try to be courteous and quiet. Please try to minimize disruptions by cell phones, laptops, tablets, etc.

Group Work:
Students will be assigned to groups for the purpose of: 1) Making group presentations and 2) Working the cases together previous to the group write-ups. If a student does not make a contribution to an assigned group assignment, the group can decide not to include the student’s name on the assignment. The group must inform me of this decision via e-mail and copy the affected student. If the decision is valid, the student could receive a zero or that assignment.

Bemidji State University Statement of 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.

Other:
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.

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. It is possible to contact Disability Services,
Major Topics:

- History of Indigenous business, entrepreneurship, strategy, legal aspects of Indigenous business, economic development in Indian Country, Indigenous leadership

**Course Calendar**

**When & What**

**Week 1 (August 24, 26, 28)**
- Introductions & the Syllabus
- History of American Indian Business
- Case: Alaska Native and American Indian Policy: A Comparative Case

**Week 2 (August 31, September 2, 4)**
- Historic Business Activity by Indigenous People
- Case: Bridging Two Worlds: Developing and Maintaining a Native American Center at a Public College

**Week 3 (September 9, 11)**
- American Indian Entrepreneurship
- Case: Indian Identity in the Arts

**Week 4 (September 14, 16, 18)**
- Business Strategy
- Case: Should the Confederated Tribes of Warm Springs Invest in a Woody Biomass Cogeneration Facility?

**Week 5 (September 21, 23, 25)**
- Legal Aspects of Business in Indian Country
- Case: Wet, Dry, or Damp

**Week 6 (September 28, 30, October 2)**
- Legal Forms of Organizing
- Case: Distributive Justice in Indian Country: Should Indian Tribes Share Casino Revenues?

**Week 7 (October 5, 7, 9)**
- Tribal Finance & Economic Development
- Case: Co-Management of the Puget Sound Salmon: How well does the Use and Collection of Shared Fishery Science between Tribes and the State Guide Resource Protection?

**Week 8 (October 12, 14)**
- Review for Mid-Term Exam
- Mid-Term Exam

**Week 9 (October 19, 21, 23)**
- Indian Gaming & Tribal-State Compacts
- Case: Native Gaming in the US

**Week 10 (October 26, 28, 30)**
- Native American Leadership
- Article: Being Native American in business: Culture, identity, and authentic leadership in modern American Indian enterprises

**Week 11 (November 2, 4, 6)**
- Business Ethics & Native American Values
• Case: Environmentalism Across Cultural Borders
Week 12 (November 9, 13)
• Health Care Programming
• Case: Does Smudging Belong in the Workplace?
Week 13 (November 16, 18, 20)
• Native American Approach to Human Resources
• Case: Child Care Considerations at the Skinny Raven Casino
Week 14 (November 23)
• Service Management for Native Americans
• Case: Should Tribes Legalize Marijuana?
Week 15 (November 30, December 2, 4, 7)
• Native Americans & Marketing
• Case: The Aftermath of Redskins Indian Mascot Decisions: What’s Next?
• Wrap up, review for final examination, course and peer evaluations.
Final Exam – TBD
• (Points)
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: BUAD 4550
   Graduate: NA

Course Title: Indigenous Entrepreneurship

Course Description: The purpose of this course is to introduce students to Indigenous Entrepreneurship as a field of study. Focus on Indigenous business practices and entrepreneurship. Students will be exposed to the process of starting, financing, and managing a business. Emphasis is on Indigenous economies, which blend the bottom line approach and sustainable development. Prerequisite(s): BUAD 3450

Credits: 3

Prerequisite(s):
   Undergraduate: BUAD 3450
   Graduate: NA

NOTE FOR CURRICULUM COORD: PREREQUISITES SHOULD BE HARDCODED and add course message of “Prerequisites will be enforced.”

1. Reason(s) for creating this course:
   • To support the creation of an emphasis in Indigenous Business within the Business Administration major and to ensure that critical components of business practices and Indigenous entrepreneurship are covered in depth.

2. How often will this course be offered?
   • Annually - Spring

3. What are the student learning outcomes for the course (please precede each outcome with "Students will…”)?
   • .. incorporate Indigenous business concepts with Indigenous entrepreneurial ventures within a business plan.
   • .. articulate the importance of relationship building between an entrepreneur and others, including stakeholders from multiple perspectives.
   • .. imagine a sustainable product or service that benefits consumers, communities, and other stakeholders.
   • .. develop an understanding of the relationship between personal choices, personal goals, and mission statements.
recognize the importance of leadership as a connection to the opportunity to develop an entrepreneurial perspective, which will allow them to evaluate and act upon unique entrepreneurial issues as they confront them.

4. What are the major content areas for the course?
   - Indigenous Entrepreneurship
   - Mission Statements and Business Planning
   - Marketing Processes
   - Legal Issues
   - Record Keeping and Financial Statements
   - Financial Planning, and Managing

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
   - No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   - Course is not designed for primarily off-campus delivery.

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: $0

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.
INDIGENOUS ENTREPRENEURSHIP – BUAD 4550
SPRING 2021 SEMESTER, BEMIDJI STATE UNIVERSITY

Instructor: Veronica Veaux
E-Mail Address: veronica.veaux@bemidjistate.edu
Class meets: TBA
Office: Memorial Hall 128
Phone: (218) 755-4122 (w)
Office Hours: TBA
Also available by email, telephone, Skype for Business, or by appointment

Course Information

Course Description: The purpose of this course is to introduce students to Indigenous Entrepreneurship as a field of study. Focus on Indigenous business practices and entrepreneurship. Students will be exposed to the process of starting, financing, and managing a business. Emphasis is on Indigenous economies, which blend the bottom line approach and sustainable development.

Course Objectives. Students will:

- Incorporate Indigenous business concepts with Indigenous entrepreneurial ventures within a business plan. Articulate the importance of relationship building between an entrepreneur and others, including stakeholders from multiple perspectives. Imagine a sustainable product or service that benefits consumers, communities, and other stakeholders. Develop an understanding of the relationship between personal choices, personal goals, and mission statements. Recognize the importance of leadership as a connection to the opportunity to develop an entrepreneurial perspective, which will allow them to evaluate and act upon unique entrepreneurial issues as the confront them.

Course Prerequisite: BUAD 3450

Required Textbook:

Business Administration Department’s Program Level Student Learning Outcomes:
1. Graduates will attain higher learning in the field of business.
2. Graduates will demonstrate information literacy.
3. Graduates will demonstrate ability to use practical business tools.
4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team.
5. Graduates will demonstrate the ability to analyze complex business situations in a realistic business environment.

Indigenous Business Emphasis Student Learning Outcomes:
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Grading Information

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<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>100</td>
<td>A = 90 - 100% of total pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>B = 80 - 89.9%</td>
</tr>
<tr>
<td>Case Studies</td>
<td>120</td>
<td>C = 70 - 79.9%</td>
</tr>
<tr>
<td>Participation</td>
<td>80</td>
<td>D = 60 - 69.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = 0 - 59.9%</td>
</tr>
</tbody>
</table>

Exam Policy:
All exams and quizzes must be taken at the scheduled times. In the event of illness or emergency, it is the student’s responsibility to inform the instructor and to arrange for a makeup exam or quiz. In an effort to encourage reading and to stimulate discussion quizzes will precede the presentation of chapter materials.

Time expectation:

<table>
<thead>
<tr>
<th>Hours of in class “Seat Time” per credit</th>
<th>Expected hours of course work outside of class per credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour/credit/week for 15 weeks</td>
<td>2 hours/credit/week for 15 weeks</td>
</tr>
</tbody>
</table>

Participation:
Attendance contributes to your participation grade. You may have two (2) absences per term that require NO excuse (job interviews, medical or family issues, etc.); additional absences may affect your participation points. Absences during presentations may affect individual presentation assignment grade. The class participation grade is also determined by contributions to discussion, attentiveness and questioning. Students should be punctual and attend all class meetings.

Extended Leave Procedure:
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

Class Courtesy:
Orderly and productive classroom discussion is encouraged. Late students should try to be courteous and quiet. Please try to minimize disruptions by cell phones, laptops, tablets, etc.

Group Work:
Students will be assigned to groups for the purpose of: 1) Making group presentations and 2) Working the cases together previous to the group write-ups. If a student does not make a contribution to an assigned group assignment, the group can decide not to include the student’s name on the assignment. The group must inform me of this decision via e-mail and copy the affected student. If the decision is valid, the student could receive a zero or that assignment.
Tutoring availability:
BSU is committed to assisting our students in their academic endeavors and has in place the Advising Success Center as a valuable resource. The Center is located in Decker Hall 202. https://www.bemidjistate.edu/services/advising-success-center/services/tutoring/

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu.

All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

Bemidji State University Statement of 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 or an entire course as well as suspension from the University. It is suggested that students review BSU’s statement on academic integrity found within the Student Code of Conduct.

Disruptive Behavior in the Classroom:
We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.

Mental Health and Counseling:
Students 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 and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

Students with Special Needs:
BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Accessibility statement:
Upon request this document can be made available in alternate formats. Please contact Accessibility Services at 755-3883.
Major Content Areas:

Course Calendar
When & What
Week 1 (January 11, 13, 15)
- Introductions & the Syllabus
- ONABEN: Course overview & Introduction to Entrepreneurship
Week 2 (January 20, 22)
- ONABEN: Mission Statements and Business Planning
- Read Chapter 1: Good is the Enemy of Great
Week 3 (January 25, 27, 29)
- ONABEN: The Marketing Process: Products and Services
Week 4 (February 1, 3, 5)
- ONABEN: The Marketing Process: Market Research
Week 5 (February 8, 10)
- ONABEN: Market Analysis
- Read Chapter 2: Level 5 Leadership
Week 6 (February 15, 17, 19)
- ONABEN: Business Location and Legal Issues
- Read Chapter 3: First Who…Then What
Week 7 (February 22, 24, 26)
- ONABEN: Record Keeping and Financial Statements
- Read Chapter 4: Confront the Brutal Facts (Yet Never Lose Faith)
Week 8 (March 1, 3, 5)
- Review
- Mid-Term Exam

Spring Break
Week 9 (March 15, 17, 19)
- Read Chapter 5: The Hedgehog Concept (Simplicity within the Three Circles)
- ONABEN: Cash Planning
Week 10 (March 22, 24, 26)
- ONABEN: Tools for Financial Planning
Week 11 (March 29, 31, April 2)
- ONABEN: Small Business Financing
Week 12 (April 5, 9)
- Read Chapter 6: A Culture of Discipline
Week 13 (April 12, 14, 16)
- Read Chapter 7: Technology Accelerators
Week 14 (April 19, 21, 23)
- ONABEN: Management and Operations
- Read Chapter 8: The Flywheel and the Doom Loop
Week 15 (April 26, 28)
- Read Chapter 9: From Good to Great to Built to Last
  - Wrap up, review for final examination, course and peer evaluations.

Final Exam – TBD (Points)  Final Presentation & Paper Due
BSU Curriculum Forms

Form 6
(Updated: 9.15.15)

New Program Form

Type of Program to be established:

- M.S.*
- M.A.*
- Applied Masters**
- B.S.
- B.S./T.L.
- B.A.
- Minor
- Field of Emphasis: Stand Alone
- Field of Emphasis in: Business Administration major, B.S.
- Other:

Program name:
Business Administration, B.S. major Indigenous Business Emphasis

Reason(s) for new program:
We see an opportunity for graduates who are versed in Indigenous business to help meet the needs of organizations that serve both native and non-native populations. This program benefits all students who hope to lead, work with, or work for Indigenous nations and organizations in Minnesota.

Student learning outcomes for the program (please use the same format as for other programs in the department):

Students will be able to:
1. Interpret legal issues affecting Indigenous businesses.
2. Articulate the importance of relationship building to Indigenous businesspeople.
3. Evaluate components of a business plan.
4. Identify sustainable products and business practices that benefits consumers, communities, and other stakeholders.
5. Evaluate principles of leadership relevant to Indigenous businesspeople.

How will the student learning outcomes be assessed (e.g., major field test, student portfolio, departmental rubric, department-developed examination questions, etc.)?

Measures of student learning will be assessed in a number of ways. Direct measures of student learning will include the Major Field Test in Business, a capstone Rubric associated with BUAD 4559 Strategic Management and an Indigenous Business Emphasis Exam administered in BUAD 4600. Indirect measures of student learning will be assessed in the Senior Survey and the Indigenous Business Emphasis Survey, both administered as part of BUAD 4600.
Note: If courses from other departments are required for this program, please notify the chairs of those departments.

The home department/program was notified that this new program will require courses from their area: 11/22/2019 (date) by email (mail, email, or phone).

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.

Alerts:

- Attach draft catalog copy of proposed program.
- Contact the Assistant Vice-President for Academic Affairs regarding approval downstate (required for all of the above except for a minor where there is an existing major).

* MS/MA Curriculum proposals for graduate programs must indicate how the program addresses these requirements (in the draft catalog copy or elsewhere):

  a. MnSCU 50% rule: At least one-half of the required credits in a master's degree, exclusive of a thesis, capstone, or similar culminating project, shall be credits restricted exclusively to graduate student enrollment.
  
b. Competency Requirement
  
c. Written Examination Requirement

**Applied Master’s Degree must address items a-c above, as well as:

  d. How the proposed capstone experience meets the capstone requirements/standards listed in the catalog.

For more information on each of these requirements refer to the current graduate catalog.
Business Administration, B.S. major
Indigenous Business Emphasis

Students majoring in Business Administration are advised to complete at least one course in Psychology, Sociology, or Anthropology as part of their liberal education requirements.

Required Credits: 68
Required GPA: 2.25

I REQUIRED BASIC CORE COURSES
COMPLETE THE FOLLOWING COURSES:

- ACCT 2101 Principles of Accounting I (3 credits)
- ACCT 2102 Principles of Accounting II (3 credits)
- BUAD 2220 Legal Environment (3 credits)
- BUAD 2231 Business Statistics I (3 credits)
- BUAD 2280 Computer Business Applications (3 credits)
- BUAD 3223 Operations Management (3 credits)
- BUAD 3351 Management (3 credits)
- BUAD 3361 Marketing (3 credits)
- BUAD 3381 Management Information Systems (3 credits)
- BUAD 3771 Financial Management (3 credits)
- BUAD 4559 Strategic Management (3 credits)
- BUAD 4600 Senior Seminar: Business Administration (1 credit)
- ECON 2000 Markets and Resource Allocation (3 credits)
- ECON 2100 Macroeconomics and the Business Cycle (3 credits)
- MATH 1170 College Algebra (4 credits)

ADDITIONAL REQUIRED COURSES
COMPLETE THE FOLLOWING COURSES:

- BUAD 3450 Indigenous Business (3 credits)
- BUAD 4550 Indigenous Entrepreneurship (3 credits)

COMPLETE 15 credits (one 3 credit course from each section); no course may be counted toward more than one of the fields.

- Finance: Select one (3 credits)
  - BUAD 3772 Advanced Financial Management (3 credits)
  - BUAD 3872 Investments (3 credits)

- Management: Select one (3 credits)
  - BUAD 4354 Organization Behavior (3 credits)
  - BUAD 4456 Human Resource Management (3 credits)

- Marketing: Select one (3 credits)
  - BUAD 3567 Consumer Behavior (3 credits)
BUAD 3568 Personal Selling (3 credits)
BUAD 4467 Marketing Research (3 credits)

- Entrepreneurship: Select one (3 credits)
  - BUAD 4458 Entrepreneurship (3 credits)
  - BUAD 4469 Small Business Case Analysis (3 credits)

- Human Resources Management: Select one (3 credits)
  - BUAD 3420 Labor and Employment Relations (3 credits)
  - BUAD 4456 Human Resources Management (3 credits)

**REQUIRED ELECTIVE**
SELECT ONE COURSE FROM THE FOLLOWING LIST:
- LEAD 3500 Theories and Contexts of Leadership (3 credits)
- INST 4000 Nation Building and Leadership (3 credits)
- BUAD 3281 Decision Support Systems (3 credits)
- BUAD 3520 Business Ethics (3 credits)
- BUAD 4507 Talent Acquisition (3 credits)
- BUAD 4387 Strategic Information Management (3 credits)
- BUAD 4750 International Management (3 credits)

**SUGGESTED SEMESTER SCHEDULE FOR BUSINESS ADMINISTRATION, B.S. MAJOR, INDIGENOUS BUSINESS EMPHASIS**

Freshman: All fields of emphasis
- Psychology, Sociology or Anthropology courses
- Liberal Education requirements

Sophomore: All fields of emphasis
- ACCT 2101 Principles of Accounting I (3 credits)
- ACCT 2102 Principles of Accounting II (3 credits)
- BUAD 2220 Legal Environment (3 credits)
- BUAD 2231 Business Statistics I (3 credits)
- BUAD 2280 Computer Business Applications (3 credits)
- ECON 2000 Markets and Resource Allocation (3 credits)
- ECON 2100 Macroeconomics and the Business Cycle (3 credits)

Junior: All fields of emphasis
- BUAD 3223 Operations Management (3 credits)
- BUAD 3351 Management (3 credits)
- BUAD 3361 Marketing (3 credits)
- BUAD 3381 Management Information Systems (3 credits)
- BUAD 3771 Financial Management (3 credits)
- BUAD 3450 Indigenous Business (3 credits)
• BUAD 3772 Advanced Financial Management (3 credits) or BUAD 3872 Investments (3 credits)
• BUAD 3232 Business Statistics II (3 credits) or BUAD 3567 Consumer Behavior (3 credits) or BUAD 3568 Personal Selling (3 credits) or BUAD 4467 Marketing Research (3 credits)

Senior: All fields of emphasis
• BUAD 3420 Labor and Employment Relations (3 credits) or BUAD 4456 Human Resources Management (3 credits)
• BUAD 4550 Indigenous Entrepreneurship (3 credits)
• BUAD 4354 Organizational Behavior (3 credits) or BUAD 4456 Human Resources Management (3 credits)
• BUAD 4458 Entrepreneurship (3 credits) or BUAD 4469 Small Business Case Analysis (3 credits)
• BUAD 4600 Senior Seminar: Business Administration (1 credit)

Junior: Indigenous Nations Business Field of Emphasis Required Electives Select one of the following courses with the consent of advisor (4000 level courses should be taken as a Senior)
• LEAD 3500 Theories and Contexts of Leadership (3 credits)
• INST 4000 Nation Building and Leadership (3 credits)
• BUAD 3281 Decision Support Systems (3 credits)
• BUAD 3520 Business Ethics (3 credits)
• BUAD 4387 Strategic Information Management (3 credits)
• BUAD 4507 Talent Acquisition (3 credits)
• BUAD 4750 International Management (3 credits)
Comments from Leadership Studies

Fri 11/22/2019 4:27 PM
Lunt, Dennis A
RE: New Program - Indigenous Business
To  Son, Young Seob; Bakken, Virgil
Cc  Veaux, Veronica L

Hi Young,

Thank you for notifying us. I don’t have any comments now, but this looks good.

Best,

Dennis Lunt, PhD
Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities
Bemidji State University

1500 Birchmont Dr., Box #35
Bemidji, MN 56601

Office: Bensen 232
218-755-2737

Mon 11/25/2019 10:34 AM
Bakken, Virgil
Re: New Program - Indigenous Business
To  Lunt, Dennis A; Son, Young Seob
Cc  Veaux, Veronica L

Thanks Young, looks like a great program. Virgil
Comments from Indigenous Studies

Hi Veronica, from an Indigenous Studies perspective I would say that it looks just fine. Good luck,  
Vivian

Nice job Veronica. It’s a lot heavier on business than indigenous content, but I don’t see a problem. If you want to go over the indigenous studies offerings to see if there are other things that would tie in well, I am sure the team would be happy to help. Let me know if there’s anything I can do to support your efforts. Thanks. T

I as well would be happy to support you,

corrie
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

____________________
Veronica Veaux / Assistant Professor / 11.25.2019
Proposer / Title / Date

____________________
Young Seob Son / Business Administration / 11.25.2019
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 into the Curriculum Proposal Progress Grid.

____________________
Marilyn Yoder / Business, Mathematics and Sciences / 12.03.2019
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.
Business Administration Department Meeting
Agenda for Thursday, November 14, 2019
3:30 pm - 5:30 pm in Memorial Hall 240

Call to order and attendance: [Hamdan Alabsi, Joann Fredrickson, David Frison, Dean Frost, Egypt Grandison, Angie Kovarik, Doug Leif, Cliff Li, Pete Nelson, Veronica Veaux, Young Son, Gabriel Warren]

Approval of minutes from October 10, 2019:
J:\Business\BuAd-Dept\Dept Mtg Agendas & Minutes\Minutes\2019-2020

All other attachments in this document can be found in the department’s shared (J:) drive:
J:\Business\BuAd-Dept\Dept Mtg Agendas & Minutes\Agendas\2019-2020\Attachments for 11-14-19 meeting

David motions to approve, Peter seconds. Approved, all in favor.

1. **BUAD Strategic Plan**

   - Angie and Joann talked about the strategic plan as a part of the IACBE discussion.
   - The department needs to incorporate the BSU strategic plan 2018-2023 into the department mission statement and goal.
   - The department believed our current action items closely match the BSU strategic plan.
   - Faculty members wrote inputs on whiteboards for each action item.

2. **Veronica**: Discussion / approval of a new area of emphasis in Indigenous Business:

   - Veronica explained the Indigenous Business program.
   - Joann moved, Doug seconded. Approved, all in favor.

3. **David**: IFO Senate update

   - Equity and Inclusion Plan was adopted by IFO, new committee was created.
   - Board of Trustee will be on campus on Nov 19 and 20th.
   - Voting for the new Contract is available now.
   - BSU IFO planned changes to IFO constitutions.
   - HR discussed PDR delivery forms with IFO.
     - Dean mentioned that the preferred form by Dean Yoder will be electronic.

4. Young updated the OM position and MBA position:
• He will get answers before Thanksgiving for the OM position.
• Young will check faculty desire to offer MBA positions in the future.
• Joann asked if we could get the BUAD summer courses posted because seniors need that information to complete their graduation plans on time.

5. Faculty Reports
• None
Adjournment at 5:38.