California State University San Marcos     • NEW COURSE •     FORM C

| ORIGINATOR'S SECTION: |
|---|

**1. College:**     Desired Term and Year of Implementation (e.g., Fall 2008):

☐ CoAS ☒ CoBA ☐ CoE     Fall 2013.

**2. Course is to be considered for G.E.?** (If yes, also fill out appropriate GE form*)    ☐ Yes ☒ No

**3. Course will be a variable-topics (generic) course?** ☐ Yes ☒ No
("generic" is a placeholder for topics)

**4. Course abbreviation and Number:*** MILS 101

**5. Title:** *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
**Introduction to Leadership I**

**6. Abbreviated Title for Banner:**
*(no more than 25 characters, including spaces)*
INTRO. TO LEADERSHIP I

**7. Number of Units:** 3

**8. Catalog Description:** *(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)*

Development by students of their own leadership styles. Students learn to think critically and creatively, become effective at various modes of expression and communication, and interact with and appreciate other cultures and traditions. Students set career goals, research career options, and become active members of organizations.

*[handwritten: See revision]*

**9. Why is this course being proposed?**

This course is part of the first two years ("Basic course") of Army ROTC training at CSUSM. As part of the "Basic Course" it is open to all students, and no commitment to serve in the military is incurred.

**10. Mode of Instruction***

*For definitions of the Course Classification Numbers:*
*http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tabl Instructional%20Mode%20Conventions.pdf*

| Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) |
|---|---|---|
| Lecture | 3 | C-77 *[handwritten: OK]* |
| Activity | | |
| Lab | | |

**11. Grading Method:***
☒ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

**12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.**

**13. Course Requires Consent for Enrollment?** ☐ Yes ☒ No

☐ Faculty    ☐ Credential Analyst    ☐ Dean    ☐ Program/Department - Director/Chair

**14. Course Can be Taken for Credit More than Once?** ☐ Yes ☒ No
If yes, how many times?     (including first offering)

**15. Is Course Crosslisted:** ☐ Yes ☒ No

If yes, indicate which course     and check "yes" in item #22 below.

**16. Prerequisite(s):** ☐ Yes ☒ No

**17. Corequisite(s):** ☐ Yes ☒ No

**18. Documentation attached:**
☒ Syllabus    ☐ Detailed Course Outline

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:** *

**20. How often will this course be offered once established?** * Once a year

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**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**
*(Mandatory information – all items in this section must be completed.)*

**21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?** ☐ Yes ☒ No

If yes, please specify:
~~This is a required course for ROTC students.~~ *delete*

**22. Does this course impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____ _____ _____Support _____Oppose
                 Signature                Date

Discipline _____ _____ _____Support _____Oppose
                 Signature                Date

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**SIGNATURES : (COLLEGE LEVEL) :**                        **(UNIVERSITY LEVEL)**

*[signature]*    4/4/13
1. Originator (please print or type name)    Date           5. UCC Committee Chair           Date

2. Program Director/Chair    Date
*[signature]*    4/15/13           6. Vice President for Academic Affairs (or Designee)   Date
3. College Curriculum Committee    Date

*Regina Eisenbach*    4/15/13           7. President (or Designee)           Date
4. College Dean (or Designee)    Date

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* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

## MILS 101 – Catalog Description REVISION

**CATALOG COURSE DESCRIPTION:** Structure, organization and missions of the U.S. Army. Development of leadership styles. Preparation and development for officer status.

**EXPANDED COURSE DESCRIPTION:** MILS 101 introduces students to the personal challenges and competencies that are critical for effective leadership and communication. You will learn how the personal development of life skills such as cultural understanding, critical thinking, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the Army profession.

As you become further acquainted with MILS 101, you will learn the structure of the ROTC Basic Course program consisting of MILS 101, 102, 201, 202, Fall and Spring Leadership Labs, and LTC. The focus this semester is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Additionally, this class will provide students with basic fundamentals of leadership in not only the military environment, but in Corporate America as well.

# MILS 101 – INTRODUCTION TO LEADERSHIP I

*COURSE SYLLABUS & CLASS SCHEDULE*

**COURSE CREDIT HOURS:** 3

**INSTRUCTOR:** CPT Gino R. Orezzoli, Assistant Professor of Military Science, Building, Craven Hall-Reserve Officer Training Corps Room 6232; cell phone (305) 479-4947. Office hours: I am available anytime. Stop by or give me a call.

**CLASS MEETING TIMES:** Once a week

**CLASS LOCATION:** TBD

**CATALOG COURSE DESCRIPTION:** Structure, organization and missions of the U.S. Army. Development of leadership styles. Preparation and development for officer status.

**EXPANDED COURSE DESCRIPTION:** MILS 101 introduces students to the personal challenges and competencies that are critical for effective leadership and communication. You will learn how the personal development of life skills such as cultural understanding, critical thinking, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the Army profession.

As you become further acquainted with MILS 101, you will learn the structure of the ROTC Basic Course program consisting of MILS 101, 102, 201, 202, Fall and Spring Leadership Labs, and LTC. The focus this semester is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Additionally, this class will provide students with basic fundamentals of leadership in not only the military environment, but in Corporate America as well.

**Student Learning Outcomes:** The Curriculum is structured for students to attain specific learning outcomes organized around key objectives fostering leadership philosophies and creating their own personal leadership styles. Upon completion of the course, students will be able to:

### Leadership:

- Understand and implement leadership Core Competencies
- Identify the sixteen dimensions of the Army Leadership Model
- Understand the importance of leadership and personal challenge
- Understand the historical importance of leadership and explain how it applies to today

### Values and Ethics:

- Understand and explain the Warrior Ethos
- List and define the seven Army Values: Respect, Honor, Loyalty, Duty, Selfless Service, Integrity and Personal Courage
- Relate Army Values to today's culture and society

### Personal Development:

- Define standards for the Army Physical Fitness Test (APFT)
- Identify benefits of healthy nutrition and diet in a personal fitness program
- Explain the importance of goal setting and time management
- Define the basic elements of time and stress management
- Write short-term and long-term goals

### Officership:

- Explain the importance of being a model citizen as an Army Officer
- Understand and explain Military Customs and Courtesies
- Identify military policy and procedures
- Understand the impact of different cultures on leader development

**Tactics and Techniques**:

- Identify symbols and colors on a military map
- Successfully complete land navigation exercises
- Prepare self and others for Fall FTX
- Understand and act as a member of a team
- Implement squad-level tactics

Additionally, students will be able to demonstrate:

- The ability to develop and focus on one topic and present ideas in an organized, logical and coherent form and public speaking
- Problem solving skills and how to prepare a budget
- The ability to use Standard English grammar, punctuation, and spelling
- The ability to create structured electronic documents
- The ability to do online research and evaluation
- Understanding of the international relationships between societies.
- Understanding that social institutions, such as the family, religion, education and formal organizations are closely related to each other and are evidence of the integration of our complex global social systems.
- Understanding that governments and economics are closely related to each other and are evidence of the integration of our complex global social system.
- The ability to connect course content to other disciplines and/or to real world situations.
- The ability to assess personal wellness, and make ethical decisions

Some student learning outcomes are shared with MILS 102 (offered in spring semesters). Regardless of the order in which the courses are taken, students who take both MILS 101 and 102 will reinforce the overlapping student learning outcomes in the second course.

## Requirements
**GRADING CRITERIA: A**, 930-1000; **A-**, 900-920; **B+**, 870-890; **B**, 830-860; **B-**,800-820; **C+**, 770-790; **C**, 730-760; **C-**, 700-720; **D+**, 670-690; **D**, 630-660; **D-**, 600-620; **F**, 599 and below.

### Class participation

Participation in class by way of analysis and comments is expected. Sharing experiences and offering different viewpoints is the means by which we all learn. Be punctual to class. If you have a conflict that causes tardiness, coordinate with me ahead of time.

### Quizzes

The class is interactive and uses homework and in-class assignments to evaluate learning. Four quizzes (25 points each) will be given.

Mid-Term Exam: A mid-term exam will be given to test the levels of learning achieved by students in the first half of the course.

Final Exam: A cumulative final exam will be given to test the levels of learning achieved by students throughout the course of the semester.

### Project Assignments

In addition to reading assignments, you will have five key assignments. Additional assignments will vary.

1) **Nformd.net Training** – To introduce students to the Army Sexual Assault Prevention and Response (SAPR) Program. The training will be completed as self-paced homework and consists of a pre-test, training modules, and post test. The modules are a series of scenario based video vignettes that allow the Student to analyze the situation, make a decision, and see what the outcome is based on each decision. http://srotc.nformd.net/sexualassault/ulogin/

2) **Time Management** – To prepare for lesson 4, you will maintain a log your time for five days and bring it to class. You must create a 'semester assignment' calendar and write two academic and physical fitness goals. After the lesson, you will use a log to track your time for the next three weeks. You are required to identify priorities and write an essay summarizing how effectively you are managing your time.

3) **LIFE/GOALS PAPER** - The paper will be an outline of your goals or what you want to accomplish in 3yrs, 6yrs, 9yrs, and 12 yrs after you graduate college. Include a cover sheet (not to be included in your page count).

4) **Health & Fitness Assessment** – You will chart your physical fitness and answer questions in essay format. You will use the choosemyplate.gov website to log your diet and compare to the Dietary & Nutrient Guidelines. You must write a brief essay describing your strengths and development areas, write SMART goals to improve.

5) **BRIEFING ASSIGNMENTS** - The briefings will be an information briefing on a country in the Middle East chosen from a list provided by the instructor. **Your briefing must use at least one form of multi-media and last 5-7 minutes.**

## SUMMARY OF GRADING:  1000 POINTS

Class Participation - 200 (includes attendance/punctuality/homework)
Quizzes - 100
Briefing – 100
Life/Goals Paper - 200
Mid Term Exam – 200
Final - 200
**Total: 1000 points**

**COURSE FORMAT:**  Format will encompass experimental learning (also known as "active learning").  Lectures will be minimal; discussions and interaction (cadet/faculty and cadet/cadet) will be maximized.

**Appearance:** Appropriate civilian attire

**REQUIRED TEXT:**  MILS 1 Course Text and Instructor handouts as required.

**Special Needs**
Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

| MILS 101 Class Schedule | | | | |
|---|---|---|---|---|
| **Week** | **Date** | **Event** | | **Locations** |
| 1 | | Lesson 1: Introduction to Leadership, Library and Internet research | | TBD |
| 2 | | Lesson 2: Leadership Values, Attributes, Skills, and Ethical decision making | | |
| 3 | | Lesson 3:Introduction to  Effective Oral and Written Communication, Resume writing (Career paper) | | |
| 4 | | Lesson 4: Goal Setting and Developing your personal academic/career plan | | |
| 5 | | Lesson 5: Time Management and Organization skills | | |
| 6 | | Lesson 6:  College level study skills, test taking and stress management | | |
| 7 | | Lesson 7: Understanding and developing leadership styles (Mid Term Review) | | |
| 8 | | Lesson 8: Mid Term Exam | | |
| 9 | | Lesson 9: Introduction to Event Planning, Route Planning, Inspections, and Resource  Management | | |
| 10 | | Lesson 10: Problem Solving | | |
| 11 | | Lesson 11: Public Speaking | | |
| 12 | | Lesson 12: Effective Briefing part 1 | | |
| 13 | | Lesson 13: Personal Wellness and Health and Fitness | | |
| 14 | | Lesson 14: Middle Eastern Cultural Awareness, Custom and Courtesies | | |
| 15 | | Lesson 15: Assess your own Leadership Style (Review for Final Exam) | | |
| 16 | | Lesson 16: Final Exam | | |

California State University San Marcos      • NEW COURSE •      FORM C

| ORIGINATOR'S SECTION: |
|---|

**1. College:**

☐ CoAS  ☒ CoBA  ☐ CoE

**Desired Term and Year of Implementation (e.g., Fall 2008):**

Fall 2013.

**2.Course is to be considered for G.E.?** (If yes, also fill out appropriate GE form*)    ☐ Yes ☒ No

**3. Course will be a variable-topics (generic) course?** ☐ Yes ☒ No
("generic" is a placeholder for topics)

**4. Course abbreviation and Number:*** MILS 102

**5. Title:** *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
**Introduction to Leadership II**

**6. Abbreviated Title for Banner:**
*(no more than 25 characters, including spaces)*
INTRO LEADERSHIP II

**7. Number of Units: 3**

**8. Catalog Description:** *(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)*

~~SEE REVISION~~

Skills and techniques required to be an effective leader in today's rapidly changing world. Includes leadership styles, decision-making and problem solving, leadership counseling, ethics, and communications to develop their own leadership traits. Case studies, leader activities, and written assignments are used to illustrate and improve leadership observations and understanding.

**9. Why is this course being proposed?**

This course is part of the first two years ("Basic course") of Army ROTC training at CSUSM. As part of the "Basic Course" it is open to all students, and no commitment to serve in the military is incurred.

**10. Mode of Instruction***

*For definitions of the Course Classification Numbers:*
*http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf*

| Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) |
|---|---|---|
| Lecture | 3 | C-77 |
| Activity | | |
| Lab | | |

**11. Grading Method:***
☒ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

**12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.**

**13. Course Requires Consent for Enrollment?** ☐ Yes ☒ No

☐ Faculty    ☐ Credential Analyst    ☐ Dean    ☐ Program/Department - Director/Chair

**14. Course Can be Taken for Credit More than Once?** ☐ Yes ☒ No
If yes, how many times?      (including first offering)

**15. Is Course Crosslisted:** ☐ Yes ☒ No

If yes, indicate which course      and check "yes" in item #22 below.

**16. Prerequisite(s):** ☐ Yes ☒ No

**17. Corequisite(s):** ☐ Yes ☒ No

**18. Documentation attached:**
     ☒ Syllabus    ☐ Detailed Course Outline

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**19.** If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

**20.** How often will this course be offered once established?* Once a year

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**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**
*(Mandatory information – all items in this section must be completed.)*

**21.** Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?     ☐ Yes  ☒ No

If yes, please specify:

**22.** Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*     ☐ Yes  ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____          _____ _____Support _____Oppose
                  Signature                                     Date

Discipline _____          _____ _____Support _____Oppose
                  Signature                                     Date

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**SIGNATURES : (COLLEGE LEVEL):**

1. Originator (please print or type/name)          4/4/13          Date

2. Program Director/Chair          4/15/13          Date

3. College Curriculum Committee          4/15/13          Date

4. College Dean (or Designee)   Regina Eisenbach   4/15/13          Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair          Date

6. Vice President for Academic Affairs (or Designee)          Date

7. President (or Designee)          Date

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| Office of Academic Programs | Banner: | Catalog | Revised 3/28/2007 |

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

## MILS 102 – Catalog Description REVISION

**CATALOG COURSE DESCRIPTION:** Officer leadership, development and functions emphasizing command responsibilities for basic foundation of military fundamentals. Skills and techniques required to be an effective leader in today's rapidly changing world.

**EXPANDED COURSE DESCRIPTION:** MILS 102 is designed to give students a working knowledge of the skills and techniques required to be an effective leader in today's rapidly changing world. The course will cover a variety of leadership topics to include leadership styles, decision-making and problem solving, leadership counseling, ethics, and communications to develop their own leadership traits. To better illustrate and improve leadership observations and understanding we will use a series of case studies, leader activities, and written assignments to develop each student.

As you become further acquainted with MILS 102, you will learn the structure of the ROTC Basic Course program consisting of MILS 101, 102, 201, 202, Fall and Spring Leadership Labs, and LTC. The key objective this semester is to explore (in more detail) the Army's leadership philosophy and learn fundamental military concepts. Emphasis on Army leadership will provide the learner with a better understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

# MILS 102 – INTRODUCTION TO LEADERSHIP II

*COURSE SYLLABUS & CLASS SCHEDULE*

**COURSE CREDIT HOURS:** 3

**INSTRUCTOR:**
CPT Gino R. Orezzoli, Assistant Professor of Military Science, Building, Craven Hall-Reserve Officer Training Corps Room 6232; cell phone (305) 479-4947. Office hours: I am available anytime. Stop by or give me a call.

**CLASS MEETING TIMES:** Once a week

**CLASS LOCATION:** TBD

**CATALOG COURSE DESCRIPTION:** Officer leadership, development and functions emphasizing command responsibilities for basic foundation of military fundamentals. Skills and techniques required to be an effective leader in today's rapidly changing world.

**EXPANDED COURSE DESCRIPTION:** MILS 102 is designed to give students a working knowledge of the skills and techniques required to be an effective leader in today's rapidly changing world. The course will cover a variety of leadership topics to include leadership styles, decision-making and problem solving, leadership counseling, ethics, and communications to develop their own leadership traits. To better illustrate and improve leadership observations and understanding we will use a series of case studies, leader activities, and written assignments to develop each student.

As you become further acquainted with MILS 102, you will learn the structure of the ROTC Basic Course program consisting of MILS 101, 102, 201, 202, Fall and Spring Leadership Labs, and LTC. The key objective this semester is to explore (in more detail) the Army's leadership philosophy and learn fundamental military concepts. Emphasis on Army leadership will provide the learner with a better understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

**Student Learning Outcomes:** The Curriculum is structured for students to attain specific learning outcomes organized around key objectives fostering leadership philosophies and creating their own personal leadership styles. Upon completion of the course, students will be able to:

**Leadership:**

- Understand and implement leadership Core Competencies
- Identify the sixteen dimensions of the Army Leadership Model
- Describe the relationship between leader character and competence, and distinguish between leadership attributes and core leader competencies
- Illustrate how an Army leader leads, develops, and achieves excellence
- Understand the historical importance of leadership and explain how it applies to today

**Values and Ethics:**

- Understand and explain the Warrior Ethos
- Explain how the seven Army Values (Respect, Honor, Loyalty, Duty, Selfless Service, Integrity and Personal Courage) impact leadership
- Be able to relate Army Values to today's culture and society

**Personal Development:**

- Define standards for the Army Physical Fitness Test (APFT)
- Write short-term and long-term goals
- Define the basic elements of time and stress management
- Describe the Army process for effective communication of information and explain the basic elements for effective Army communication

**Officership:**

- Explain the importance of being a model citizen as an Army Officer, and of exhibiting professionalism as an officer
- Understand the theory of Key Leader Engagement
- Understand and explain Military Customs and Courtesies
- Identify military policy and procedures

**Tactics and Techniques:**

- Determine elevation and distance on a map
- Successfully complete land navigation exercises
- Prepare self and others for Fall FTX
- Understand and act as a member of a team
- Describe the three individual movement techniques
- Implement squad-level tactics

Additionally, students will be able to demonstrate:
- The ability to develop and focus on one topic and present ideas in an organized, logical and coherent form and public speaking
- Problem solving skills and how to prepare a budget
- The ability to use Standard English grammar, punctuation, and spelling
- The ability to create structured electronic documents
- The ability to do online research and evaluation
- Understanding of the international relationships between societies.
- Understanding that social institutions, such as the family, religion, education and formal organizations are closely related to each other and are evidence of the integration of our complex global social systems.
- Understanding that governments and economics are closely related to each other and are evidence of the integration of our complex global social system.
- The ability to connect course content to other disciplines and/or to real world situations.
- The ability to assess personal wellness, and make ethical decisions

Some student learning outcomes are shared with MILS 101 (offered in fall semesters). Regardless of the order in which the courses are taken, students who take both MILS 101 and 102 will reinforce the overlapping student learning outcomes in the second course.

## Requirements

**GRADING CRITERIA: A**, 930-1000; **A-**, 900-920; **B+**, 870-890; **B**, 830-860; **B-**,800-820; **C+**, 770-790; **C**, 730-760; **C-**, 700-720; **D+**, 670-690; **D**, 630-660; **D-**, 600-620; **F**, 599 and below.

### Class participation

Participation in class by way of analysis and comments is expected. Sharing experiences and offering different viewpoints is the means by which we all learn. Be punctual to class. If you have a conflict that causes tardiness, coordinate with me ahead of time.

## Quizzes

The class is interactive and uses homework and in-class assignments to evaluate learning. Four quizzes (25 points each) will be given.Mid-Term Exam

A mid-term exam will be given to test the levels of learning achieved by students in the first half of the course.

## Final Exam

A cumulative final exam will be given to test the levels of learning achieved by students throughout the course of the semester.

## Project Assignments

In addition to reading assignments, you will have five key assignments. Additional assignments will vary.

1) **Nformd.net Training** – To introduce students to the Army Sexual Assault Prevention and Response (SAPR) Program. The training will be completed as self-paced homework and consists of a pre-test, training modules, and post test. The modules are a series of scenario based video vignettes that allow the Student to analyze the situation, make a decision, and see what the outcome is based on each decision. http://srotc.nformd.net/sexualassault/ulogin/

2) **Time Management** – Use last semester's timeline and your current schedule to analysis your time management changes/improvements by:

   a. Maintaining a time log for five days and bringing it to class. You must create two columns for last semester and your current semester. Write your current academic and physical fitness goals. You will use a log to track your time for the next three weeks. You are required to identify priorities, changes improvements, and failures. Write an essay summarizing how effectively you are managing your time, and whether or not you have seen an improvement. Explain why.

3) **LIFE/GOALS PAPER** - The paper will be an outline of the career you have chosen. List step by step how you will obtain your goal, what additional classes you may have to take, how long will it take for you to accomplish your goal and what steps you are currently taking to achieve your goal?

4) **Health & Fitness Assessment** – You will chart your physical fitness and answer questions in essay format. You will use the choosemyplate.gov website to log your diet and compare to the Dietary & Nutrient Guidelines. You must write a brief essay describing your strengths and development areas, write SMART goals to improve.

5) **BRIEFING ASSIGNMENTS** - The briefings will be an information briefing on a country in South/Central America chosen from a list provided by the instructor. **Your briefing must use at least one form of multi-media and last 5-7 minutes.**

## SUMMARY OF GRADING: 1000 POINTS

Class Participation - 200 (includes attendance/punctuality/homework)
Quizzes - 100
Briefing – 100
Life/Goals Paper - 200
Mid Term Exam – 200
Final - 200
**Total: 1000 points**

**COURSE FORMAT:** Format will encompass experimental learning (also known as "active learning"). Lectures will be minimal; discussions and interaction (cadet/faculty and cadet/cadet) will be maximized.

**Appearance**
Appropriate civilian attire

**REQUIRED TEXT:** MILS 1 Course Text and Instructor handouts as required.

**Special Needs**
Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

| MILS 102 Class Schedule | | | |
|---|---|---|---|
| Week | Date | Event | Locations |
| 1 | | Lesson 1: Course introduction/ Equal opportunity/ Sexual harassment | TBD |
| 2 | | Lesson 2: Leadership Philosophy | |
| 3 | | Lesson 3: Effective Oral and Written Communication, Resume writing (Career paper) Briefing skills | |
| 4 | | Lesson 4: How to Write a Mission Statement | |
| 5 | | Lesson 5: Concepts/Characteristics of a Profession | |
| 6 | | Lesson 6: How to write company policies | |
| 7 | | Lesson 7: How to analyze an organization's culture (Mid Term Review) | |
| 8 | | Lesson 8: Mid Term Exam | |
| 9 | | Lesson 9: How to create a supportive work environment | |
| 10 | | Lesson 10: Team building leveraging individual talent and skill | |
| 11 | | Lesson 11: Effective organizational communication reinforce the culture | |
| 12 | | Lesson 12: Effective Briefing part 2 | |
| 13 | | Lesson 13: Personal Wellness and Health and Fitness | |
| 14 | | Lesson 14: South and Central America Cultural Awareness, Custom and Courtesies | |
| 15 | | Lesson 15: Assess your own Leadership Style (Review for Final Exam) | |
| 16 | | Lesson 16: Final Exam | |

California State University San Marcos     • NEW COURSE •     FORM C

| ORIGINATOR'S SECTION: |
|---|

**1. College:**

☐ CoAS   ☒ CoBA   ☐ CoE

**Desired Term and Year of Implementation (e.g., Fall 2008):**

Fall 2013.

**2. Course is to be considered for G.E.?** (If yes, also fill out appropriate GE form*)   ☐ Yes   ☒ No

**3. Course will be a variable-topics (generic) course?** ☐ Yes ☒ No
("generic" is a placeholder for topics)

**4. Course abbreviation and Number:*** MILS 201

**5. Title:** *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
**Foundations of Leadership I**

**6. Abbreviated Title for Banner:**
*(no more than 25 characters, including spaces)*
Foundation Leadership I

**7. Number of Units: 3**

**8. Catalog Description:** *(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)*

SEE REVISION

Exploration of the dimensions of creative and innovative tactical leadership strategies and styles through the examination of team dynamics and historical leadership theories that help develop the basis of leadership. Focus on developing knowledge of the leadership attributes and core leader competencies through the understanding of leadership theories. Aspects of personal motivation and team-building are practiced while planning, executing and assessing team exercises

**9. Why is this course being proposed?**

This course is part of the first two years ("Basic course") of Army ROTC training at CSUSM. As part of the "Basic Course" it is open to all students, and no commitment to serve in the military is incurred.

**10. Mode of Instruction***

*For definitions of the Course Classification Numbers:*
*http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tabl Instructional%20Mode%20Conventions.pdf*

| Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) |
|---|---|---|
| Lecture | 3 | C-77 |
| Activity | | |
| Lab | | |

**11. Grading Method:***
☒ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

**12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.**

**13. Course Requires Consent for Enrollment?** ☐ Yes ☒ No

☐ Faculty   ☐ Credential Analyst   ☐ Dean   ☐ Program/Department - Director/Chair

**14. Course Can be Taken for Credit More than Once?** ☐ Yes ☒ No
If yes, how many times?     (including first offering)

**15. Is Course Crosslisted:** ☐ Yes ☒ No

If yes, indicate which course     and check "yes" in item #22 below.

**16. Prerequisite(s):** ☐ Yes ☒ No

**17. Corequisite(s):** ☐ Yes ☒ No

**18. Documentation attached:**

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

| ☒ Syllabus | ☐ Detailed Course Outline |
|---|---|

**19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:***

**20. How often will this course be offered once established?*** Once a year

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**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**
*(Mandatory information – all items in this section must be completed.)*

**21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?** ☐ Yes ☒ No

If yes, please specify:

**22. Does this course impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____

         Signature _____    Date _____ _____Support _____Oppose

Discipline _____

         Signature _____    Date _____ _____Support _____Oppose

---

**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator *(please print or type name)*    Date 4/4/13

2. Program Director/Chair

3. College Curriculum Committee    Date 4/15/13

4. College Dean (or Designee)    Regina Eisenbach   4/15/13    Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair    Date

6. Vice President for Academic Affairs (or Designee)    Date

7. President (or Designee)    Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

## MILS 201 – Catalog Description REVISION

**Catalog Course Description:** Scientific approach to leadership theory and its applicability to military settings through study of human behavior and leadership models at individual and group levels using simulations, case studies and diagnostic instruments.

**Expanded Course Description:** MILS 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories that help develop the basis of leadership. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of leadership theories. Aspects of personal motivation and team building are practiced while planning, executing and assessing team exercises.

The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics.

**COURSE CREDIT HOURS:** 3

**INSTRUCTOR:**
CPT James Lehner, Assistant Professor of Military Science, Building, Craven Hall-Reserve Officer
Training Corps Room 6232; cell phone (785) 250-8774. Office hours: I am available anytime. Stop by or
give me a call.

**CLASS MEETING TIMES:** Once a Week

**CLASS LOCATION:** TBD

**Catalog Course Description:** Scientific approach to leadership theory and its applicability to military
settings through study of human behavior and leadership models at individual and group levels using
simulations, case studies and diagnostic instruments.

**Expanded Course Description:** MILS 201 explores the dimensions of creative and innovative tactical
leadership strategies and styles by examining team dynamics and historical leadership theories that help
develop the basis of leadership. The focus continues to build on developing knowledge of the leadership
attributes and core leader competencies through the understanding of leadership theories. Aspects of
personal motivation and team building are practiced while planning, executing and assessing team
exercises.

The focus continues to build on developing knowledge of the leadership attributes and core leader
competencies through the understanding of Army rank, structure, and duties as well as broadening
knowledge of land navigation and squad tactics.

**Student Learning Outcomes:** The Curriculum is structured for students to attain specific learning
outcomes organized around a key objective, fostering leadership philosophies and creating their own
personal leadership styles. The key objective of the semester is to develop knowledge of the Army's
leadership philosophies and integrate this knowledge into tactical strategies and team development. Upon
completion of the course students will be able to:

> **Leadership**
> - Describe the basic phases of team building
> - Identify different leadership theories that contribute to the Army Leadership Framework
> - Illustrate significant traits and behaviors of historical military leaders
> - Develop a Physical Readiness Training schedule
>
> **Values and Ethics**
> - Recognize the historical basis for the Army values
> - Understand the four tenets of the Warrior Ethos
> - Apply Values and Ethics principles
>
> **Personal Development**
> - Deliver a formal informational briefing
> - Describe effective interpersonal communication and list the types and elements of
>   interpersonal communication
> - Describe tools a leader or a group can use to manage time
>
> **Officership**
> - Understand officership as a profession
> - Describe rank, structure, duties, and traditions
> - Explain the Principles of War
>
> **Tactics and Techniques**
> - Practice map reading and land navigation techniques
> - List and describe the seven steps of problem solving
> - List and describe the eight troop leading procedures

- Explain the linkage between Troop Leading Procedures, the Military Decision Making Process, and the Operation Order
- Demonstrate knowledge of tactical movement under different METT-TC scenarios
- Define Warrior tasks and Battle Drills
- Explain the purpose of pre-combat checks and inspections
- Understand the Purpose of the Offense

Additionally, students will be able to demonstrate:

- The ability to use verbal, nonverbal, and listening skills to improve communication and focus on one topic in writing assignments, present ideas in an organized, logical and coherent form and public speaking
- The ability to prepare a budget
- The ability to use Standard English grammar, punctuation, and spelling
- The ability to create structured electronic documents and presentations to maximize efforts and gain best results.
- The ability to improve interpersonal skills, team building and effective group development
- The ability to apply the foundation of leadership to team building, situational leadership, adaptive leadership, leadership analysis
- Understanding international relationships between societies, ethics and sexual harassment
- Understanding social institutions, such as the family, religion, education and formal organizations are closely related to each other in a complex global social system
- Understanding that governments and economics are closely related to each other
- The ability to set priorities and common time distracter, while setting short and long term goals
- The ability to assess personal wellness, and make ethical decisions
- Understanding of values such as Respect, Honor, Loyalty, Duty, Selfless Service, Integrity and Personal Courage

Some student learning outcomes are shared with MILS 202 (offered in spring semesters). Regardless of the order in which the courses are taken, students who take both MILS 201 and 202 will reinforce the overlapping student learning outcomes in the second course.

**Course Design**
This class will be conducted in an interactive manner. Everyone will be responsible for contributing to the success of the learning experience. Lectures will be brief and interactive. You will have extensive small group discussions and exercises scattered throughout the class. Time will be given in class to discuss and work on projects and papers.

**REQUIRED TEXT:** MILS 2 Course Text and Instructor handouts as required.

**Class participation**
Participation in class by way of analysis and comments is expected. Sharing experiences and offering different viewpoints is the means by which we all learn. Be punctual to class. If you have a conflict that causes tardiness, coordinate with me ahead of time.

**Quizzes**
You will be given quizzes to evaluate your learning based on classroom instruction.

**Mid-Term Exam**
A mid-term exam will be given to test the levels of learning achieved by students in the first half of the course.

**Final Exam**
A cumulative final exam will be given to test the levels of learning achieved by students throughout the course of the semester.

**Project Assignments**
In addition to reading assignments, you will have five key assignments. Additional assignments will vary.

1) **Nformd.net Training** – To introduce students to the Army Sexual Assault Prevention and Response (SAPR) Program. The training will be completed as self-paced homework and consists of a pre-test, training modules, and post test. The modules are a series of scenario based video vignettes that allow the Student to analyze the situation, make a decision, and see what the outcome is based on each decision.   http://srotc.nformd.net/sexualassault/ulogin/

2) **Research Project**: Each student will prepare a writing assignment describing, a United States S&P 500 company with the following topics: Company policy, Management infrastructure, How information is disseminated, Workplace culture, and how they are affecting society.

3) **Country Brief:** You will be required to conduct a briefing on a country in Middle East chosen from a list provided by the instructor to the class. For students who have already received credit for MILS 101, this briefing will build upon the briefing that was developed in that course. You will research cultural attributes of your chosen country. You will have seven minutes to provide information using visual aids (PowerPoint) on the following: geography (terrain), languages, religions, political atmosphere and key cultural considerations. You are also encouraged to research additional key information that would be necessary for the class to know. You should allow two minutes to address questions.

4) **Leader Traits & Behaviors:** Written Assignment – During Week Six you will prepare a writing assignment describing a leader from the 18th century. The paper should include an explanation of a situation where the individual demonstrated leadership listing specific traits and behaviors.

5) **Health & Fitness Assessment** – You will chart your physical fitness and answer questions in essay format. You will use the choosemyplate.gov website to log your diet and compare to the Dietary & Nutrient Guidelines. You must write a brief essay describing your strengths and development areas, write SMART goals to improve.

Every attempt will be made to offer adequate written assessments in explaining evaluations. *All late papers will receive a 10% reduction in grade per day.*

## Collaboration
You are encouraged to work together with the instructor in modifying assignments, suggesting agenda, and raising questions for discussion.

## Attendance Policy
Attendance and participation is required in all classes. Excused absences also will depend on the circumstance. Presented subject matter is testable and it is the student's responsibility to obtain notes from any class missed. The instructor must approve excused absences **in advance.**

**It is your responsibility to keep the instructor informed and apprised of possible academic and personal conflicts.**

## Special Needs
Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

## Appearance
Appropriate civilian attire.

**GRADING CRITERIA**
**Total Points Possible: 1000.**

A (930-1000), A- (900-920)
B+ (870-890), B (830-860), B- (800-820)
C+ (770-790), C (730-760), C- (700-720)
D+ (670-690), D (630-660), D- (600-620)
F (590 and below)

**Graded Events**

| EVENT | POINTS | COMMENTS |
|---|---|---|
| Attendance | 100 | Unexcused absence is a 25-point loss. |
| Quizzes | 100 | There will be unannounced quizzes |
| Briefing Assignment | 100 | |
| Book Report | 200 | |
| Mid-term exam | 200 | Covers Week One – Week Six |
| Leader Traits Assignment | 100 | |
| Final exam | 200 | Cumulative for the entire semester |

| MILS 201 Class Schedule | | | |
|---|---|---|---|
| **Week** | **Date** | **Event** | **Locations** |
| 1 | | Lesson 1: Characteristics of Effective Team Building | TBD |
| 2 | | Lesson 2: Effective Oral, Written Communication, and Public Speaking Part 1 | |
| 3 | | Lesson 3: Four steps to Effective Briefing | |
| 4 | | Lesson 4: Leadership Traits and Behaviors | |
| 5 | | Lesson 5: Transformational Leadership | |
| 6 | | Lesson 6: Situational Leadership | |
| 7 | | Lesson 7: Adaptive Leadership (Mid Term Review) | |
| 8 | | Lesson 8: Mid Term Exam | |
| 9 | | Lesson 9: Leadership Analysis | |
| 10 | | Lesson 10: Sexual Harassment in the Work place Part 1 | |
| 11 | | Lesson 11: Relationship between Stress and Performance | |
| 12 | | Lesson 12: Developing Goals and Time Management | |
| 13 | | Lesson 13: Personal Wellness and Health and Fitness | |
| 14 | | Lesson 14: Peer Counseling | |
| 15 | | Lesson 15: Equal Opportunity Training Part 1 Review for Final Exam | |
| 16 | | Lesson 16: Final Exam | |

California State University San Marcos          • NEW COURSE •          FORM C

| **ORIGINATOR'S SECTION:** |
|---|

**1. College:**

☐ CoAS  ☒ CoBA  ☐ CoE

**Desired Term and Year of Implementation (e.g., Fall 2008):**

Fall 2013.

**2. Course is to be considered for G.E.?** (If yes, also fill out appropriate GE form*)  ☐ Yes  ☒ No

**3. Course will be a variable-topics (generic) course?** ☐ Yes ☒ No
("generic" is a placeholder for topics)

**4. Course abbreviation and Number:*** MILS 202

**5. Title:** *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
**Foundations of Leadership II**

**6. Abbreviated Title for Banner:**
*(no more than 25 characters, including spaces)*
Foundation Leadership II

**7. Number of Units: 3**

**8. Catalog Description:** *(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)*

Individual leadership development in different training environments utilizing different leadership doctrine, professionalism, standard of ethical conduct, motivation, counseling, team development, and organizational climate. Aspects of personal motivation and team building are practiced while planning, executing and assessing team exercises. Using oral and written communications, leadership assessment, and development and training practices.

SEE REVISION

**9. Why is this course being proposed?**

This course is part of the first two years ("Basic course") of Army ROTC training at CSUSM. As part of the "Basic Course" it is open to all students, and no commitment to serve in the military is incurred..

**10. Mode of Instruction***

*For definitions of the Course Classification Numbers:*
*http://www.csusm.edu/academic_programs/curriculumschedu*
*ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tabl*
*Instructional%20Mode%20Conventions.pdf*

| Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) |
|---|---|---|
| Lecture | 3 | C-77 |
| Activity | | |
| Lab | | |

**11. Grading Method:***
☒ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

**12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.**

**13. Course Requires Consent for Enrollment?** ☐ Yes ☒ No

☐ Faculty    ☐ Credential Analyst    ☐ Dean    ☐ Program/Department - Director/Chair

**14. Course Can be Taken for Credit More than Once?** ☐ Yes ☒ No
If yes, how many times?          (including first offering)

**15. Is Course Crosslisted:** ☐ Yes ☒ No

If yes, indicate which course          and check "yes" in item #22 below.

**16. Prerequisite(s):** ☐ Yes ☒ No

**17. Corequisite(s):** ☐ Yes ☒ No

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**18. Documentation attached:**

☒ Syllabus    ☐ Detailed Course Outline

**19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:***

**20. How often will this course be offered once established?*** Once a year

---

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**
*(Mandatory information -- all items in this section must be completed.)*

**21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?**    ☐ Yes ☒ No

**If yes, please specify:**

**22. Does this course impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*    ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____

_____   _____   _____Support _____Oppose
Signature                Date

Discipline _____

_____   _____   _____Support _____Oppose
Signature                Date

---

**SIGNATURES : (COLLEGE LEVEL) :**                **(UNIVERSITY LEVEL)**

1. Originator (please print or type name)    4/4/13 Date

2. Program Director/Chair    Date

3. College Curriculum Committee    4/15/13 Date

4. College Dean (or Designee)    4/15/13 Date

5. UCC Committee Chair    Date

6. Vice President for Academic Affairs (or Designee)    Date

7. President (or Designee)    Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

## MILS 202 – Catalog Description REVISION

**Catalog Course Description:** Leadership at organizational level with applications to military settings with an emphasis on developing leader skills and examination of civil-military relations. Individual leadership development in different training environments utilizing different leadership doctrine, professionalism, standard of ethical conduct, motivation, counseling, team development, and organizational climate. Uses simulations, case studies and diagnostic instruments.

**Expanded Course Description:** This course examines the challenges of leading teams in the complex operational environment and concentrates on individual leadership development in different training environments utilizing different leadership doctrine, professionalism, standard of ethical conduct, motivation, counseling, team development, and organizational climate. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Aspects of personal motivation and team building are practiced while planning, executing and assessing team exercises. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. MILS 202 uses oral and written communications, leadership assessment, and development and training practices.

**COURSE CREDIT HOURS:** 3

**INSTRUCTOR:** CPT James Lehner, Assistant Professor of Military Science, Building, Craven Hall-Reserve Officer Training Corps Room 6232; cell phone (785) 250-8774. Office hours: I am available anytime. Stop by or give me a call.

**CLASS MEETING TIMES:** Once a Week

**CLASS LOCATION:** TBD

**Catalog Course Description:** Leadership at organizational level with applications to military settings with an emphasis on developing leader skills and examination of civil-military relations. Individual leadership development in different training environments utilizing different leadership doctrine, professionalism, standard of ethical conduct, motivation, counseling, team development, and organizational climate. Uses simulations, case studies and diagnostic instruments.

**Expanded Course Description:** This course examines the challenges of leading teams in the complex operational environment and concentrates on individual leadership development in different training environments utilizing different leadership doctrine, professionalism, standard of ethical conduct, motivation, counseling, team development, and organizational climate. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Aspects of personal motivation and team building are practiced while planning, executing and assessing team exercises. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. MILS 202 uses oral and written communications, leadership assessment, and development and training practices.

**Student Learning Outcomes:** The Curriculum is structured for students to attain specific learning outcomes organized around a key objective, fostering leadership philosophies and creating their own personal leadership styles. The key learning objective of this semester is to explore leadership incorporating terrain analysis, tactical strategies, and team development. Upon completion of the course students will be able to:

**Leadership**
- Explain the situational, transformational, and adaptive leadership theories and their relationship to the Army Leadership Requirements Model
- Illustrate dimensions of transformational and situational leadership
- Describe methods of assessing leadership styles
- Explain your personal approach to leadership.
- Describe the LDP process of evaluating behavior.

**Values and Ethics**
- Explain the relationship between the Army Values and the Army's Equal Opportunity program.

**Personal Development**
- Practice effective writing techniques in accordance with the Army standard for effective writing.

**Officership**
- Describe the Army Threat Awareness and Reporting Program, Threat Levels and Force Protection Conditions, and the National Terrorism Advisory System.
- Describe the Army's approach to Protection and Emergency Management.
- Identify various sources of information about terrorism to help you make informed decisions in an emergency.

**Tactics and Techniques**
- Explain the five-paragraph format for an operations order
- Interpret an operation order
- Demonstrate terrain analysis and route planning skills

- List and describe the five aspects of military terrain using OAKOC
- Explain how squads and platoons plan for and conduct patrols
- Describe the characteristics of the defense

Additionally, students will be able to demonstrate:

- The ability to use verbal, nonverbal, and listening skills to improve communication and focus on one topic in writing assignments, present ideas in an organized, logical and coherent form and public speaking
- The ability to prepare a budget
- The ability to use Standard English grammar, punctuation, and spelling
- The ability to create structured electronic documents and presentations to maximize efforts and gain best results.
- The ability to improve interpersonal skills, team building and effective group development
- The ability to apply the foundation of leadership to team building, situational leadership, adaptive leadership, leadership analysis
- Understanding international relationships between societies, ethics and sexual harassment
- Understanding social institutions, such as the family, religion, education and formal organizations are closely related to each other in a complex global social system
- Understanding that governments and economics are closely related to each other
- The ability to set priorities and common time distracter, while setting short and long term goals
- The ability to asses personal wellness, and make ethical decisions
- Understanding of values such as Respect, Honor, Loyalty, Duty, Selfless Service, Integrity and Personal Courage

Some student learning outcomes are shared with MILS 201 (offered in fall semesters). Regardless of the order in which the courses are taken, students who take both MILS 201 and 202 will reinforce the overlapping student learning outcomes in the second course.

**Course Design:** This class will be conducted in an interactive manner. Everyone will be responsible for contributing to the success of the learning experience. Lectures will be brief and interactive. You will have extensive small group discussions and exercises scattered throughout the class. Time will be given in class to discuss and work on projects and papers.

**REQUIRED TEXT:** MILS 2 Course Text and Instructor handouts as required.

**Class participation:** Participation in class by way of analysis and comments is expected. Sharing experiences and offering different viewpoints is the means by which we all learn. Be punctual to class. If you have a conflict that causes tardiness, coordinate with me ahead of time.

**Quizzes:** You will be given quizzes to evaluate your learning based on classroom instruction.

**Mid-Term Exam:** A mid-term exam will be given to test the levels of learning achieved by students in the first half of the course.

**Final Exam:** A cumulative final exam will be given to test the levels of learning achieved by students throughout the course of the semester.

**Project Assignments:** In addition to reading assignments, you will have five key assignments. Additional assignments will vary.

1) **Nformd.net Training** – To introduce students to the Army Sexual Assault Prevention and Response (SAPR) Program. The training will be completed as self-paced homework and consists of a pre-test, training modules, and post test. The modules are a series of scenario based video vignettes that allow the Student to analyze the situation, make a decision, and see what the outcome is based on each decision. http://srotc.nformd.net/sexualassault/ulogin/

2) **Research Project**: Each student will prepare a writing assignment describing, a Foreign S&P 500 company with the following topics: Company policy, Management infrastructure, How information is disseminated, Workplace culture, how they are affecting society, and how management differs from your pervious semesters company.

3) **Country Brief:** You will be required to conduct a briefing on a country in South/Central America chosen from a list provided by the instructor to the class. For students who have already received credit for MILS 102, this briefing will build upon the briefing that was developed in that course. You will research cultural attributes of your chosen country. You will have seven minutes to provide information using visual aids (PowerPoint) on the following: geography (terrain), languages, religions, political atmosphere and key cultural considerations. You are also encouraged to research additional key information that would be necessary for the class to know. You should allow two minutes to address questions.

4) **Leader Traits & Behaviors:** Written Assignment – During Week Six you will prepare a writing assignment describing a leader from the 19$^{th}$ century, and how she/he differs from the 18$^{th}$ century leader chosen the previous semester. The paper should include an explanation of a situation where the individual demonstrated leadership listing specific traits and behaviors.

5) **Health & Fitness Assessment** – You will chart your physical fitness and answer questions in essay format. You will use the choosemyplate.gov website to log your diet and compare to the Dietary & Nutrient Guidelines. You must write a brief essay describing your strengths and development areas, write SMART goals to improve.

Every attempt will be made to offer adequate written assessments in explaining evaluations. ***All late papers will receive a 10% reduction in grade per day.***

**Collaboration:** You are encouraged to work together with the instructor in modifying assignments, suggesting agenda, and raising questions for discussion.

**Attendance Policy:** Attendance and participation is required in all classes. Excused absences also will depend on the circumstance. Presented subject matter is testable and it is the student's responsibility to obtain notes from any class missed. The instructor must approve excused absences in advance.

**It is your responsibility to keep the instructor informed and apprised of possible academic and personal conflicts.**

**Special Needs**
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**Appearance:** Appropriate civilian attire.

**GRADING CRITERIA**
**Total Points Possible: 1000.**

A (930-1000), A- (900-920)
B+ (870-890), B (830-860), B- (800-820)
C+ (770-790), C (730-760), C- (700-720)
D+ (670-690), D (630-660), D- (600-620)
F (590 and below)

**Graded Events**

| EVENT | POINTS | COMMENTS |
|---|---|---|
| Attendance | 100 | Unexcused absence is a 25-point loss. |
| Quizzes | 100 | There will be unannounced quizzes |
| Briefing Assignment | 100 | |
| Book Report | 200 | |
| Mid-term exam | 200 | Covers Week One – Week Six |
| Leader Traits Assignment | 100 | |
| Final exam | 200 | Cumulative for the entire semester |

| MILS 202 Class Schedule | | | |
|---|---|---|---|
| **Week** | **Date** | **Event** | **Locations** |
| 1 | | Lesson 1: Course introduction Sexual Harassment and Equal Opportunity review Part 2 | TBD |
| 2 | | Lesson 2: Effective Oral, Written Communication, Public Speaking, Briefing Part 2 | |
| 3 | | Lesson 3: Define Corporate culture/Society and how they integrate | |
| 4 | | Lesson 4: Understanding and analyzing the selection process in any organization | |
| 5 | | Lesson 5:How to a supportive and caring environment in order to create pride in supporting your organization's culture | |
| 6 | | Lesson 6: How to develop and conduct a training meeting | |
| 7 | | Lesson 7: How to create a ninety day Training/Event Calendar and backwards plan (Mid Term Review) | |
| 8 | | Lesson 8: Mid Term Exam | |
| 9 | | Lesson 9: Decision making process by providing purpose, direction and motivation | |
| 10 | | Lesson 10: Historical perspective of strategic leadership | |
| 11 | | Lesson 11: How to conduct a successful After Actions Review to improve training/events | |
| 12 | | Lesson 12: How to develop values/shaping the culture in an organization | |
| 13 | | Lesson 13: Personal Wellness and Health and Fitness | |
| 14 | | Lesson 14: What a leader must know to be successful | |
| 15 | | Lesson 15: What a leader must do to be successful | |
| 16 | | Lesson 16: Final Exam | |

| | |
|---|---|
| **From:** | Joanne Pedersen |
| **Sent:** | Wednesday, April 24, 2013 4:58 PM |
| **To:** | David Barsky |
| **Cc:** | Virginia Mann |
| **Subject:** | RE: ROTC courses |

No.

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**From:** David Barsky
**Sent:** Wednesday, April 24, 2013 4:56 PM
**To:** Joanne Pedersen
**Cc:** Virginia Mann
**Subject:** RE: ROTC courses

Let me clarify your point of assumption: I don't think that it is the case "assuming that the only students who would be interested in taking the MILS courses are those who are also ROTC," but I think that it is safe to assume that students taking the MILS courses have some degree of interest in ROTC and are at least open to exploring this as a possibility. Does that change your analysis? – David

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**From:** Joanne Pedersen
**Sent:** Wednesday, April 24, 2013 3:16 PM
**To:** David Barsky
**Cc:** Virginia Mann
**Subject:** RE: ROTC courses

David: As you requested, I have taken a careful look at the four MILS C-Forms. Although some of the topics listed in the MILS proposed syllabi (e.g. time management) are also covered in our GEL courses, the context within which those topics would be taught (i.e. ROTC) makes these courses (i.e. MILS) significantly different from GEL. I am assuming that the only students who would be interested in taking the MILS courses are those who are also ROTC. I'm also assuming that ROTC plans to require all Army ROTC students to complete all four of these courses.

Let me know if you need anything else. -Joanne

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**From:** David Barsky
**Sent:** Monday, April 22, 2013 2:08 PM
**To:** Joanne Pedersen
**Cc:** Virginia Mann
**Subject:** ROTC courses

Joanne,

Here are links to the four C-Forms:

- MILS 101
  http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/2012_13_CURRICULUM/CoBA/MILS_101.pdf
- MILS 102
  http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/2012_13_CURRICULUM/CoBA/MILS_102.pdf

- MILS 201
  http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/2012_13_CURRICULUM/CoBA/MILS_201.pdf
- MILS 202
  http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/2012_13_CURRICULUM/CoBA/MILS_202.pdf

Read these from the GEL-perspective and let me know if you have any concerns about possible overlap with what is covered in GEL 101/110/120. – David

**From:** David Barsky
**Sent:** Friday, October 25, 2013 6:20 PM
**To:** Matthew Escobar; Glen Brodowsky
**Cc:** Regina Eisenbach
**Subject:** RE: MILS courses

Matt,

Thanks for speaking with me earlier this afternoon. I'll try to address those points.

- Yes. Students can (and do; I'll explain that in a moment) count the units from the MILS courses toward the 120 (or 124 for Business Administration and 13? For Nursing) to the extent that the units are needed to hit that total. In the case of some degrees, the total number of units required for the major and for general education already exceeds the minimum required for a bachelor's degree; for students in those majors, these are "extra" units over and above what is required to earn the baccalaureate. There are other programs in which there are some "free elective" units left over after completion of major and general education requirements that students still need to take in order to get to the 120-unit mark; students in those programs can count the units from MILS courses toward their free elective requirements.

  Here's the explanation of the cryptic comment that this already is the case. Our students are already taking these courses and counting them (to the extent that they are in majors where there are "free electives") except that the processes of registration and transcription are rather complicated, because the courses are run through SDSU. Once these courses are approved at CSUSM, students will be able to register for them at the same time that they register for their other CSUSM courses.

- It is correct that the instructors are not tenure-track faculty. They are paid by the Army, not by CSUSM.

Some additional comments about points that we discussed that are not direct responses to your last email might be useful for UCC:
1. At their core, all Army ROTC syllabi are based on a common template which has been accepted/approved at institutions across the U.S. Just in California, I believe that the following campuses host Army ROTC programs:
    - CSU campuses:
        o Fresno
        o Fullerton
        o San Diego
        o San Luis Obispo
    - UC campuses:
        o Davis
        o Los Angeles
        o Santa Barbara
    - Independents:
        o Claremont-McKenna College
        o Santa Clara University
        o University of San Francisco

       o University of Southern California

I'm not saying that we should approve the courses without review just because some other universities have approved them, but it might be useful to keep in mind while they are under review that a number of rather reputable institutions have looked at essentially the same syllabi and agreed that there is academic merit to these courses.

1. I understand the concern about sequencing and repetition. Clearly the intended order in which students should take the courses is 101-102-201-202 (and, indeed, this is what most students will do), but students for various reasons might not be able to take them in this order. The simplest example is that the odd-numbered courses are Fall-only and the even-numbered ones are Spring only; instituting a prerequisite ordering of the courses would restrict entry to the program in the Spring. As Glen has pointed out, a certain degree of repetition might actually be a good thing. It also is not an entirely unknown in our curriculum. Perhaps the best example might be the Kinesiology activity courses (KINE 101 through 111) can be repeated even though the content is presumably the same. Certain VPA courses can also be repeated. To give a more personal example, my son currently receives 2 credits each semester at his institution in Intercollegiate Policy Debate even though there is a single year-long debate resolution, so he doing research and debating on the same topic in the spring as he will have done in the fall; and he will be able to count a total of 12 units toward his degree (and four units will count toward his Rhetoric Studies major). If it helps, you can go ahead and delete any stray references to "Part 1" and "Part 2" that may have been left in the Class Schedules in the MILS 201 and 202 syllabi.

2. The main two reasons that we do not already have these courses on our books are
   - At the time they were proposed, Don't Ask, Don't Tell was in effect and this was not in keeping with the University value of inclusiveness. I really do worry that if we do not accept these courses, then the table has been turned and it will be our campus that is no longer living up to this value.
   - In the original proposal, the courses would have been housed in Extended Learning; the Task Force set up to make recommendations on ROTC courses recommended that they be housed in an academic department – this condition will be fulfilled by having the courses under CoBA.

You have my permission to pass this along to the UCC.

– David


**From:** Matthew Escobar
**Sent:** Friday, October 25, 2013 3:31 PM
**To:** Glen Brodowsky; David Barsky
**Cc:** Regina Eisenbach
**Subject:** RE: MILS courses

Got it- I'll make sure that your email is appended to MILS 202 for review by UCC next week. It would help further if you or David could address the following:
   - Part of UCC's willingness to move forward with these courses in their current state was the understanding that they cannot count for credit toward any degree. Does this also apply to the "free units" incorporated into some majors? (i.e. could a student taking a major in which there were free elective units use this MILS courses to fulfill that requirement?)

- The instructors for the courses on all of the syllabi are listed as "Assistant Professor of Military Science". We don't have a Military Science Program or Degree, so presumably these folks are not tenure track assistant professors, right? If so, we can line out this section to avoid confusion at Senate.

Thanks,
Matt


**From:** Glen Brodowsky
**Sent:** Friday, October 25, 2013 12:06 PM
**To:** Matthew Escobar; David Barsky
**Cc:** Regina Eisenbach
**Subject:** RE: MILS courses

Matt-

I mean no disrespect to academic processes, some of which I put into place years ago when I served on APP (the father of APC and UCC).

I appreciate the difficulties faced by the committee in carrying out its obligations to these processes in the face of a program that defies the very system being asked to approve it.

However, I am a very direct person and i think we need to get this done. If my email helps the committee decide (and you may include this email in addition) I am perfectly willing make this plea directly.

Glen

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**From:** Glen Brodowsky
**Sent:** Friday, October 25, 2013 11:44 AM
**To:** Matthew Escobar; David Barsky
**Cc:** Regina Eisenbach
**Subject:** RE: MILS courses

The bottom line here is that MILS/ROTC courses are fundamentally different than academic courses we typically offer on our campuses. They seem to pretty standardized and set by military standards. Much of what is done in military training involves drills - going over the same material over and over again. Unlike academic disciplines where material at the 200 level builds on what is taught in the 100 level and the 300 level builds on the two, as i understand these courses, the same material is drilled over and over again. Although my imagination can be pretty colorful, I cannot fathom there being an advanced course on sexual harassment the covers new and different ways to sexually harass people.

Granted, all of these courses would be sent back to originators from the disciplines to fix these problems. However, this material does not fit into the academic model that our curricular forms pre-suppose. We could tweak them and try to fit them into boxes to get through the senate - David has done much in this realm.

The long and the short of it is that these courses are offered as a service to our students who are serving in the military. They are taught by adjunct instructors of military science - a program that does not exist (nor, I gather, will never exist) on our campus.

I am not an expert on military science - I am serving as instructor of record to sign curricular forms so they can get through curricular review. I trust that the military officers who will provide this training have successfully done so at other campuses for many years. If the curriculum outlined in the syllabus works for them - and for SDSU, I am satisfied.

I am willing to make the changes, but it seems to be motivated by a privileging of format over substance. If the syllabi meet the standards of the ROTC, I am happy.

The fact is, we are HOSTING this course on our campus a service to our students - the business I thought we are in - not the business of making sure all of our processes and protocols are followed.

Glen

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**From:** Matthew Escobar
**Sent:** Friday, October 25, 2013 11:20 AM
**To:** David Barsky
**Cc:** Regina Eisenbach; Glen Brodowsky
**Subject:** RE: MILS courses

Hi David,

UCC reviewed the MILS courses yesterday. We have voted on 101, 102, and 201 and are ready to move them on to Senate. We have not yet voted on 202, because it perhaps best exemplified many of the questions and concerns that virtually all members of UCC had about these courses. I'll do my best to summarize UCC's concerns, and we'd ask you to revise the 202 syllabus to make it, in a sense, a model upon which all the courses can be based once they are ultimately offered.

- The continuing concern of many members of UCC is the apparently extensive overlap between what is being covered in the courses. We recognize that ROTC courses are different than "normal" college courses, and we appreciate that you've distinguished the SLOs somewhat and modified the repeating assignments (SAPR and Health/Fitness) so that do not contribute to the grade. However, we're still struggling with the repeated topics, especially in the absence of a prerequisite system. In the case of MILS 202, we have the following specific concerns:
  - Week 1: "Course introduction, Sexual Harassment and Equal Opportunity review- Part 2". This same topic (presumably "part 1") is presented during week 1 of MILS 102. As Glen noted, this topic may bear repeating for a MILS course. However, because MILS 202 has no prerequisites, how can there be a "part 2", when we can't assume that "part 1" (MILS 102) has been completed? What is the difference (if any) between what's happening in 102 and 202 during week 1?
  - Week 2: "Effective Oral, Written Communication, Public Speaking, Briefing- Part 2". These same topics (Part 1) are being presented in Week 2 of MILS 201. Again, how can we have a part 2, if we can't assure completion of part 1 due to the lack of a prerequisite? Essentially this same topic is also covered in Week 3 of MILS 101 and MILS 102.
  - Week 13: " Personal Wellness and Health and Fitness". This same topic is always presented in week 13 of all four courses. This might make sense, assuming a prerequisite system that allowed the instructor to go into increasing detail or depth as students moved through the series. That's not the case here. Is this just the same material being repeated over and over again?

- o Weeks 14, 15: "What a leader must know to be successful; What a leader must do to be successful". This feels like the culmination of the series- a capstone summary. However, without prerequsites, how can it be? Leadership Values, Attributes and Skills are covered in week 2 of MILS 101; Understanding and Developing Leadership Styles is covered in week 7 of MILS 101; Leadership Philosophy is covered in week 2 of MILS 102; Leadership Traits and Behaviors, Transformational Leadership, and Situational Leadership are covered in weeks 4-6 of MILS 201. Are we really telling students that none of that background is necessary, and that any student can just walk into MILS 202 and do just fine? If these leadership topics don't build upon each other, then what is the point?
  - o Again, UCC is trying to find some flexible middle ground here- there is no question that all of these courses would have been sent back to the originator with a request to clearly define the differences between them if they were a course series from BIOL, MATH, or other departments.
- Part of UCC's willingness to move forward with these courses in their current state was the understanding that they cannot count for credit toward any degree. Does this also apply to the "free units" incorporated into some majors? (i.e. could a student taking a major in which there were free elective units use this MILS courses to fulfill that requirement?)
- Does the military require that these courses be assigned a letter grade? Is credit/no credit grading an option?
- The instructors for the courses on all of the syllabi are listed as "Assistant Professor of Military Science". We don't have a Military Science Program or Degree, so presumably these folks are are not tenure track assistant professors, right? You may want to fix this to avoid confusion at Senate.
- As an advisory item (i.e. you don't need to make these changes for UCC review, but you may want to consider them before teaching the courses), you may want to explicitly address how the writing requirement is addressed and you may want to limit the number of SLOs and more clearly align them to the assignments and class schedule.

Let me know if you have any questions. We look forward to revisiting MILS 202 next week.

Thanks,
Matt

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**From:** David Barsky
**Sent:** Thursday, October 24, 2013 11:11 AM
**To:** Matthew Escobar
**Cc:** Regina Eisenbach
**Subject:** Re: MILS courses

Matt, Thanks, and thanks for sharing your comments with us yesterday. Those questions would have undoubtedly been raises at today's UCC meeting and by sending them to us when you did, we may have been able to cut a week of back-and-forth between the committee and the proposers. -- David

P.S. Remember that, following the recommendation of the Senate's ROTC Task Force (maybe it was a joint adminstration-senate group, I was on it and can't remember who officially commissioned our work), these courses should go as a single item of New Business, and not as part of the Consent Calendar. If you haven't already done so, you'll want to give the senate Office a heads-up that these are coming.

*Sent from my Verizon Wireless 4G LTE DROID*

Matthew Escobar <mescobar@csusm.edu> wrote:

Hi David,

OK, these revisions look good. FYI, UCC has not had a chance to discuss these courses in detail. The comments that Regina sent along were kicked back and forth during the last 3 minutes of the previous UCC meeting when we took a very quick look at all of the courses together. So, there may be some more (presumably minor) issues that crop up at our meeting tomorrow. If necessary we could discuss these again next week (if any revisions are necessary), vote on them, and still get them onto the Nov. Senate meeting agenda.

-Matt

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**From:** David Barsky
**Sent:** Wednesday, October 23, 2013 6:09 PM
**To:** Matthew Escobar; Regina Eisenbach
**Cc:** Gretchen Sampson; Glen Brodowsky; CPT Gino Orezzoli; Gino Orezzoli
**Subject:** RE: MILS courses

Matt,

Thanks for your comments/questions. I'll go ahead and address them in the order that you posed them in your email.

About the prerequisites/course numbers: It is preferable, but not required, that students take the 101/102 courses before 201/202 and putting one pair at the 100-level and the other at the 200-level is a way of communicating this to students. When you get right down to it, there is not a lot of difference between 100-level and 200-level. A few examples:

- History moved the World History courses down from 200-level to 100-level a few years ago largely because they were worried that the higher numbers were scaring off first-year students; nothing changed in the curriculum when this happened
- I think that all of my colleagues in the Mathematics Department would agree that the Mathematics for Elementary Teaching courses (MATH 210 and 212) are lower level than the first-year calculus courses (MATH 160 and 162); now that I'm thinking about this, I really have no idea why 210 & 212 are at the 200-level but that's a different story…
- The principles of microeconomics and macroeconomics courses (ECON 201 and ECON 202) are given 100-level numbers at lots of other institutions that use the same basic course numbering scheme as CSUSM.

I'm not certain exactly where in Latin America Glen currently is, but we've been exchanging messages today through the magic of the internet, and he has approved one more (we are both hoping that it's the last) set of changes to the syllabi. We have clarified that SAPR does not contribute to student grades (I know that the first paragraph in the section on projects implied that all of the projects were graded; we've corrected this). By the way, Glen has allowed me to share his comments about SAPR:

> Some material bears coverage multiple times. Sexual assault training is one of them. Obviously, ROTC takes this issue seriously and covers it numerous times throughout its curriculum. The program is to be commended for its attention to this issue that, in recent years, has caused much difficulty in the military.

We have also removed the health and fitness assessment from the grading scheme, so that – as you suggested – like the SAPR, it is a requirement of each course, but does not contribute to the grade. (Also, in the Health and Fitness Section, we changed the website reference from MyPyramid.com to choosemyplate.gov.)

Gretchen should get these syllabi reposted tomorrow morning in place of the ones that she put up today (from this morning).

Please let me know if anything else needs clarification. I recognize that I'm a little biased because I've been heavily involved in helping to develop these proposals, but I really do think that these proposals are ready to go to the Senate.

– David

**From:** Matthew Escobar
**Sent:** Wednesday, October 23, 2013 11:12 AM
**To:** David Barsky; Regina Eisenbach
**Cc:** Gretchen Sampson
**Subject:** RE: MILS courses

Hi David,

While I see the logic of not having the prerequisites to some extent (i.e. no 101 for 102 and no 201 for 202), I don't see why the 200-level courses don't have the 100-level courses as prerequisites. How could a student take an "advanced leadership" course, if they haven't taken the "introductory leadership" course? If all of the courses are really interchangeable and at the same level, then they should presumably all be 100-level or 200-level.

Regarding the SAPR, while I understand that this is a military requirement, it presumably shouldn't be possible to receive course credit for taking the exact same training over and over again. There is no way we would allow this in any other course series (e.g. if Biology wanted to make an identical safety training test worth 20% of the course grade for each of its four core courses). This also applies to the health and fitness assessment. Could these repeated assignments be made requirements of the course, but not contribute in any significant manner to the grading? (Much like safety training is a requirement for all BIOL lab courses, but is not graded).

-Matt

**From:** David Barsky
**Sent:** Wednesday, October 23, 2013 10:50 AM
**To:** Regina Eisenbach
**Cc:** Matthew Escobar; Gretchen Sampson; Glen Brodowsky; CPT Gino Orezzoli; Gino Orezzoli
**Subject:** RE: MILS courses

Regina (and Matt and Gretchen),

I am forwarding re-revised syllabi on behalf of Glen (who was in Quito when we corresponded yesterday). I am also supplying the following responses to the bullet points in your email.
- 101 and 102, Student learning outcomes are identical

In part, this is because the two semesters are really a year-long course, and there is some repetition of the outcomes in order to have students be able to really master these. An additional paragraph has been added at the end of the SLO statement explaining this. To make it clearer that the courses are not redundant, we have provided additional SLOs in the syllabi that are specific to one course or the other.
- 201 and 202, SLOs are identical (the idea here is that, since they are different courses, the learning outcomes should be distinct)

This is a similar story (to the one above), with a similar answer except that the 201 and 202 SLOs were already more different from each other than the 101 and 102 syllabi , so while additional SLOs were added to 201, 202 was largely unchanged. As was the case for 101 and 102, a statement has been added to the end of the SLOs explaining why it is reasonable for there to be a certain degree of repetition/overlap.
- None is a pre-requisite for the others, couldn't 101 be a pre-req for 102, etc.?

No. 101 and 201 will only be offered in fall semesters, and 102 and 202 will only be offered in spring semesters. If the suggested prerequisite relationship were to be adopted, students would not be able to begin taking the courses in a spring semester. The language in the additional paragraph at the end of the SLOs in each syllabus explicitly states that the each pair (101 & 102, and 201 & 202) can be taken in either order. The language in the country brief assignments already makes it explicit that students need

not have taken 101 before 201 or 102 before 202. Not having prerequisite relationships between these courses is a standard part of these courses at all universities where such courses are offered.

- Assessments – some are identical in all four classes (e.g. sexual harassment)

The unit on Sexual Assault Prevention and Response (SAPR) is a required element of all courses. Although the language used in the syllabi is phrased in terms of introducing students to in all of the syllabi (since any one of these courses could be the first MILS course taken by a student) this coverage is a requirement for all military services.

- Catalog descriptions from the syllabi should be on the C forms

The C forms are already in Academic Programs. When the courses are approved by UCC, Academic Programs will attach the syllabi to the C forms and make a note on the syllabi to use the course descriptions on the syllabi. (This is standard practice for whenever a proposal is modified while at UCC.)

- Just a suggestion – on the syllabus, the point distributions don't always add up

The point distributions were double-checked and all seem to add up to 1000 points, but the erroneous line in the MILS 101 syllabus that stated (in one place) that there were 500 points has been corrected.

– David

**From:** Regina Eisenbach
**Sent:** Thursday, October 17, 2013 3:29 PM
**To:** CPT Gino Orezzoli; Glen Brodowsky; David Barsky
**Cc:** Matthew Escobar; Gretchen Sampson
**Subject:** MILS courses
**Importance:** High

Glen, Gino, and David,

The UCC did an initial look at the MILS courses. The good news is that they say the syllabi are much improved!

While we did not have time to go through each course in depth (the entire meeting was taken up by the MS in Kinesiology), there were some general comments the committee hoped could be addressed before the October 24th meeting:

- 101 and 102, Student learning outcomes are identical
- 201 and 202, SLOs are identical (the idea here is that, since they are different courses, the learning outcomes should be distinct)
- None is a pre-requisite for the others, couldn't 101 be a pre-req for 102, etc.?
- Assessments – some are identical in all four classes (e.g. sexual harassment)
- Catalog descriptions from the syllabi should be on the C forms
- Just a suggestion – on the syllabus, the point distributions don't always add up

If you could get feedback to me and Matt in time to distribute to committee members in anticipation of the Oct. 24. meeting, that would help move the review along. Please let me know if you have any questions.

Regards,

Regina

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