GENERAL EDUCATION ASSESSMENT AND REVIEW FORM
SOCIAL SCIENCE  5/16

Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Military Science
Course Title: Leadership and Personal Development
Course Number: MSL101

Type of Request: New One-time Only Renew* Change Remove

Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL
Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

ADDITIONAL INFORMATION (FOR OCHE DATABASE):
In which MUS Core Category does this course fit? Social Sciences/History
Does the course include content regarding cultural heritage of American Indians? No

II. ENDORSEMENT / APPROVALS

* Instructor: David Servideo / Jeremy Dose
Phone / Email: 406-243-2769 david.servideo@msou.montana.edu / jeremy.dose@msou.montana.edu

Program Chair: Chad Carlson
Dean: Chris Comer

Signature
Date

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble
IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;
   MSL101 explores one of the oldest social institutions in the United States, the U.S. Army. It is an inclusive, introductory overview of how the United States military exists as a subculture of the larger American society. It explores the principles and cultures of the U.S. military forces and the historical development of the military traditions in leadership techniques and characteristics.

2. Analyze individuals, groups, or social problems and structures; and/or
   Students in MSL101 will also learn about some of the major challenges facing today's military including suicide and sexual harassment, and what steps the Army is taking to prevent these social challenges. Additional topics of discussion will center around the inclusion of females in combat arms jobs, inclusion of transgender Soldiers in the Army, and the social implications of these recent changes.

3. Give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships. Students begin MSL101 with foundational classes discussing Army Officership and Customs and Courtseies, many of which are based on European cultures and traditions. Students learn the structure of the Army and how the rank based organization functions. Class discussions will include different types of leadership, using vignettes of leaders from various military engagements (i.e. Vietnam, Operation Enduring Freedom, etc) to analyze leadership effectiveness.

2. Use theory in explaining these individual, group, or social phenomena. The course gives students a broad foundation into American military society by examining long-held traditions, the shared values and creeds of the Army profession, including Army Values and Warrior Ethos. Students will learn Soldier success techniques first hand by taking personal development courses, comprehensive fitness (physical, mental, social, family), goal setting, critical thinking and problem solving, team building, and time management. These are all tools that make the individual a successful contributing member to the larger Army organization.

3. Understand, assess, and evaluate how conclusions and generalizations are justified based on data. MSL101 educates students on the military as a social/community organization rather than just a fighting force. In today's global society, with the power of media and social media, it is important for all students/citizens to have an understanding of the military, in reference to the military's local and global obligations and power. Additionally, with recent changes to allow women in all combat roles and transgender Soldiers in the military, students will discuss societal norms, generalizations and the acceptance of females and transgender Soldiers.
VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?
Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the General Education learning goals. (See Example)
Please attach or provide a web link to relevant assessment materials.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships. Students will demonstrate their knowledge of the nature, structure and historical development of the Army through quizzes, active learning activities, a mid-term exam, and a final exam. Active learning activities introduce students to real world human behavior, organization, social phenomena, and relationship problems that they will encounter and have to resolve. Through these activities, students learn to develop solutions to rectify the problem.

An example of a quiz/exam question would be:
List the 7 Army Values and explain what they mean to you as Soldier or citizen.
Define what a SMART goal is.
List and define the elements of thought.

An example of an active learning activity would be:
Students are given a role playing scenario in which they are a superior and have identified a need to counsel a subordinate. Students must analyze the situation with the information they are given, develop a plan to counsel the subordinate, and then conduct the counseling. Students are assessed by their peers and the instructor on their ability to exercise the counseling skills they received during class.

2. Use theory in explaining these individual, group, or social phenomena. Students will be assessed on their understanding of the Army social structure and individual Soldier through active learning, including critical reflection, inquiry, dialogue and group interactions in the classroom. Students will be assessed on their ability to apply the critical thinking tenants of actively conceptualizing, applying, analyzing, synthesizing, and evaluating information to identify individual, group, and social thought biases towards the Army and how they are created.

3. Understand, assess, and evaluate how conclusions and generalizations are justified based on data. Students will discuss current and historical military events to analyze how those events affect our society as a whole, in respect to social aspects, military facets and political considerations.
A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University's accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B - D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.

2.

3.

C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)
D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]
Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.