# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page roll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, JUST DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **MSCI 101 Leadership AND PERSONAL DEVELOPMENT** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | |  |
| A.3. [Originator](#Originator) | **Frank Farinella** | [Home department](#home_dept) | **Management** | | |
| A.4. [Rationale](#Rationale) | The Army Reserve Officers’ Training Corps (ROTC) Program is designed to train and qualify men and women for commissions as second lieutenants in the U.S. Army while they pursue an academic program of their choice. Rhode Island College students are able to enroll in ROTC courses listed below through Providence College’s Military Science and Leadership Department and Army ROTC program. RIC students sign up for these courses at RIC, through our Peoplesoft, and they get credit for these courses on their RIC transcripts. Somehow these courses were never included in our catalog, and this proposal seeks to fix this oversight. | | | | |
| A.5. [Date submitted](#date_submitted) | **1/18/2017** | A.6. [Semester effective](#Semester_effective) | | **Fall 2017** | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | **None as taught at PC** | | | |
|  | [*Library*:](#library) | **None** | | | |
|  | [*Technology*](#technology) | **None** | | | |
|  | [*Facilities*](#facilities): | **None** | | | |
| A.8. [Program impact](#prog_impact) | **None** | | | | |
| A.9. [Student impact](#student_impact) | **These courses offer RIC students some interesting opportunities that can advance them toward graduation, while pursuing their academic degrees here at the college.** | | | | |
| A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place; check the “Forms and Information” page for updates. [Catalog page.](#catalog)  [Where are the catalog pages](#catalog)? [Several related proposals](#catalog)? Do **not** list catalog pages here. **All** catalog copy for a proposal must be contained within a **single** file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if) **DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL within specific categories, but do not delete any of the categories. DO NOT use highlight. Delete this whole page if this proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **MSCI 101** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Leadership and Personal Development** |
| B.4. [Course description](#description) |  | Introduces students to the personal challenges and competencies that are critical for effective leadership. The focus is on developing basic knowledge and comprehension of Army leadership dimensions. |
| B.5. [Prerequisite(s)](#prereqs) |  | **None** |
| B.6. [Offered](#Offered) |  | **Fall | Annually** |
| B.7. [Contact hours](#contacthours) |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade |** |
| B.11. [Instructional methods](#instr_methods) |  | **| Field Work | Lecture | Practicum**  **Small group** |
| B.12.[Categories](#required) |  | **Free elective |** |
| B.13. Is this an Honors course? |  | **| NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **| NO |** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | | Papers | Class Work | Quizzes |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes) | [**Standard(s)**](#standards) | [**How will they be measured**](#measured)**?** |
| --- | --- | --- |
| **Understanding of Leadership** |  | --Describe the relationship between leader character and competence  --Identify the attributes and core competencies of the Army Leadership Requirements Model |
| **Personal Development** |  | --Demonstrate effective communications techniques both oral and written  --Create short-term and long-term goals  --Define the basic elements of time and stress management  --Identify the components of Resiliency and the US Army’s Comprehensive Soldier and Family Fitness (CSF2) programs |
| **Values and Ethics** |  | --Identify and explain the Warrior Ethos through case study analysis  --List and define the seven Army Values through case study analysis  --Demonstrate basic understanding in the US Army’s Equal Opportunity (EO) and Sexual Harassment/Assault Response and Prevention (SHARP) programs. |
| **Professionals within the Profession of Arms (Officership)** |  | --Explain the importance of being a model citizen as an Army Officer  --Perform in various situations that require appropriate military edict  --Describe basic heritage elements (salute, flags, rank structure, and uniforms) |
| **Tactics and Techniques** |  | --Demonstrate knowledge and competence of designated Warrior Skill Level I tasks  --Work effectively in teams with fellow Cadets |

| B.19. [**Topical outline**](#outline) |
| --- |
| The overall objective of this course is to introduce the principles of military customs, courtesy, discipline, self-confidence, drill and ceremonies, and basic Soldier skills. It will also help develop the Cadet/Student into a more confident leader immersed with the Warrior Ethos, one who can think critically and will be capable of leading individuals in the US Army and society.  COURSE DESCRIPTION  Military Science and Leadership (MSL) 101 is a comprehensive course that introduces personal challenges and competencies that are imperative for cadets and students to become critical thinking, adaptive, and experiential learners, on their way to becoming confident leaders of character. Students learn the basics of the communications process and the importance for leaders to develop the skills necessary to effectively communicate in the Army, and in life. Students will examine what it means to be a leader in the “Profession of Arms”. The focus is on developing basic knowledge and comprehension of the 19 leadership dimensions with an overview of the Reserve Officer Training Corps (ROTC), and its purpose within the US Army. In addition, students learn basic military skills and common core tasks including basic military land navigation, first aid, communication systems, and various types of military equipment.  **COURSE MATERIAL**  **Required Texts**   * ROTC eBooks: Leadership, Personal Development, Officership, Values and Ethics, Tactics and Techniques (Downloadable for free) * ROTC Leadership Development Program (LDP) Handbook. * FM 6-22, Army Leadership. * FM 3-21.8, The Infantry Rifle Platoon and Squad. * FM 3-21.5, Drill and Ceremonies. * FM 3.22-20, Physical Fitness Training * Cadet Battalion TACSOP (Provided by Cadet chain of command)   **Suggested Readings Sources**   * Web sites that provide guidance about writing and APA style, such as OWL Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/> * Military Times – <http://www.militarytimes.com> for current event discussions in class.   **INSTRUCTIONAL STRATEGIES**  The following list will highlight some of the methods of teaching that will be used during this course. (**This list is not all inclusive**)   * **Peer partner learning** - Students reflect upon previously taught material by helping peers to learn and, at the same time, develop and hone their social and communication skills * **Practical exercise** – Allows students to reinforce new learning by contributing to physical independence or intelligence to acquire new skills. * **Interactive multimedia instruction** – Blackboard. Some assignments and communications will be submitted through blackboard. This allows for learning to continue outside of the classroom and gives everyone a single source for collecting and submitting information. * **Reflective discussion** - Allows students to gain knowledge through their experiences, analysis, imagination, affect, and impression (reflection). Reflective discussions encourage students to think and talk about what they have experienced. * **Story telling**- Provides a means of sharing and interpreting experiences. This method is helpful when students are learning ethics, values, and cultural norms and differences. * **Writing Assignments** -Improves writing skills and requires critical thinking about the subject, purpose, and the audience. Organizes thoughts allows for communicating effectively, conceptualizing ideas, convincing others, increasing meta-cognition, and identifying critical information   **Homework/Projects**  In addition to your homework and reading assignments, you will be required to complete five key graded projects throughout the semester. These assignments will include: 1) Time Management Project, 2) Short and Long Term Goal Setting Project, 3) Stress Management Project, 4) Health and Fitness Assessment Project and 5) an online training micro course on the Army Sexual Harassment/Assault Response and Prevention program. Further information concerning these five assignments as well as other mandatory requirements are listed herein:   * **Time Management Project**   In preparation for the Time Management class, you are required to log your time/activities for seven consecutive days. Each student creates a ‘semester assignment’ calendar and writes two academic and two physical fitness goals. After this lesson, you must continue using the log to track your time/activities for the next two weeks. You must identify priorities and write a brief essay (APA Format) summarizing how effective you were at managing your time. Your Time Management Project must cover three consecutive weeks.   * **Goal Setting Activity**   Construct at least three goals using SMART rules that will be used to create the Personal Goal Setting Plan. List these goals in priority order. Further instructions will be provided in class/blackboard at a later date.   * **Stress Management**   View the Army G1 Directed Suicide Prevention video “Shoulder to Shoulder; I Will Never Quit On Life” You will be required to write and submit a brief essay on the micro lesson in blackboard. <http://www.army.mil/media/amp/?bctid=114827147001> (This assignment is mandatory for all Cadets/Students).   * **Health & Fitness Assessment**   You will chart your dietary habits & physical fitness routine. Students will use the <http://www.ChooseMyPlate.gov> website to log their dietary in-take/physical fitness routine and compare it to the Dietary & Nutritional USDA Guidelines for nutritional health and recommended physical activity. You must write a brief essay (APA Format) describing your strengths and development areas as well as write SMART goals on how to improve. Documentation of website use is required. (See the *Super Tracker* link under *Interactive Tools* on ChooseMyPlate.gov Home Page.)   * **Nformd.net Training**   To introduce Cadets to the Army Sexual Harassment / Assault Response and Prevention (SHARP) program, HQDA G1 has mandated that all ROTC Cadets must complete the nformd.net training modules prior to commissioning. The training (which consists of a pre-test, training modules, and post-test) must be completed. Cadet progress through the training modules will be the only information that can be tracked by cadre. The modules are a series of scenario based video vignettes that allow each Cadet to analyze situations, make decisions, and see the outcome(s) of those decisions (based on each Cadet’s personal responses) to the training. The aim is to familiarize each Cadet with the attributes found in the Army’s SHARP program. You must print and submit your certificate of completion in order to receive credit. <http://srotc.nformd.net/sexualassault/ulogin/>  **Mid-Term - Leadership Profile** You will be required to select a leader of an organization and develop a leadership profile of him/her. The profile will be a 3-5 page essay on who that person is and why/how you feel that person was successful as a leader in their organization. We will discuss the rubric in more detail two weeks prior to the assignment due date. Note: You should pick a leader as soon as possible and describe your selection to me so I am confident your choice meets the intended outcome, this also is so that you have sufficient time to research and understand the leader you have chosen.  **Final - End of Course Reflective Essay (30 Points)** - You will be required to submit a 5-8 page paper on the lessons learned in this course. To help assist you in this effort, you should take detailed notes on the topics of each lesson and how each lesson is related to your past and they can be effectively applied in the future. The Kolb Experience Learning Cycle method will be the preferred method for outlining this essay. Should you feel that you may better accomplish this assignment by other means you may do so, but only after consulting me first.  **Date Events/Topics “Required” participation**  Every M,W, F Physical Readiness Training C  **30 AUG 16- Orientation @ Providence College All**  In processing, Course Overview  **6 SEP 16- Class: #1 @ Providence College All**  R2C and CSF2, I AM STRONG  **7 SEP 16- Activation Ceremony @ Providence College O**  64’ Hall  **10 SEP 16- PORT: @ Providence College All**  Equipment issue  **14 SEP 16- LLAB #1: @ Providence College All**  Introduction to Warrior Skills and Task  **20 SEP 16- Class: #2 @ Providence College All**  Customs and Courtesies, How to Study and Learn  *Nformed.net and Stress Management Projects due NLT 2359*  **27 SEP 16- Class #3 Land Navigation: @ Providence College All**  Classroom portion    **5 OCT 16- LLAB #2: Land Nav Course @ Camp Edwards, MA All**  **12 OCT 16- LLAB #3: @ Bryant University All**  Squad Situational Training Lanes  *Mid-term due NLT 2359*  **19 OCT 16- LLAB #4: @ Bryant University All**  Squad Situational Training Lanes  **26 OCT 16- LLAB #5 LTX Prep: @ Providence College**  Road to War Brief, First Aid, Communications, US Weapons, Special Teams  **28 OCT 16- Halloween Fun Run @ Providence College C**  Costume Run  **28-30 OCT 16- LTX: @ Camp Fogarty, RI C**  Overnight Training Event  **1 NOV 16- Class: #4 @ Providence College All**  Goal Setting Process, Time Management  **8 NOV 16- Class: #5 @ Providence College All**  Health and Fitness, Intro to Critical Thinking  **9 NOV 16- Veterans Day Ceremony @ Providence College O**  **15 NOV 16- Class: #6 @ Providence College All**  Intro to Kolb ELC (outline for final)  *Time Management and Goal Setting Projects due NLT 2359*  **29 NOV 16- Class: #7 @ Providence College All**  Apply Critical Thinking Skills  *Health and Fitness Project due NLT 2359*  **30 NOV 16- Combat Water Survival Test @ Providence College C**    **6 DEC 16- Class: #8 @ Providence College All**  Flex Time  **9 DEC 16 - BN Run / Awards and Deactivation Ceremony C**  Bryant University – Liberty Woods  **13 DEC 16- Exam/End of Course Counseling: @ Providence College C**  *Final Due NLT 2359* |

## D. Signatures

##### D.1. Approvals

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Frank Farinella | Coordinator of Military Science |  |  |
| Jeff Mello | Dean of SOM |  |  |
|  |  |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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