# 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 102 introduction to tactical leadership** | | | |  |
| [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 102** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Introduction to Tactical Leadership** |
| B.4. [Course description](#description) |  | Basic leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, Cadre role models and using effective writing skills are covered. |
| B.5. [Prerequisite(s)](#prereqs) |  | **None** |
| B.6. [Offered](#Offered) |  | **Spring | 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)**?** |
| --- | --- | --- |
| Students will better understand dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. |  | Test/quiz scores, essays, class discussion and participation |
| Learning about cadre role models and the building of stronger relationships among the students are critical aspects of this course |  | Lab participation and conduct. |
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| B.19. [**Topical outline**](#outline) |
| --- |
| COURSE DESCRIPTION  Military Science and Leadership (MSL) 102 introduces personal challenges and competencies that are critical for adaptive leadership. Students learn the basics of the communications process and the importance for leaders to develop the skills to effectively communicate in the Army. 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 17 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. Through this course, you will learn how Army ethics and values shape your army and the specific ways that these ethics are inculcated into Army culture.  This semester, you will:   1. Explore the Seven Army Values and the Warrior Ethos 2. Investigate the Profession of Arms and Army leadership as well as an overview of the Army 3. Gain practical experience using critical communication skills   **Homework/Projects (30 Points total)**  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. MOH Case Review, 2. Army Values/Warrior Ethos Case Review, 3. Analyze a Historical Persuasive Speech, and Recite your Historical Persuasive Speech, 4. An online training course on the Army Sexual Harassment/Assault Response and Prevention program and 5. An online training course about Suicide Prevention. Further information concerning these five assignments as well as other mandatory requirements are listed herein:   * **Nformd.net Training** **(5 Points)** - 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. 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. **(FOR FIRST TIME ROTC CADETS ONLY)** <http://srotc.nformd.net/sexualassault/ulogin/> * **Stress Management** **(5 Points)** - View the Army G1 Directed Suicide Prevention video “Shoulder to Shoulder; I Will Never Quit On Life”. **(FOR FIRST TIME CADETS ONLY)** <http://www.army.mil/media/amp/?bctid=114827147001> (This assignment is mandatory for all Cadets). Course Complete Certificate must be submitted to Blackboard in order to receive credit. * **Medal of Honor Case Study** **(5 Points)** – You will write a brief essay (APA 6 Format – no more than 2 pages long) summarizing the actions of a MOH recipient and how they demonstrated the seven army values and the warrior ethos. * **Army Values / Warrior Ethos Case Study** **(5 Points)** – You will write a brief essay (APA 6 Format – no more than 2 pages long) summarizing the actions of a unit (team, squad, platoon, etc.) that demonstrated the seven army values and the warrior ethos during a time of war. * **Analyze and Recite a Historical Persuasive Speech (10 Points)** – You will write a brief essay (APA 6 Format – no more than 2 pages long) summarizing a historical persuasive speech. The speech you choose to analyze will also be recited to the class. More information will be provided at a later date.   **Date Events/Topics “Required” participation**  Every M,W, F **Physical Readiness Training** C  25-27 JAN 16- **Day 0 @ Providence College - ROTC OFFICE**  All  In processing with Mr. Daniel Girouard / SGM (Ret) Gary Fortunato  27 JAN 16- **Class: #1 @ Providence College** All  Activation Ceremony, Course Overview    TBD- Class; #2 **@ Providence College** All    16 SEP 15- **LLAB: @ Providence College** All  Introduction to Warrior Skills and Task  23 SEP 15- **Class: #2 @ Providence College** All  I AM STRONG, How to Study and Learn, R2C and CSF2  ***Informd.net Training completed and online Stress Management Training completed***  30 SEP 15- **Land Navigation: @ Stones Ranch, CT** All    07 OCT 15- **LLAB: @ Brown University**  All  Squad Situational Training Lanes  14 OCT 15- **Class: #3 @ Providence College**  All  Goal Setting Process, Time Management  21 OCT 15- **Class: #4 @ Providence College**  All  Health and Fitness, Intro to Critical Thinking  ***Mid-term assignment due NLT 2359***  28 OCT 15- **LLAB: @ Bryant University**  All  Squad Situational Training Lanes  04 NOV 15- **Class: #5**  All  Intro to Kolb ELC (outline for final)  ***Time Log / Goal Setting Projects due by 2359***  11 NOV 15- **LLAB: @ Providence College/Veterans Day Ceremony Al**l  LTX Prep  13-15 NOV 15- **LTX: @ Camp Edwards, MA C**  Overnight Event  18 NOV 15- **Class: #6 @ Providence College** All  Apply Critical Thinking Skills  ***Health and Fitness Projects due by 2359***  25 NOV 15- **CLASS: No Class** All  Work on Reflection Essays  02 DEC 15- **Class: #7 @ Providence College** All  Motivation  09 DEC 15- **Class: #8 @ Providence College** All  Course close out / Counseling’s  ***Reflection Essay due by 2359***  11 DEC 15- **BN Run / Awards and Deactivation Ceremony / Commissioning C** Location TBD |

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

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