Turtle Mountain
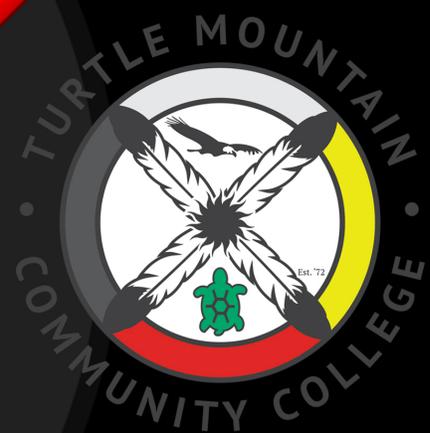Community College

Turtle Mountain Community College

Handbook

Ogimaawiwin Leadership &
Management Program

TURTLE MOUNTAIN · COMMUNITY COLLEGE · Est. '72

Dear Ogimaawiwin Leadership & Management Student,

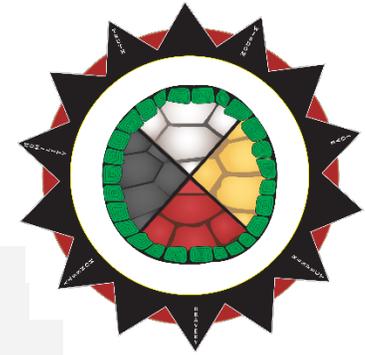Welcome and congratulations for choosing the Ogimaawiwin Leadership and Management program (OLMP) of study at Turtle Mountain Community College (TMCC). We are very happy to have you with us and look forward to getting to know you as we work together toward achieving your goal of obtaining your Bachelor degree.

This manual is designed to be a reference and a guide. In it you'll find the courses you will be taking each semester, along with Ogimaawiwin Leadership and Management policies and expectations. Please become familiar with the manual in every aspect as this will prevent future misunderstandings regarding your program of study.

As a valued member of a learning community, you will be supported by your fellow Cohort members in many ways. The intention is to surround-you with a strong support network of friends, teachers, and colleagues.

In 2016, the Ogimaawiwin Leadership & Management program was just a dream. In the summer of 2018, however, the dream became a reality as the first cohort was selected to start in the fall. The skills and knowledge identified for this program of study include the following four program outcomes:

1. Students will explain best management and leadership practices that they can use in   businesses, organizations and tribal governments.
2. Students will evaluate the unique role that tribes and tribal governments have in the global business environment.
3. Students will construct a decisive sense of tribal knowledge and tribal government practices and apply that knowledge in an organizational environment.
4. Students will demonstrate leadership skills through professional, ethical and legal standards of conduct in tribal governments and organizations.

We believe that all people have leadership potential and that their particular gift, talents and skills can be enhanced through education, training and development. Leadership is a process, not a positon: therefore, the broad goal of this program is to promote a culture of engaged and ethical leadership skills with the knowledge of tribal administration and government.

As your instructors, each of us is here to assist and encourage you as you progress through your program of study. We are here as your teachers and we will continually challenge you to do your very best even when the going gets tough.

Please feel free to approach any of us with your concerns at any time.

The Ogimaawiwin Leadership and Management Bachelors Program

Manual Revised Summer 2020

Cohort I (2020)

ACCREDITATION STATEMENT

The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) accredits the College. Turtle Mountain Community College (TMCC) volunteers to seek accreditation. Accreditation is not a requirement but is important to the college. According to the NCA Handbook of Accreditation, *"Accreditation is both a process and a result. As a process, it is a form of peer review in which educational institutions establish a set of criteria and procedures by which they and their fellows are judged. As a result, it is a form of certification by which the quality of an educational institution, as defined by the accreditation body's criteria, is affirmed."*

The college received initial candidacy for accreditation in 1978. In April of 1980, the college received its first biennial visit to review progress and development. As a result of this visit, Turtle Mountain Community College was granted continued Student Status for an additional two years. The college received a team of North Central Association evaluators for a second biennial visit in April of 1982. The team's report again recommended the college be continued in Student Status at the Associate Degree granting level.

In April of 1984, a team of evaluators visited Turtle Mountain Community and in August of that year the North Central Executive Board granted the college Accreditation. In April of 1989, a team of evaluators visited Turtle Mountain Community College to determine if continued accreditation should be granted. Members of the team concluded that the college met continued accreditation criteria and made this recommendation to the full NCA commission. On August 25, 1989, the commission voted to continue the accreditation of Turtle Mountain Community College. In October of 1993, NCA sent a team of evaluators to review the college's request for continued accreditation. As a result, the College was granted ten years of accreditation with a focus visit to occur in the spring of 1996. The focus visit resulted in the college receiving full accreditation. In April 2001, The Higher Learning Commission (HLC) granted full accreditation for the first baccalaureate degree, a Bachelor of Elementary Education.

On October 22, 2003, Turtle Mountain Community College was recommended by a visiting team from the Higher Learning Commission for 10 more years of accreditation with reports and focus visit requirements.

The Higher Learning Commission visited TMCC in March 2014 as part of the reaffirmation process. This visit resulted in a recommendation for reaffirmation of accreditation, with the next evaluation to occur academic year 2023-2024. Along with reaffirmation of accreditation, two monitoring reports were required. The first was on Assignment of Academic Credit Policies, which was submitted and accepted August 2014, fulfilling this reporting requirement. The second monitoring report was on the Assessment of Student Learning, which was submitted June 2015.

SECTION I: INTRODUCTION, OUR MISSION, PURPOSE AND GOALS:

Please contact with any questions, or for more information:
Program Developer / Instructor: Michael Poitra | email: mpoitra2@tm.edu | ext. 1023
Phone: (701) 477-7862

Overview and Highlights

The BA in Ogimaawiwin Leadership and Management program of study is designed to prepare leaders in the areas of businesses, organizations, and tribal governments. Once completed, students will have gained the necessary background to work successfully in various organizations. Students will also have an understanding of the principles of good and effective leadership practices and strategies. Holders of the degree are grounded in Ojibwe culture, history, values, and in leadership techniques and practices. It is designed to accommodate working professionals who have completed a minimum of 60 college semester credits. Completing the program and all related academic requirements will lead to a Bachelor of Arts Degree. The program is portfolio based and will result in each student developing a portfolio on a topic related to the topic of leadership and management. Each student will pick a topic relevant to Leadership and Management program of study and will embed their chosen topic into each course. Highlights include:
- Convenience and flexibility of time for professionals
- Practical project- based assignments that allow students to apply skills and experience to their current work environment
- Portfolio project that will allow students to demonstrate program skills and knowledge
- Accomplished faculty who bring a wealth of knowledge and experience in the field.

Mission Statement

Ogimaawiwin Leadership & Management Program aspires to be a leadership program that develops its students to become leaders that will have the necessary leadership and management skills and knowledge to use on campus, businesses, organizations, tribal governments, and beyond. The program emphasizes the unique role tribal and tribal governments have in a business and leadership environment. We advance the profession of leadership skills through professional, ethical, and legal standards of conduct in tribal governments and organizations.

SECTION II: The Leadership & Management Program

Program Structure

Each Semester is 16 weeks in length. There are 18 courses total in the program of study which are designed to be completed in 2 years, as shown below. Each course is offered one semester for each cohort.
Depending on your transfer units, you may not need all classes to obtain this degree. General education and elective courses may vary in length.

Course Sequence

Applicants admitted into the program will move as a cohort, completing the same core courses together and graduating at the end of four semesters with their Bachelor Degree in Ogimaawiwin Leadership and Management.

Fall: Junior Year (Semester I)

LEAD 180 Leadership Development (3 credits)
LEAD 235 Cultural and Tribal Sovereignty (3 credits)
POLS 287 Tribal Government (3 credits)
MATH 210 Elementary Statistics (3 Credits)
ECON 110 Elements of Economics and Tribal Economic Development. (3 credits)

Spring: Junior Year (Semester II)

LEAD 360 Grant Writing (3 credits)
LEAD 405 Finance (3 credits)
LEAD 335 Business Law (3 credits)
LEAD 425 Global Trends in Business (3 credits)
LEAD 400 Organizational Leadership (3 credits)
POLS 241 Indian Law I (3 credits)

Fall: Senior Year (Semester III)

LEAD 460 Human Resource Management (3 credits)
LEAD 410 Advanced Marketing Strategies (3 credits)
LEAD 461 Leadership and Conflict Resolution (3 credits)
LEAD 451 Small Business Management (3 credits)
LEAD 330 Professional Communications (3 credits)

Spring: Senior (Semester IV)
LEAD 498 Senior Seminar (3 credits)
LEAD 499 Internship in Leadership (9 credits)

Students who have already taken LEAD 180, LEAD 235, ECON 110, POLS 241, AND POLS 287 can select courses from the list below to satisfy credit requirements for the BA in Leadership and Management degree:

SOC 270 Sociology of Indian Reservations

SOC 271 Contemporary Indian Issues

ECON 201 Microeconomics

SOCI 275 Native American Indian Studies

POLS 115 American Government and Politics

AHU 254 Anishinaabe Cultural Involvement
and Research

ECON 202 Macroeconomics

BADM 201 Principles of Marketing

LEAD 180 Leadership Theory & Concepts   **3 Credits**
Classic and contemporary theories of leadership and methods of study are discussed along with their strengths and
weakness. Students will study leadership theories and applications of those ideas, will evaluate themselves on the
factors associated with ethical leadership, will identify their own leadership style and skills as well as ways to
become leader-citizens. Traditional and contemporary American Indian leadership is examined and the 7
Teachings of the Anishinaabe People.

LEAD 235 Cultural and Tribal Sovereignty   **3 Credits**
Identify and describe traditional values still present in their respective communities and land. Identify and give
examples of their inherent rights found in the origin stories of their ancestors. Native land tenure history is
intended to discuss native land tenure issues and problems currently facing Indian people. Discusses the current
state of tribally-owned, plotted land, and or non-native owned land and how the land tenure situation was greatly
altered from the joint use/family ownership concept of the traditional times (before reservations) by allotment and
subsequent adaptations of the reservation. Major western concepts of Native "property" law; use, management,
and re-acquisition of Native land and its base.

LEAD 330 Professional Communication   **3 Credits**
The focus of this course will be on developing professional communication skills. Building upon BOTE 211
Business Communications, attention will be given to different communication styles, multicultural
communication, and developing skills to enhance verbal and written communication for leaders with focus on
executive presentations and information sharing at the manager level. Topics in diversity in the workplace will
also be covered. The traditional and current communication styles of tribal leaders in various capacities, both past
and present, will also be evaluated.
Prerequisites: Senior standing and admission into Leadership and Management program

LEAD 335 Business Law   **3 Credits**
This course will emphasize the legal environment in business. Students will evaluate how tribal, county, state, and
federal laws affect business operations. Study will be given to legal cases related to business such as contracts,
consumer laws, torts, copyrights, dispute resolution, and patents. This course will also dedicate time to analyzing
federal law regarding employee rights and employer obligations.
Prerequisite: Junior standing and admission into Leadership and Management program

LEAD 360 Grant Writing   **3 Credits**

This course will focus on technical skills needed in business writing and grant writing. Topics covered will include writing business proposals, collect and research information for needs assessments, identify potential funding sources, and demonstrating sound technical writing skills. Grant writing as it pertains to tribal governments, programs, and communities will be an integral part of this course.
Prerequisites: ENG 120, Junior standing and admission into Leadership and Management program

LEAD 400 Organizational Leadership   **3 Credits**
This course is designed to apply leadership principles and philosophies to organizational behavior in the workplace. Students will study the role of the leader in the workplace and in how that affects the organizational structure of the workplace. Students will also study the culture and climate of organizations, group behavior, group member motivation, conflict, interpersonal relationships, and organizational change. This course will also cover tribal organizational leadership as it pertains to tribal governments, programs, and entities.
Prerequisite: Junior standing and admission into Leadership and Management program

LEAD 405 Finance   **3 Credits**
Students will gain and understanding in finance theory and financial analysis that is used to help drive the business decision making process. Students will also analyze how financial documents such as cash flow, and other financial elements, such as the time value of money, risk and return, and the financial market have an effect the business decision making process, budgeting, and financial reporting. This course will also cover issues that arise when working with financial institutions from the vantage of tribal government and tribal government programs. Specific topics related to tribal government finance and financial structure will also be discussed and evaluated.
Prerequisites: Junior standing and admission into Leadership and Management program

LEAD 410 Advanced Marketing Strategies   **3 Credits**
This course will cover strategies that help organizations be competitive in a global and digital world. Topics such as value-driven marketing, relationship marketing, and customers and target markets will be evaluated. This course will also study how to promote and price goods to potential consumers and customers. Students will also examine how to create and implement marketing programs and ethical marketing practices. Marketing resources used in tribal programs and businesses will be discussed along with socioeconomic factors that affect marketing strategies.
Prerequisites: Senior standing and admission into Leadership and Management program

LEAD 425 Global Trends in Business   **3 Credits**
This course is designed to give students insight into global leadership practices and the unique problems that companies may face when engaging in business activities internationally. Attention will be given to understanding how the social and political environment of different countries affects trade, importing, and exporting. The history of global leadership will be studied as well as how leadership concepts are applied in a modern, diverse, complex, global environment. The interaction between global business and tribal governments, entities, and individual tribal businesses will also be examined.
Prerequisites: Junior standing and admission into Leadership and Management program

LEAD 451 Small Business Management   **3 Credits**

This course builds off of ENTR 234 and is designed to help prepare students for the role of managing a small business such as operations management, supply chain management issues, laws affecting small businesses, types of small businesses and how they affect taxes and fiscal responsibility. Students will also discuss small business taxes and the role of a small business owner. Issues that affect small business and feasibility within rural and urban areas will be evaluated. The unique challenges of tribal members owning business in rural areas and their interactions within the community and global marketplace will be examined.
Prerequisites: Senior standing and admission into Leadership and Management program

LEAD 460 Human Resource Management   **3 Credits**
This course is designed to provide students with an understanding of the overall function of human resources in an organization. Emphasis will be on hiring processes, employee rights, maximizing employee performance, and employee evaluations. Issues related to personnel will also be covered in this course which may include Equal Employment Opportunity laws, recruitment of qualified employees, the hiring process, training and development within the organization, confidentiality and employee files, performance evaluations, and labor management relations. Tribal, State and Federal employee laws, regulations, and rights will be analyzed as well as the structure of human resource departments in tribal governments and organizations.
Prerequisites: Senior standing and admission into Leadership and Management program

LEAD 461 Leadership and Conflict Resolution   **3 Credits**
This course will explore how leadership techniques and best practices can be utilized to negate conflict in the workplace. Students will gain insight into creative and positive ways of deescalating conflict and also ways in which leaders can create positive interpersonal relationships to minimize conflict in the workplace. Focus will be given to various strategies such as active listening, negotiation, and mediation. Historical and current tribal policies and strategies in conflict resolution will also be studied.
Prerequisites: Senior standing and admission into Leadership and Management program

LEAD 498 Senior Seminar   **3 Credits**
This Senior Seminar will focus on skills needed to be successful leaders in the workplace. This course will provide the opportunity for students to engage in workshops targeted at specific topics related to leadership and management. Topics covered include workplace diversity, communication skills, leadership skills, and personal reflection/discussion of workplace issues. Students will engage with guest speakers from local businesses, tribal government, tribal programs, and area commerce departments.
Prerequisites: Senior standing in the Leadership and Management program and completion of program coursework in Semesters I, II, and III

LEAD 499 Internship   **9 Credits**
This course is designed to integrate professional practice, theory, and ethical standards within a supervised leadership setting. Students will apply the knowledge and skills acquired through the program in the leadership setting. Students will apply leadership skills and communication skills during their placement. Students will also apply high standards of ethical behavior through following policies and procedures, following employer confidentiality rules and federal laws regarding business practices. Placement areas include various tribal government programs, tribal entities, tribal programs, and local business entities.
Prerequisites: Senior standing in the Leadership and Management program and completion of program coursework in Semesters I, II, and III

POLS 241 Indian Law I   **3 Credits**
This course includes an overview of the legal relationships among the tribe, state and federal governments with emphasis on the history of Indian law, treaties, statutes, case law, regulations and executive orders. In addition, the course addresses issues related to the federal trust relationship, tribal sovereignty, criminal and civil jurisdiction, management of natural resources of tribal lands, hunting and fishing rights, and cultural preservation. This course includes a review of the legal relationships among the tribe, state and federal governments with emphasis on Indian course systems tribal codes and constitutions, and federal laws like the Indian Civil Rights Act, Indian Self-Determination and Education Assistance Act, Indian Child Welfare Act, Tribal Law and Order Act and others.
Prerequisite: HIST 261 or HIST 262

POLS 287 Tribal Government   **3 Credits**
This course provides a descriptive analysis of the structure of the tribal governments with particular emphasis on the present tribal government of the Turtle Mountain Band of Chippewa Indians.

MATH 210 Elementary Statistics   **3 Credits**
An introduction to statistical methods of gathering, presenting and analyzing data. Topics include probability and probability distributions, confidence intervals, hypothesis testing, and linear regression and correlation.

ECON 110 Elements of Economics & Tribal Economic Development   **3 Credits**
Students build a foundation, develop and understanding, and learn the terminology or language of economics through the study of related subjects that include: survey of economic principles, supply and demand, national income analysis, business cycles, money and the monetary system, Federal Reserve System, and analysis of competitiveness and imperfect market structures and other contemporary economic issues unique to tribal communities.

Section III: Benefits, Costs, and Financial Aid

Benefits

Earning a Bachelor of Arts Degree through the Leadership & Management Program can help you advance to the next level in your career. With applicable assignments and qualified instructors who care, you will develop and advance a specific set of skills to prepare you for a leadership role in your career.

By completing the Leadership and Management Program you will also:
- Gain valuable leadership knowledge, insights and skills
- Building important relationships with other developing leaders.
- Develop and begin to implement a rewarding career plan.

Costs

Business Office

Contact Information:
Tracy Azure, Comptroller
tazure@tm.edu
(701)477-7809
Business Office

Every effort is made to keep tuition and fee costs as low as possible, but realistic enough to financially operate the college. The student cost of attendance is reviewed on a yearly basis since Turtle Mountain Community College (TMCC) is a commuter campus, care must be taken in developing transportation, housing and cost of living budgets. See TMCC Catalog for all student budgets.

Financial Aid

Contact Information
Sheila Morin, Director of Financial Aid
smorin1@tm.edu
(701)477-7843
Room 115 F

Section IV: In Class and Online Learning

Technology Access and Experience

Reliable computer, file management and word processing: success in online courses relies heavily on your ability to regularly access your course and use apps to view and create documents that you will submit for grading.

Computers may be available through the program to check out. A replacement fee will be placed on student account if the computer is not returned at the end of each year. The replacement fee will be removed upon receipt of computer. If the computer is damaged, the student will be responsible for the cost of fixing the computer.

Make sure when doing online classes that you have a reliable high-speed internet connection. It will allow you to access your course and any multimedia required. TMCC provides free internet access for all students on campus.

You will also need to be comfortable with using the internet and retrieving files in order to be successful in any online course. You will need to know how to navigate the library resource site and be able to retrieve needed articles or any other reliable resources.

Face-to-Face and Online Communication

Reading skills: Face-to-face and online courses will often require a lot of reading. Being able to understand and analyze what you're reading is important in all courses. Making sure to read the materials that are needed for the course are very important. For every course there is a certain amount of time to study on your own.

Writing skills: Being able to express yourself in writing is very important in face-to-face and online courses. There will be many times that you will want to express your feelings about a subject and doing it in professional manner is very important. In majority of the classes there will be various writing assignments that will test your ability to be creative and use critical thinking.

Discussions: Many face-to-face and online courses rely heavily on discussion forums for topics related to the subject. Making sure that these are done properly; make sure to read all directions and finishing in a timely manner. This is a time when you use critical thinking but also back that critical thinking with reliable resources from your research.

Collaboration: Being able to collaborate using a variety of different communication methods is important in face-to-face and online courses. Making sure that everyone participates is key and each participant will have similar equal amount of work. Leadership is very important in this topic because distribution of work and collaboration in a timely manner are a must in order to pass a group project.

Motivation, Organization and Learning Skills

Participation: Regular participation is very important to your success as a cohort member. You will need to log in regularly to keep up with coursework, check email and make sure all assignments are submitted online unless the instructor has other ways of submitting any course work.

Study Environment: Having a place that is optimal for you to study will help you succeed in your coursework.

Time Management: Having effective time management and organizational skills are important components to succeeding in any course. Treating this like a job is the best thing to do. In order to pass this program, you will need to do many assignments on your own time.

Commitment
For this program you will need to be committed for at least two years. The study time required for each course is around 18-20 hours per week. Are you able to dedicate this time for each course? Make sure that you include everyone in this decision in your life. Needing everyone's support for your education is

very important and also important to us. Consider your work, family and other time commitments. We know that majority of students entering this program will have a full-time job and consider that you will need to take education time off to come to the early classes and may need to commit to some Fridays or other events or groups you may join while here at Turtle Mountain Community College. Keep in mind that there are additional requirements beyond the Leadership courses for the bachelor's degree.

Section V: Planning Your Future

Summary of Leadership Studies Degree Component:

Leadership Studies Degree Total of 147 Credits

Leadership Courses 14 major units Total of 51 credits
General Education 60 credits of Associates degree
Core Electives 5 units total of 12 credits
Additional Electives 8 units 24 credits

Degree Checklist
Bachelor of Arts in Leadership & Management
Name: _____Student Id#: _____Date:_____

Leadership & Management (60 Credits Total)

Course #	Date:	Grade:	Credits:
LEAD 180			3
LEAD 235			3
LEAD 330			3
LEAD 335			3
LEAD 360			3
LEAD 400			3
LEAD 405			3
LEAD 410			3
LEAD 425			3
LEAD 451			3
LEAD 460			3
LEAD 461			3
LEAD 498			3
LEAD 499			9
Total			48

Core Electives:

Course #:	Date:	Grade:	Credits:
POLS 241			3
POLS 287			3
ECON 110			3
MATH 210 A			3
TOTAL			12

Additional Electives Credit:

AHU 254			3
BADM 201			3
ECON 201			3
ECON 202			3
POLS 115			3
SOCI 270			3
SOCI 271			3
SOCI 275			3

SURFACING THE ICEBERG OF LEADERSHIP
A NEW TAXONOMY OF LEADERSHIP CONCEPTS AND THEORIES

D. ADAM CLETZER, ASSISTANT PROFESSOR, UNIVERISTY OF MISSOURI

ERIC K. KAUFMAN, ASSOCIATE PROFESSOR, VIRGINIA TECH

NEED FOR IDEA

- Leadership scholars have long sought to impose order on the numerous and sundry traits, skills, behaviors, styles, approaches, and other concepts and theories in the leadership literature

- Northouse (2013) organizes his taxonomy to mirror the chronological progression of academic research. Jackson and Parry (2011) organize their taxonomy by the primary focus of the theory

- While these taxonomies are useful for summarizing and critiquing the literature, they do not offer a hierarchy of leadership concepts, nor do they adequately explain how concepts may interrelate — there is little integration of the many mid-level theories

- This can leave leadership students unsure of how to integrate the theories and concepts presented in leadership courses. It can also leave undergraduate and, particularly, graduate leadership programs without a clear progression of coursework

METHODS

- Fleishman and Quaintance (1984) identify three basic principles of taxonomic science required of any classification effort.

- First, articulate an explicit definition of each domain. Second, establish the defining variables of each domain. Third, provide a mechanism for the evaluation of the classification scheme. These basic principles, combined with a review of leadership literature, were utilized to establish the following taxonomy.

HOW IT WORKS

- The proposed taxonomy has six levels. From the most superficial, surface level, to the most fundamental, deepest level, they are: (a) Leader Identity, (b) Leader Strategy, (c) Leader-on- follower Forces, (d) Follower-on-leader Forces, (e) Complexity Forces, and (f) Biological Forces. See RIGHT

IMPLICATIONS & FUTURE PLANS

- It is likely that a majority of leadership theories and, no doubt, leadership education programs focus on the most superficial of levels (i.e., Leader Identity, Leader Strategy, and Leader-on-Follower Forces)

- More fundamental three levels provide tremendous context for our understanding of leadership and predictive power for what trends may come.

- While this taxonomy certainly needs refinement, it may provide a useful instrument to gauge the level of depth undergraduate and graduate leadership education programs plumb, as well as a guide for organizing content in individual courses.

- Future plans include further development of the taxonomy according to Fleishman and Quaintance's (1984) method, including more robust descriptors of each domain's variables and a method of evaluating the system.

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6 LEADER IDENTITY

- Personal, internalized, amalgamation of traits, skills, and behaviors.
- Contextual to a given time and society.
- Evolutionary across time and culture
- e.g., Traits Approach (Stogdill, 1948) and Skills Approach (Katz, 1955)

5 LEADER STRATEGY

- Recognized and accepted social mechanisms utilized by leaders and followers, together
- Put in place by leaders, with followers' consent in a given society and time
- e.g., Path-Goal Theory (House & Mitchell, 1975), but also normative forms of social interaction (teams, communities, social movements)

4 LEADER-ON-FOLLOWER FORCES

- Individual forces that serve to influence the thoughts, emotions, and behaviors in followers
- Influence of individual leaders on followers
- Manner in which leaders provide for the universal needs of followers
- e.g., Transformational and Transactional Leadership theories (Bass, 1985)

3 FOLLOWER-ON-LEADER FORCES

- Societal forces that serve to select, enable, constrain, or otherwise influence leaders in a given society
- Shaped by society's normative understanding of what a leader should be a what leadership is
- Describes the manner in which society en masse seeks to extract universal needs described below
- e.g., leadership discourses (Western, 2013); Hiefetz's (1998) Flight to Authority

2 COMPLEXITY FORCES

- How the interactions of humans lead to the emergence of structures and behaviors that we recognize as leadership and the products of leadership (e.g., organizations, social movements, communities) in our society
- e.g. complexity leadership (Lichtenstein et al., 2006), complex adaptive systems theory

1 BIOLOGIC FORCES

- Biological factors that result in the universality of leadership — the idea that leadership is a universal phenomenon in humans
- Humans evolved as group-living animals, and, according to evolutionary psychology, developed universal needs that drive individual and group behavior; (a) attention and approval, (b) status hierarchy, and (c) meaning, structure, and order (Hogan, Curphy, Kaiser, & Chamorro-Premuzic, In Press)

15

Constructivism Learning Theory

Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests that humans construct knowledge and meaning from their experiences. Constructivism is not a specific pedagogy. Piaget's theory of Constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. Research support for constructivist teaching techniques has been mixed, with some research supporting these techniques and other research contradicting those results.

What is constructivism?
Constructivism is basically a theory based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as a irrelevant.

"THINKING OUT OF THE BOX"
What does it mean to think out of the box?
The term 'thinking outside the box' is generally associated with innovation and problem solving in business and management. In today's world we get stuck in our ways and we end up just going through the motions, doing what "everyone" has been doing for years and doing just what needs to be done and no more. We are all scared to deviate from the set routine and make our own paths. Yet, when we think and do things out of the box we open up new doors, new ideas and also get others to participate with thinking out of the box. Our own mind can keep us from trying new things and doing things out of the ordinary. Max Planck Institute for Human Development discovered that the anatomical structure of our own brain has a built in auto pilot setting something they like to call the 'default mode network'.

 Often, the phrase is used by higher-level management when it is felt that the quality of solutions or ideas is below standard or that solutions are not being found to ongoing problems.

Thinking outside the box is not easy since it involves leaving the psychological comfort zone, becoming open to new ways of seeing the world, and being willing to explore. It involves the discarding of character armor and a personal 'glasnost'. Emotional management requires the ability to balance powerful lower frequency emotions such as fear and anger with subtler high frequency emotions.

Outside-the-box thinking thus involves a number of different intelligences including emotional intelligence. Action is as important as thought in that the out-of-the-box thinkers, of necessity, put into practice some or all of the following emotionally discomforting strategies:

- Questioning the status quo

  • Solving problems creatively

• Breaking free of routine

  • Reframing questions

• Stepping out of their shoes

  • Managing creativity

• Challenging assumptions

  • Turning failure into opportunity

On an individual level, implementing these strategies requires personal attributes that include:
• Willingness to take new perspectives on day-to-day work.
• Openness to doing different things and to doing things differently.
• Focusing on the value of finding new ideas and acting on them.
• Striving to create value in new ways.
• Listening to others.
• Encouraging, supporting and respecting others when they come up with new ideas.

Study Trips
Ogimaawiwin Leadership & Management Program are expected to provide opportunities for students to experience diversity through a variety of activities. As a result, the Leadership & Management department routinely arranges what is commonly referred to as study trips (formerly field trips) to allow students to observe in schools serving diverse populations of students, other university campuses, and communities offering diverse experiences. Participation in study trips is a requirement of the program because is serve to meet the standards that govern teacher education programs. Students will be given advance notice and will be expected to attend.

Guest Speakers
In the Ogimaawiwin Leadership and Management Program students will be expected to attend all guest speaker visits. Classes in the Leadership & Management Program may have speakers that are from various professions speak on subjects related to the class. The instructor may also assign assignments.

Internship: Definition of Internship
The student works for a period of time at an educational institution in order to get experience.
Internship:
- Prior to the start of the fourth semester, an internship is organized with the local businesses in the surrounding areas. Students will begin the academic calendar year with a mentor supervisor.

In the event that the student fails to meet the expectations of their program of study (GPA, required hours, conduct, attendance, etc.) the student will need to make time on their own to get hours or get GPA up to standards. If a student cannot meet requirements they will be exited from the cohort. Readmission into a later cohort will be based upon the following criteria:

- Returned to good standing at TMCC
- Reapply to the Ogimaawiwin Leadership and Business program
- Show evidence that the circumstances that led to your exit have been resolved

Getting Started

Students will need to apply for the Ogimaawiwin Leadership and Management Bachelors of Arts program and be accepted to move forward. To get accepted into the program you will need a admission application, three letters of recommendation, official transcripts, statement of professional goals and educational goals and why you chose the Leadership program, resume or vita, 2.5 GPA, and associate's degree in arts or sciences or 60 credits equivalent to that. Prior to admittance to the Ogimaawiwin Leadership and Management program, the student will be interviewed. The top rated students will be admitted into the program.

Identify Major Course of Study: Students must identify the course of study at the very beginning of the program.

Student Dispositions: Beyond the skills and knowledge outlined in the TMCC Handbook the leadership and management program promotes values, commitment, and professional ethics that influence how one responds to students, families, colleagues, leaders, and communities. This has a direct impact on student learning, motivation, and development.

Orientation: Orientation is provided by the OLM faculty and all students are required to attend. Faculty and students will spend the day together getting acquainted and learning the logistics of operating within the department. Students will be oriented towards the mission and vision of the department, and outline what the expectations are with regard to program outcomes and student dispositions.

Other orientation activities include: (a) meeting your advisor, (b) receiving handbook, and any other paperwork (c) meeting other cohort members. Students will leave at the end of the day understanding the conceptual framework of the department and knowing fellow cohort members, the faculty, staff and the tools necessary for their success in Leadership and Management.

Students first semester of courses are outlined in orientation and on our website. All courses are required and students can expect be a full-time student each semester in the program.

Meet with Your Advisor on a regular basis. Together you will create your degree plan and organize your four semesters of coursework. Discussions may include any questions concerning the classes, instructors, program, attendance, and any other issues.

2.50 GPA Required: Students must maintain a GPA of 2.50 or higher in order to remain in the cohort. If a student receives below a C, the student must repeat the course in order to remain in the cohort. If a student's GPA falls below 2.50, the student will be placed on academic probation for one semester and must complete an Academic Improvement Plan. If the student does not meet the 2.50 GPA requirement upon completion of the probationary semester, s/he will be exited from the program.

Attendance Requirement: This is not only an academic program; it is a professional development program. One of the measures of your professional competency is your regular attendance, timeliness, and preparedness for your classes. Our policy is that you must maintain an overall class attendance rate of 90% or better in order to remain within the Cohort. If you fall below the minimum attendance rate, you will be required to meet with your advisor to explain the absences. If unexcused absences become excess you will receive notice of being placed on departmental probation, and you will need to meet with your advisor to work out an Academic Improvement Plan. If you fall below 90% during your probationary period, you will be asked to exit the Cohort at the end of that semester. Student

Portfolio Project: The main reason for a portfolio project is to create a topic of interest related to leadership program and the class which requires a paper. The portfolio is a digital record of growth and development in the OLM program. The portfolio will include a title page, abstract, body of paper, research statistics, charts, etc. and conclusion, and references. It will need to be a minimum of 20 pages with no more than 30 pages (excluding reference pages, abstract, and conclusion pages). It will also need 30-35 scholarly sources, 15-20 of these sources need to be new sources. As changes and may update. The ending presentation during the senior seminar class will be required to be 45 minutes long. This will give you enough time to present your two year in the making portfolio project. There will also be a committee of 4-5 members to grade you off of the rubrics. If you have any questions during this project or need to change your overall topic please do not wait until the last minute, and contact your senior seminar supervisor.

During the summer of the first year and fall and spring of the second year of the program, students will develop their portfolio project in a subject related to Leadership and Management. The last class in the program is LEAD 498 Senior Seminar. Students will work with the Senior Seminar instructor on a topic selection and approval of the topic. Students will work up through graduation on through portfolio. LEAD 498 students will follow the steps below:

1.
- List your portfolio topic and a sentence or 2 as to why this is your passion
- Identify what concepts from this class you will relate to your Portfolio topic
- In your final paper, you are being tasked with demonstrating how your topic relates to the concepts in the course. The bulk of your paper should relate to information in this class and demonstrate high levels of [Bloom's Taxonomy (Links to an external site.)Links to an external site.](#)with synthesis.
- If you are confused on the Portfolio please contact your Senior Seminar instructor.

Each class will be considered a portfolio chapter and you will use your previously approved topic in relation to the class being instructed. If you don't have a previously approved topic contact the Senior Seminar instructor. Keep in mind you can summarize your topic in each abstract. You don't need to re-explain your topic.

In preparation for the portfolio presentation, students will present before a committee composed of OLM and other faculty. Student's presentation should include the following elements from the portfolio:
- Philosophy of Leadership
- An explanation of topic relationship to leadership
- Overall topic and research in relationship to tribal government, business, health, wellness, and economic development in Indian country
- Statistical Research on topic
- Final portfolio paper that demonstrates your best work thus far
- Students will be expected to present the written deliverable and verbally defend it at the end of the program.

This will be the start of the portfolio that will eventually be used for your final portfolio project determining your understanding of the program and how it will enhance your skills and knowledge. Each course syllabus has a matrix that identifies the artifacts that may be included in a portfolio.

Second Semester

Students will continue with the approved program of study in the selected area of concentration.

Third Semester

Students will continue with the approved program of study in the selected area of concentration.

Student Internship Application

Student applications for internship placement must be submitted by the end of the spring semester during the first year. The application includes the following items:

- Top three internship areas of interest
- A transcript analysis
- A sign-off from your advisor that documents your transcript analysis

Internship

A minimum of 15 weeks (70 contact days) and a total of 405 hours for the student's final senior semester will be spent in interning with a local business. Storm days do not count as contact days. Both student's mentor supervisor and college supervisor will be working very closely with you to ensure that you receive every opportunity possible to develop skills that will lead to a successful career in OLM. During this semester, the cohort will meet once a week to work on their portfolio project.

One of the most important parts of internship is to be committed to it like a fulltime position. If there is any possible way you think you will not be able to do the hours and days stated above please notify your internship college supervisor.

Students will be assigned to different businesses depending on the availability of the business. Internships are very important to the program to provide that hands on experience that you can't get in the class room. It is also very important for the learner to take advantage of the experience. During your experience all of your knowledge and skills you have gained will prepare you for your internship.

Attendance: Since the student's mentor depends on you to be an essential member of the leadership team in the organization, students may not take days or time off from internship without receiving prior approval from the instructor or college supervisor. Illness and other personal issues arise at times and there may be a need to be absent. In the case of any absence, you must contact your college supervisor, mentor supervisor, or instructor prior to absence. At the beginning of each placement, student should discuss with mentor instructor and college supervisor the best way to make contact.

Calendar: Student are expected to adhere to the TMCC academic calendar. Student will be expected to attend campus activities if instructed by the instructor of the program.

Extracurricular Activities: Students may also be asked to do extracurricular activities or donate time in participation for Leadership & Management Program. Examples of donating time may include taking donations, participating in delivery of food baskets, volunteering at retirement home, soup kitchens, clothing drives which may take place on the weekends. Extracurricular activities include American Indian Business Leaders (AIBL), working at local food pantry, working with youth shelter, volunteering at nursing homes or retirement homes, joining the student senate, and student representative. All activities are not just great for

your resume but also provide examples of leadership. Leadership is not always being a leader that takes the organization into a new direction but it's also someone that does extra work the Seven Teachings.

Communication: As a part of the OLM Cohort you will need to devote time and attention to establishing and maintain the relationship with your mentor supervisor and any other staff members with whom you interact. These relationships will influence the success of your internship. Remember that the internship experience is a cooperative process, and at times the needs and plans of the Leadership student will have to give way to those of the supervisor and mentor supervisor. Communicating a positive attitude and enthusiasm in conversations and actions will greatly support the efforts you put into planning your career for the future.

Confidentiality: There are laws governing the protection of certain issues and records. Even if information is shared informally, strict confidentiality of all personal information about individuals, documents, accounting documents, patients, students and any other records must be maintained. Remember that even a casual conversation with a friend can result in a breach of confidentiality that could have serious consequences for everyone involved. You are representing TMCC on and off campus.

Dress: It has been a proven fact that dress helps with confidence, perception and influence. Moreover, it can influence perception of personnel, customers, supervisors, and other members of the business that you will be interning for. Professional dress means dress slacks (khakis, grey, black or similar) with a dress shirt for the men and a blouse and slacks or modest dress for the women. Professional but comfortable is suggested. It's better to over dress than under dress for the occasion.

Evaluations: It is required that a Performance-Based Student Internship Evaluation be completed by the mentoring supervisor at the mid-point and end of each placement. Your College supervisor will do an end of the experience evaluation, which will be discussed with the student. The college supervisor, after consultation with the students mentoring supervisor, is responsible for assigning the final grade, which is either Pass (P) or Fail (F). The Rubric will be handed out in class of the second spring semester and will be in the Appendix of this handbook.

AIBL 2018

Most experiences in college are positive for both the Leadership student and the classroom instructor. It is important to be aware of the appropriate process to follow the organizational chart. In addition, if a concern or problem should arise try the first and easiest option with talking with the instructor or individual first.

CONCERN WITH THE MENTOR SUPERVISOR: Should issues arise with the mentor supervisor, students are expected to attempt to resolve the matter with that person. Failing that, the College supervisor must be alerted as soon as possible. Open communication and proper professional conduct are expected in all circumstances. If necessary, the Leadership and Management Department Chairperson may be asked to help resolve the concern. In no case should a Leadership student walk out of the internship experience.

ASSESSMENT APPEALS: Performance feedback from the college supervisor is based on regular, formal observations of student internship. Consequently, the student develops an understanding of his/her areas of strength and growth opportunities. Further, the college supervisor and the mentor supervisor conduct mid-term and final evaluations of the student. In the event that a student wishes to appeal an evaluation, s/he will contact the appropriate evaluator. If the outcome is unsatisfactory, the Leadership and Management Department will mediate a resolution.

IN CASE OF EMERGENCY/ PANDEMIC
If we have a situation such as COVID-19, were there are closures and online meetings. We will as a group will switch internships to a project to take the place.

First Cohort Donating Thanksgiving Baskets 2018

RULES AND GUIDELINES TO FOLLOW WHILE IN THE OGIMAAWIWIN LEADERSHIP AND MANAGEMENT BACHELORS PROGRAM

Dress Policy: For presentations and internships professional dress is required unless stated by the instructor or internship supervisor. First impressions can go a long way, a person or company can reject you in the first 30 seconds based on appearance alone. By gaining an edge by dressing appropriately for the situation can make an impact not only on yourself but can change someone's perspective on an individual.

Social Media Policy:
As a student of the Ogimaawiwin Leadership and Management Bachelors Program being a leader means you made a commitment to be professional and promote the College in a professional manner. Any student activity that includes anything that may have negative comments or posting confidential information can impact your participation as a student in the Leadership Cohort. If the student breaks the social media policy, they may be exited from the cohort. Messaging groups should and will be used for professional guidance. Use each other for help, updates, and providing educational information. Also another way to look at it is if you wouldn't show your mom or grandma it why would you put something like that on Facebook. This can go for partying, drinking, drug use, explicit memes or posts. Please keep it at a very low level. When looking for a job this can be the first impressions that people get of you. Refer to Appendix for Social Media Policy rules and regulations

Cell-Phone/ Mobile Device:
Students are asked to refrain from using their cellphones or any other device during class time depending on instructor. Students should use their own discretion on when and how to use their cellphone or mobile device. Putting cellphone on vibrate or silent is best way to avoid being disrespectful to the instructor during instruction.

Checking Out Needed Materials:
Students will need to check out all materials with the instructor. The materials that may be available for use include Computers, Calculators, Books, and any other materials. Students will be responsible and asked to handle the materials with care. Any damage or loss will be handled by the student and they will be responsible for any cost. During the check-out process, student names and ID will be taken and materials will be put on the students accounts until returned at the end of the semester or year. The check-out process will follow the TMCC check-out process.

Field Trips and Local activities:
In the OLM program there may be field trips that may need to be attended. Not all classroom activities can give a real life example of an organization and its leadership. There may also be conferences or activities that relate to a subject matter and the student may be asked to attend. When attending and participating in these events, the student will be asked to be on best behavior and represent the program and Turtle Mountain Community College with high professionalism.

2.5 Grade Point Average (GPA) Required:

Students of the Ogimaawiwin Leadership and Management Bachelors Program will maintain a 2.5 GPA or higher in order to remain in the cohort. If the student receives below a C, the student must repeat the course in order to remain in the cohort. If the student GPA falls below 2.5, the student will be placed on academic probation for one semester and must complete an Academic Improvement Plan. If the student does not meet the 2.5 GPA requirements up completion of the probationary semester, s/he will be exited from the program.

Grade Explanation:

Each syllabus will have the expectations and percentages of each letter grade for the class. Each instructor may have a different set of standards for each grade. Each class will have the syllabus available on canvas. If the student has questions about grades, please take it up with the instructor first. If that doesn't work, follow the organizational chart.

Online Classes/ Hybrid Classes:

Students will be required to have online classes in the cohort. Online classes will have work every week and students will be required to log in and keep up to date with assignments. There will be deadlines each week. Each online class may consist of overview, weekly quote, discussion, PowerPoints, quiz, homework, and video homework.

Hybrid classes will be similar to online classes. The difference will be that some classes will meet face-to-face and other classes will be held online. See your syllabus for the meeting schedule. There may be quizzes, homework, and other assignments to be turned in online.

Getting involved in Extracurricular Activities/ Volunteering:

As a student of the OLM program, you will be asked to be part of different groups involved with representation of Turtle Mountain Community College. Some of these different groups could be the Student Senate, American Indigenous Business Leaders Chapter, American Indian Higher Education Consortium, Youth Rebuilders and various clubs on campus. Part of leadership is volunteering your time for various events and community service. There are numerous events throughout the year that a student will have the opportunity to volunteer their time. Volunteering your time provides an individual with satisfaction of doing something good for their community and maybe changing something. It's a positive thing that can go a long way and change many lives.

Academic Honesty Policy:

Statement on Academic Honesty: Students are expected to maintain scholastic honesty. Scholastic dishonesty includes – but is not limited to -- cheating on a test, plagiarism, and collusion (agreement between two or more persons to perform a dishonest act). When an infraction occurs, instructors have the authority to act personally. Instructors will report action to the Dean of Academic Programs. A student has the right to appeal the instructor's action in accordance with the student appeal policy.

Turtle Mountain Community College Leadership and Managements Bachelors Program. Plagiarism Policy: Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else, as one's own, is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to

entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

Minimal Plagiarism included, but is not limited to, doing any of the following without attribution:

- Inserting verbatim phrases of 2-3 distinctive words
- Substituting synonyms into the original sentence rather than rewriting the complete sentence
- Reordering the clauses of a sentence
- Imitating the sentence, paragraph, or organizational structure, or writing style of a source
- Using a source's line of logic, thesis or ideas

Consequence:
- Use situation as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly article,
- At the instructor's discretion, assignments may be rewritten and resubmitted, with or without a grade penalty.
- Repeated instance of minimal plagiarism may, at the instructor's discretion, be treated as substantial plagiarism. If the instructor plans to exercise discretion in cases of minimal plagiarism, procedures and consequences should be clearly described in the course syllabus.
- Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Dean of Academics).

Substantial Plagiarism includes doing any of the following without attribution:
- Inserting verbatim sentences or longer passages from a source
- Combining paraphrasing with verbatim sentences to create a paragraph or more of text
- Repeatedly and pervasively engaging in minimal plagiarism

- Consequence:
- First Offense: The student receives a failing grade on the assignment that has been plagiarized and a faculty report of student plagiarism is submitted to
the Dean of Academics
- Second Offense: The student receives a failing grade in the course and a faculty report of student plagiarism is submitted to the Dean of Academics.
- Third Offense: The student is recommended for expulsion from the college. Action is taken at the discretion of the Dean of Academics.

Complete Plagiarism includes doing any of the following without attribution:
- Submitting or presenting someone's complete published or unpublished work (paper, article, or chapter) Submitting another student's work for an assignment, with or without that student's knowledge or consent
- Using information from a campus file or old assignments
- Downloading a term paper from a web site
- Buying a term paper from a mail order company or website

- Reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructor/s involved
- Consequence:
    - First Offense: The student receives a failing grade in the course and a report is submitted to the Dean of Academics within 10 school days.
    - Second Offense: The student is expelled from the TMCC. Action is taken at the discretion of the Dean of Academics.

Source: Westmont College ~ 955 La Paz Road, Santa Barbara, CA 93108 805.565.6000
http://www.westmont.edu/_academics/pages/provost/curriculum/plagiarism/facinfo.html

Academic Misconduct
TMCC students are expected to be honest in their endeavor to obtain a college education. Academic misconduct includes:
- Knowingly using, buying, selling, transporting, or soliciting the contents of an un-administered test;
- copying from another student's test;
- Possessing unauthorized test material during a test; and getting help from another student during a test without permission;
- Plagiarism- when a student steals and uses the ideas or writings of another as one's own;
- Unauthorized alteration or use of any college documents is prohibited;
- Any violation will be reported to the Dean of Academics.

TERMINATION POLICY
FOR STUDENT INTERNSHIP

Statement of Purpose: A student internship will be terminated if the student does not successfully meet the requirements of this manual. This decision is always made collaboratively with careful examination of the individual situations and circumstances.

In the event that the determination has been made to terminate a student's internship, the team will pursue of the following alternatives:

Alternative 1: The student will receive a failing grade (F) for the internship.

Alternative 2: Under special circumstances, the student may be permitted to withdraw from the internship following college policies and procedures.

Alternative 3: The department will decide if the student has potential to be successful in a different internship setting. Prior to reassignment, the student will be required to successfully complete a remediation plan. There will be multiple areas with different experiences and different backgrounds so that each individual will be able to get the needed experience of Leadership from various individuals and areas of organizations. The student must successfully meet the requirements of the remediation plan before the department determines that s/he may begin another internship area. An incomplete grade (I) will only be awarded if the conditions of termination fall within TMCC policy that governs such a grade assignment. When the remediation plan has been successfully completed the student may enter back into the internship.

Should the student receive a grade of D or lower upon completion of the internship experience, the department will decide if the student has the potential to apply the bachelor's degree to real life application. If the department agrees then the student will be able to graduate completion status. Should the department not agree the student will have to repeat the internship and will not be able to graduate until the internship is fulfilled. If the student choose not to repeat the internship experience, s/he will not graduate and will not get a diploma.

CONTINUATION POLICY-SPECIAL CIRCUMSTANCES

If the OLM student is unable to satisfactorily complete the internship experience due to circumstances beyond his/her control the department chair, in consultation with the faculty, will select an alternative, from those listed above, that best meets the situation.

STUDENT SEMINAR

The purpose of the student seminar is for students to routinely reflect upon the student internship experience and consider the quality of their efforts. It is also an opportunity to learn from cohort members/peers who are also engaged in the student internship. Thus, the student must successfully complete the student seminar (LEAD 498) in conjunction with the student internship experience. In the event that the student internship experience is terminated, the seminar experience will be terminated, as well. The student will register for the seminar upon being assigned a new student internship experience

Mentor Supervisor Mentor Supervisor Qualifications

- Must have at least three years of leadership experience in their current position.

Evaluation of Student:
Mentor supervisors will evaluate students using a mid-term and final evaluation instrument found in the Appendix. In addition, the student will complete mid-term and final self-evaluations using a similar instrument

Mentor supervisor Responsibilities:

First Few Days:

- Introduce the student to staff.
- Hold initial meeting with the student and leaders to discuss expectations of the student.
- Develop a draft schedule for the student that is aligned with the academic schedule.
- Provide discipline and other policies and emergency procedures.
- Involve the student in daily duties.
- Develop an effective professional relationship with the student that fosters collaboration and professional growth.
- Assist the student in decision-making.
- Model leadership techniques, methods, assessment, and business management that are based on best practice.

Student Evaluation:

The student evaluation process is ongoing from the first day to the last and addresses OLM knowledge and skills of the student's preparation. Formal mid-term and final evaluations are performed using the evaluation tools provided. These tools assess how well students are able to operationalize skills and knowledge. In addition, mentor supervisors are expected to assess student's dispositions (see Appendix).

The mentor supervisor's assessment of the student's performance will:
- Provide the student with constructive verbal and written feedback.
- Enable the student to recognize strengths and professional growth opportunities.
- Help the student to synthesize experiences for improved performance.

The student is assessed on the basis of how well s/he consistently displays the following dispositions:
- Collaboration
- Personal Integrity
- Respect
- Reverence for Learning
- Professionalism
- Reflection

- Flexibility
- Responsibility

Each of these dispositions is clearly explained in the evaluation instrument.

It is the responsibility of the mentor supervisor to communicate with the student and the college supervisor. This open dialogue will lead to a successful student experience. The mentor supervisor is required to submit the approved student evaluations. All evaluations become part of the student's permanent file. A final grade is given by the college supervisor, with the mentor supervisor serving as a consultant in the final assessment.

College Supervisor Information

A college supervisor is a faculty member who is in charge of guiding, helping, and directing the student intern. The supervisor must have leadership experience.

College Supervisor Responsibilities

The college supervisor is a critical member of the student internship team whose common goal is to develop an effective teaching and learning environment for the student. Major responsibilities include:
- Serve as liaison between the college and the assigned internship site.
- Communicate progress reports to the student and mentor supervisor.
- Assist the mentor supervisor in the supervision of the student and help solve any interpersonal communication problems between student and mentor supervisor.
- Organize and set-up the initial midterm and final conferences with the student and mentor supervisor.
- Create pre and posttest for student evaluation and progress in the program.
- Complete a midterm and final evaluation (see Appendix) prior to the midterm and final conference.
- The college supervisor is required to submit copies of the evaluations and observations. The student's signature must be on all evaluations to indicate that s/he has been informed of the evaluation results.

APPENDIX I
LEADERSHIP & MANAGEMENT BACHELORS

Fall Semester-1ST Year (15cr)
- LEAD 180 Leadership Development (3)
- LEAD 235 Cultural and Tribal Sovereignty (3)
- POLS 287 Tribal Government (3)
- MATH 210 A Elementary Statistics (3)
- ECON 110 Elements of Economics and Tribal Economic Development (3)

Spring Semester-1st year (15 cr)
- LEAD 360 Grant Writing (3)
- LEAD 400 Organizational Leadership (3)
- LEAD 425 Global Trends in Business (3)
- POLS Indian Law I (3)
- LEAD 405 Finance (3)
- LEAD 335 Business Law (3)

Fall Semester -2nd year (15 cr)
- LEAD 330 Professional Communication (3)
- LEAD 410 Advanced Marketing Strategies (3)
- LEAD 451 Small Business Management (3)
- LEAD 460 Human Resource Management (3)
- LEAD Leadership and Conflict Resolution (3)

Spring Semester-2nd year (13 cr)
- LEAD 498 Senior Seminar (3)
- LEAD 499 Internship (12)

Recommended Courses to be taken during Summer Semester
Statistics
Accounting
Public speaking
Ethics
Business Management

Turtle Mountain Community College Ogimaawiwin Leadership and Management Program
Dispositional Professional Qualities in Ogimaawiwin Leadership and Management Program Students
An Internship Tool

Please evaluate your student's dispositions displayed during internship to document professional progress and to identify areas needing improvement.

Acceptable: The student displays this disposition consistently.
Needs Improvement: The student displays behavior inconsistently.
Behavior Contrary to Expectations: The student displays behavior contrary to expectations.

Disposition	Behavior Contrary to Expectations 0	Needs Improvement 1	Acceptable 2
1. Professional Conduct			
1.1 Shows respect and value			
1.2 Exhibits high academic expectations			
1.3 Is fair and just			
1.4 Maintains confidentiality			
2. Professional Conduct Toward Professional Colleagues and Staff			
2.1 Works collaboratively with all members of the team			
2.2 Complies with all organizational polices and expectations			
3. Professional Practice Toward Customers and Community			
3.1 Shows respect and value for Customers and Community			
3.2 Respects and values culture and traditions of the community			
4. Professional Practice			
4.1 Assumes responsibility for actions and decisions			
4.2 Complies with organization's policies and procedures			
4.3 Models professional ethics			
4.4 Consistently well prepared			
4.5 Interacts in a polite, respectful manner			
4.6 Demonstrates respect and caring for all			
4.7 Demonstrates positive attitude toward diverse cultures			
5. Professional Growth/Reverence for Leadership			
5.1 Demonstrates positive attitude toward leadership			
5.2 Takes initiative to expand knowledge			
5.3 Conveys high expectations for achievement			
6. Resourceful			

6.1 Seeks creative solutions to problems			
6.2 Deals skillfully and promptly with new situations			
6.3 Is able to acquire resources to meet needs of students			
7. Integrity			
7.1 Models behavior expected of others in the education setting			
7.2 Gives credit where credit is due			
7.3 Is consistently honest and open with students and faculty			
8. Reflective			
8.1 Collects data and incorporates it into the reflective process			
8.2 Uses reflective practice to set goals			
8.3 Is aware of own biases and prejudices			

Internship Student: _____   Date: _____

Mentor supervisor: _____ Date: _____

Application Form
TMCC Leadership and Management Department
APPLICATION FOR INTERNSHIP

_____   _____

Student Name (First, Last, Middle Initial)   Student ID #

_____   _____

Mailing Address   Phone number

_____   _____

City   State   Zip   email address

_____   _____

In Case of Emergency Contact (Name)   Phone number

I have read all the information in this packet and am aware of my responsibilities. I understand I will not be eligible for student teaching if I do not meet all of the stated requirements by the end of the semester preceding student teaching. Once a placement has been confirmed, I understand that I may not request a change in the placement.

I am aware that student teaching is a full-time commitment and that TMCC discourages student teachers from taking other classes, with the exception of the Student Teaching Seminar.

I understand that this information will be shared with student teaching sites and School personnel as part of the placement process and that I am not guaranteed a placement location of my preference.

_____   _____

Student Signature   Date

For advisor use only – this application will not be accepted without the advisor's signature.

I have reviewed this student's progress.   ——— All requirements met.

Deficiencies(list the specific courses) needed_____

_____to graduate.

_____

Advisor Signature

INTERNSHIP PLACEMENT REQUEST

Name_____

For _____ semester, _____ (year)

What is your focus in Leadership and Management? (Ex. I would like to focus on Tribal Government, Business, Finance, Contracts, Human Resource, Natural Resources, BIA, For Profit, Nonprofit, Rolette County Social Services, Sky Dancer Casino Management, Foundation, Higher Education TMCC, and K-12, BIE, Business Manager.)

What would be your top three places to do an internship?

Why do you pick these three areas?

What would you like to gain from this internship opportunity?

Special Considerations: **List transportation concerns, wheel chair accessibility, interpreters, guides, etc.** Transportation available during internship:

_____ **own car;** _____ **public transportation (bus);** _____ **other (bike, walk, etc.)**

> For office use only – check that each item is included in the application.
>
> _____ Information Sheet **with advisor signature to indicate transcript analysis**
>
> _____ Placement Request Form
>
> _____ Electronic Portfolio with three letters of recommendation (Two from OLM. faculty, and a third letter from outside of the department.)

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Student_____

Mentor_____

Advisor_____

ASSESSMENT OF INTERNSHIP

Date_____ Grade _____
Date Assessment Completed

Internship Student_____

_____
Name of Business   Address   City, State, Zip

Name of Mentor Supervisor_____

Directions: For each of the items below, please assign a score that best describes the efforts of the student in your place of business.

Professional Behavior	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Points
1: Promptness	Student is frequently 10 minutes late to the internship and doesn't notify the cooperating supervisor in a timely way.	Late without a legitimate excuse, however does notify the mentor supervisor.	Is on time to the internship and ready to begin when the internship starts.	Arrives early to the internship and reviews mentor supervisor's plan prior to the start of the work day	
2. Problem-Solving	Student does not follow the chain of command, in resolving a problem.	Student generally follows protocol for the resolution of an issue	Follows protocol and articulation of the issue is done respectfully.	Follows protocol and problems are resolved respectfully.	
3. Attendance	Attendance is significantly lower than 85%; student does not notify the mentor supervisor before the scheduled day and time of the field experience.	Attendance hovers around 85-90% in field experience, documentation is provided.	Attendance is 95% or better, absences are documented.	Attendance is 95% or better, absences are documented with prior notification to mentor supervisor.	
4. Reflective Practice	When given constructive feedback, reflection is lacking and accompanied by a negative demeanor.	Reflection is somewhat lacking although there is a willingness to assume some responsibility	Reflective listening is present when given constructive feedback, student is willing to discuss areas for improvement	Reflective listening is present when given constructive feedback and there is an eagerness to participate in the process of	

Dispositions	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Points
		for changing behaviors.		changing behaviors	
5. Attitude	Non-verbal communication indicates a negative attitude.	Non-verbal cues indicate a negative attitude but there is some effort to approach an issue as a problem-solver	Non-verbal and other forms of communication are respectful and constructive	Non-verbal and other forms of communication are very positive and there is a willingness to take a leadership role in helping others to assume a positive attitude.	
6. Team Player	Disposition is non-collaborative and there is a lack of willingness to be a team player.	Disposition is at times non-collaborative but there is a willingness to be a team player.	Disposition is one of a team player who is positive and collaborative.	Disposition is one of a team player who takes a leadership role in creating a positive team spirit.	
7. Engagement	Student is not engaged in the Practicum experience. Student is involved in other activities while in the office.	Student appears to be engaged in the office activities but does not interact with either students or cooperating teacher.	Student interacts with other colleagues and mentor supervisor but on a limited basis	Student is fully engaged in the office, contributes to the activities that are occurring, and is responsive to the needs of the customers and mentor supervisor.	
				Total Points	

To the Mentor Supervisor: Thank you for completing this assessment for our Internship Student. Please sign the form and return the original form to Turtle Mountain Community College Ogimaawiwin Leadership and Management Department Room 210S.

Please print your name here: _____

Phone number at your school: _____

Email address at school _____

Signature: _____

If you have additional comments, please include them here or use a separate sheet of paper and attach that to this form.

Turtle Mountain
Community College

Intern Performance Evaluation – MID

DUE: MIDTERMS

Intern's Name:
Site Supervisor's Name:
Dates Covered: **To:**
Employer:

Intern Site Supervisor: please review the student's progress by placing the appropriate number in the corresponding category below. If desired, make additional comments on a separate sheet. **Return to:** Michael Poitra, Turtle Mountain Community College or email mailto:mpoitra2@tm.edu| 701-477-7862 ext. 1023

5 excellent   **4** above average   **3** satisfactory   **2** improvement needed   **1** unsatisfactory   **NA** not applicable

Evaluation	Rating	Comments/Examples (optional)
Quality of work		
Quantity of work		
Oral expression		
Written expression		
Problem-solving ability		
Ability to work with others		
Ability to use resources		
Completion of assignments		
Acceptance of responsibility		
Acceptance of constructive comments		
Ability to take direction		
Professional Behavior		
Able to handle ethical dilemmas and maintain high ethical standards		
Work attitudes (i.e., initiative, enthusiasm)		
Suitability for a career in this field		
Progress toward learning goals		
Overall Rating		

Describe work performed (use additional paper if necessary):

Special abilities the student demonstrated for this field (use additional paper if necessary):

Employer Signature: _____Date: _____

Student Signature: _____Date:_____

Turtle Mountain
Community College

Intern Performance Evaluation – FINAL

DUE: FINALS

Intern's Name:
Site Supervisor's Name:
Dates Covered: **To:**
Employer:

Intern Site Supervisor: please review the student's progress by placing the appropriate number in the corresponding category below. If desired, make additional comments on a separate sheet. **Return to:** Michael Poitra, Turtle Mountain Community College or email mailto:mpoitra2@tm.edu| 701-477-7862 ext. 1023

5 excellent   **4** above average   **3** satisfactory   **2** improvement needed   **1** unsatisfactory   **NA** not applicable

Evaluation	Rating	Comments/Examples (optional)
Quality of work		
Quantity of work		
Oral expression		
Written expression		
Problem-solving ability		
Ability to work with others		
Ability to use resources		
Completion of assignments		
Acceptance of responsibility		
Acceptance of constructive comments		
Ability to take direction		
Professional Behavior		
Able to handle ethical dilemmas and maintain high ethical standards		
Work attitudes (i.e., initiative, enthusiasm)		
Suitability for a career in this field		
Progress toward learning goals		
Overall Rating		

Describe work performed (use additional paper if necessary):

Special abilities the student demonstrated for this field (use additional paper if necessary):

Employer Signature: _____ Date: _____

Student Signature: _____ Date: _____

APPENDIX IV
Internship Rubric

Professional Behavior	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Points
1. Promptness	Students is frequently 10 minutes late to the internship and doesn't notify the cooperating supervisor in a timely way 30	Late without a legitimate excuse, however does notify the mentor supervisor 50	Is on time to the internship and ready to begin when the internship starts 100	Arrives early to internship and reviews mentor supervisors plan prior to the start of the work week 100	100
2. Problem Solving	Student does not follow the chain of command, in resolving a problem. 10	Student generally follows protocol for the resolution of an issue 25	Follows protocol and articulation of the issue is done respectfully 50	Follows protocol and problems are resolved respectfully. 50	50
3. Attendance	Attendance is significantly lower than 85%; student does not notify the mentor supervisor before the scheduled day and time of the field experience. 30	Attendance hovers around 85-90% in field experience, documentation is provided. 50	Attendance is 95% or better, absences are documented. 100	Attendance is 95% or better, absences are documented with prior notification to mentor supervisor. 100	100
4. Reflective Practice	When given constructive feedback, reflection is lacking and accompanied by a negative demeanor. 30	Reflection is somewhat lacking although there is a willingness to assume some responsibility for changing behaviors. 50	Reflective listening is present when given constructive feedback, student is willing to discuss areas for improvement 100	Reflective listening is present when given constructive feedback and there is an eagerness to participate in the process of changing behaviors 100	100

Dispositions	Beginning	Developing	Accomplished	Exemplary	Points
5. Attitude	Non-verbal communication indicates a negative attitude 30	Non-verbal cues indicate a negative attitude but there is some effort to approach an issue as a problem-solver 50	Non-verbal and other forms of communication are respectful and constructive 100	Non-verbal and other forms of communication are very positive and there is a willingness to take a leadership role in helping others to assume a positive attitude. 100	100
6. Team Player	Disposition is non-collaborative and there is a lack of willingness to be a team player. 10	Disposition is at times non-collaborative but there is a willingness to be a team player. 25	Disposition is one of a team player who is positive and collaborative 50	Disposition is one of a team player who takes a leadership role in creating a positive team spirit. 50	50
7. Engagement	Student is not engaged in the Practicum experience. Student is involved in other activities while in the office. 30	Student appears to be engaged in the office activities but does not interact with either students or cooperating supervisor. 50	Student interacts with other colleagues and mentor supervisor but on a limited basis 100	Student is fully engaged in the office, contributes to the activities that are occurring, and is responsive to the needs of the customers and mentor supervisor. 100	100
				Total Points	600

Portfolio Written Rubric

Criteria					Points
Introduction/purpose	Exceptional introduction that states topic, thesis and some of the subtopics; thesis is somewhat clear and arguable. Topic is on tribal issues or tribal business throughout the entire project **25 pts**	Adequate introduction that grabs interest of reader and states background information, provocative question, topic, thesis, and all subtopics in proper order; thesis exceptionally clear, arguable, and well developed. Topic is adequately touches on tribal issues, tribal business **20 pts**	Proficient introduction that states background information, provocative question, topic, thesis, and all subtopics in proper order; thesis is a clear and arguable statement of position. Topic mentions tribal related issues here and there in the entire thesis/project **15 pts**	Weak introduction of topic, thesis & subtopics thesis is weak and lacks an arguable position. Topic does not have and tribal issues, tribal business at all in the entire thesis/project **10 pts**	25
Quality of Information/ Evidence	Exceptionally researched with extreme detail, historically accurate with critical evidence from a wide variety of sources **75 pts**	Well researched in detail with accurate & critical evidence from a variety of sources. **55 pts**	Some aspects of paper are researched with some accurate evidence from limited sources. **35 pts**	Limited information on topic with lack of research, details or historically accurate evidence. **20 pts**	75
Support of Ideas/Analysis	Exceptionally critical, relevant, consistent connections among arguments, analysis, subtopics, & thesis/topic; excellent, appropriate conclusions. **50 pts**	Consistent connections made among analysis of evidence, subtopics, arguments & thesis / topic; good and generally appropriate conclusions. **38 pts**	Some connections made among analysis of evidence, subtopics, arguments & thesis / topic; limited or somewhat inappropriate conclusion. **26 pts**	Research was lacking to support the paper. **14 pts**	50
Organization/Development of Ideas	Exceptionally clear, logical, thorough presentation and	Clear and logical presentation and development of ideas that support	Somewhat clear and logical presentation and development of ideas; adequate	Lacks clear and logical presentation and	50

	development of ideas that support thesis; excellent transition between paragraphs. **50 pts**	thesis; good transitions between paragraphs **38 pts.**	transitions between paragraphs. **26 pts**	development of ideas; weak transition between ideas and paragraphs. **14 pts**	
Language Conventions	Very concise, clear, with consistently proper grammar, spelling and paragraphing. **75 pts**	Clear, with minimal errors in grammar, spelling and paragraphing. **55 pts**	Periodic errors in grammar, spelling and paragraphing. **35 pts**	Inconsistent grammar, spelling and paragraphing throughout paper. **20 pts**	**75**
Documentation/ Length	Proper detailed format always used consistently and correctly in both text and Works Cited. 20-25 or more pages **25 pts**	Consistent and correct format in both text and Works Cited section. 5 pages short of required 20-25 **20 pts**	Sometimes inconsistent or incorrect use of citations in both text and Works Cited. 10 pages short of 20-25 pages **15 pts**	Very inconsistent or incorrect use of citations in both text and Works Cited section 15 or more pages short of 20-25 pages **10 pts**	**25**
TOTAL				**Total Points**	**300**

Oral Presentation Rubric

Criteria					Points
Organization	Exceptional introduction that states topic, thesis and some of the subtopics; thesis is somewhat clear and arguable. Topic is on tribal issues or tribal business throughout the entire project **30pts**	Adequate introduction that grabs interest of reader and states background information, provocative question, topic, thesis, and all subtopics in proper order; thesis exceptionally clear, arguable, and well developed. Topic is adequately touches on tribal issues, tribal business **25pts**	Proficient introduction that states background information, provocative question, topic, thesis, and all subtopics in proper order; thesis is a clear and arguable statement of position. Topic mentions tribal related issues here and there in the entire thesis/project **15pts**	Weak introduction of topic, thesis & subtopics thesis is weak and lacks an arguable position. Topic does not have and tribal issues, tribal business at all in the entire thesis/project **10pts**	**30**
Content: Depth and Accuracy	Exceptionally researched with extreme detail, historically accurate with critical evidence from a wide variety of sources **50pts**	Well researched in detail with accurate & critical evidence from a variety of sources. **40pts**	Some aspects of paper are researched with some accurate evidence from limited sources. **30pts**	Limited information on topic with lack of research, details or historically accurate evidence. **20pts**	**50**
Use of Language: Grammar, Word choice, Voice	Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group. Correct, precise pronunciation of terms Selects rich and varied words for context and uses correct grammar. Sentences are complete and grammatical, and they flow together easily	Clear articulation but not as polished. Student pronounces most words correctly. Selects words appropriate for context and uses correct grammar. For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.	Student incorrectly pronounces terms. Selects words inappropriate for context; uses incorrect grammar. Can follow presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/ halting, and/or vocabulary is somewhat limited or	Presenter is obviously anxious and cannot be heard or monotone with little or no expression. Student mumbles, incorrectly pronounces terms incorrectly. Selects words inappropriate for context; Uses incorrect grammar. **20pts**	**50**

Criteria	Exceptional	Good	Adequate	Weak	Pts
	50pts	40pts	inappropriate. 30pts		
Presenter/Presentation/ Length	Exceptionally clear, logical, thorough presentation and development of ideas that support thesis; excellent transition between paragraphs. Stayed within required time 50pts	Clear and logical presentation and development of ideas that support thesis; good transitions between paragraphs. Was under the time by 5mins 40pts	Somewhat clear and logical presentation and development of ideas; adequate transitions between paragraphs. Was under the time by 10 minutes 30pts	Lacks clear and logical presentation and development of ideas; weak transition between ideas and paragraphs. Was under the time by 20 minutes or longer. 20pts	50
Dress and attire	Student is exceptionally presentable and dressed in a professional manner 20pts	Student is adequately presentable and dressed. 15pts	Somewhat presentable 10pts	Student lacked in attire and dress 5pts	20
				Total Points	200

Annotated Bibliography Revised				
Criteria	Ratings			Pts
Sources	**20.0 pts** **8-10 sources. Sources must be peer-reviewed from academic journals. Sources must be no older than 6 years.**	**10.0 pts** **Some of the selected sources may be older than 6 years or retrieved from .gov or .org websites.**	**5.0 pts** **Significant amount of non-scholarly sources. Many sources missing or below expectations.**	20

Summary	**10 pts** **Summary of each source is approximately 1-2 paragraphs. Summary is comprehensive and integrates with the student's selected topic.**	**5 pts** **Summary may be comprehensive but fails to fully reinforce the student's topic of choice. Content might require some additional information to validate selection of source.**	**0.0 pts** **Summary is missing or lack a significant amount of content.**	10
APA Format	**20 pts** **Bibliography fully complies with APA 6th edition format.**	**10 pts** **Minor errors in APA formatting.**	**5.0 pts** **Annotated bibliography has significant APA formatting issues**	20
			TOTAL POINTS	50

Appendix VII
Social Media Policy

Policy

This policy provides guidance for students of the Ogimaawiwin Leadership and Management Bachelors Program (OLM) use of social media, which should be broadly understood for purposes of this policy to include blogs, wikis, microblogs, message boards, chat rooms, electronic newsletters, online forums, social networking sites, and other sites and services that permit users to share information with others in contemporaneous manner.

Procedures

The following principles apply to professional use of social media on behalf of Ogimaawiwin Leadership and Management Bachelors Program as well as the Turtle Mountain Community College personal use of social media when referencing The Leadership and Management Bachelors Program or Turtle Mountain Community College.

- Students need to know and adhere to the Turtle Mountain Community College Code of Conduct, Student handbook acceptable use policy.
- Students should be aware of the effects their actions may have on their images, as well as Turtle Mountain Community College image and as a Leadership and Management Bachelors Program Candidate. The information that students post or publish may be public information for a long time.
- Students should be aware that OLM Program may observe content and information made available by students through social media. Students should use their best judgement in posting material that is neither inappropriate nor harmful to the OLM Program, its students, or colleagues and classmates.
- Although not an exclusive list, some specific examples of prohibited social media conduct include posting commentary, content, or images that are defamatory, pornographic, proprietary harassing, libelous or that can create a hostile work environment.
- Students of the OLM Program are not to publish, post or release any information that is considered confidential or not public. If there are any questions about what is considered confidential, students should check with the OLM instructor.
- Social media networks, blogs and other types of online content sometimes generate press and media attention or legal questions. Students should refer these inquires to the director or supervisor of the program
- If students encounter a situation while using social media that threatens to become antagonistic, students should disengage from the dialogue in a polite manner and seek the advice from an instructor or advisor.
- Students should get appropriate permission before you refer to or post images of current or former students, students, colleagues, instructors, advisors, or supervisors. Additionally, students should get appropriate permission to use third party's copyrights, copyrighted material, trademarks, service marks or other intellectual property.
- Social Media use shouldn't interfere with students responsibilities in the OLM Program. TMCC computer systems are to be used for educational purposes only. When using TMCC computer systems, use of social media for education purposes are allowed (ex facebook, twitter, discussion boards canvas discussion boards and LinkedIn), but personal use of social media networks or personal blogging of online content is discouraged and could result in disciplinary action.
- Subject to applicable law, after-hours online activity that violates TMCC's Code of Conduct or any other company policy may subject an students to disciplinary action or termination.

- If students publish content after-hours that involves work or subjects associated with OLM Program or TMCC, a disclaimer should be used, such as this: "The postings on this site are my own and may not represent OLM Program or TMCC positions, strategies or opinions."

AIBL 2019