

Instructor

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Class: M/W 1300-1430, Labs: Wed 1500-1800

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ROTC Advanced Course

MSL 301 focuses on training management and the warfighting functions. It is an academically challenging course where you will analyze, test, and relate the fundamentals of Training Management and how the Army operates through the Warfighting functions. At the conclusion of this course, you will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre.

Structure:

The Advanced Course is an academically rigorous two-year college program comprised of four college courses, Leadership Labs (two sets, Fall/Spring), and Advanced Camp conducted at Fort Knox, KY. The overall objective of this course is to integrate the principles and practices of effective leadership, military operations and personal development in order to adequately prepare you for Advanced Camp. This course has specific learning objectives for the four Army Learning Areas (ALA) listed below.

The SROTC Course Outcomes are derived from the four Army Learning Areas and General Learning Outcomes (GLO), as established by the Army Learning Coordination Council. These outcomes are designed to prepare the newly commissioned Second Lieutenant for success at the Basic Officer Leader Course B (BOLC B) and as a junior officer at their first unit of assignment (FUA).

The four ALAs and General Learning Outcomes are:

1. The Army Leadership and Profession

- Proficient in leader attributes and competencies
- Proficient in character, competence, and commitment as Trusted Army Professionals

2. Mission Command

- Demonstrate proficiency in mission command philosophy
- Demonstrate proficiency in Mission Command Leader and Commander Tasks
- Demonstrate proficiency in mission command staff tasks
- Demonstrate proficiency in mission command systems

3. Human Dimension

- Demonstrate capacity in creative - critical thinking
- Demonstrate proficiency in communications skills
- Demonstrate proficiency in cultural awareness, cross cultural competencies in the strategic environment of 2025 and beyond
- Pursue Comprehensive Fitness/Resiliency Skills and Performance Enhancement Skills
- Pursue lifelong learning, self-assessment, and goal setting

4. Professional Competence

- Demonstrate proficiency in Army and Joint doctrine
- Support Army policies, programs, and processes
- Technically and tactically competent

Cadets will be evaluated and their progress managed throughout the course, in addition to monitoring the student's understanding of the course content, ensuring students comprehend the learning objectives and are retaining the lesson content.

Course Description

MSL301 *Training Management and the Warfighting Functions*, is an academically challenging course where you will analyze, test, and relate the fundamentals of Army Leadership, the Profession, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills that can further develop you into a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets who will evaluate you using the Cadet

Officer Evaluation System (COER). Successful completion of this course will help prepare you for the SROTC Advanced Camp, which you will attend in the summer at Fort Knox, KY.

Course Design

This course was designed to be student-centric placing the onus of learning on the student, but facilitated by the instructor. Army Officers are expected to be life-long learners who take responsibility and personal initiative for their learning. You must properly conduct your pre-class assignments to gain an understanding of the foundation on each subject in the course. Doing so will allow your instructor to spend the majority of the class time on specific areas that are least understood from the lessons, rather than your instructor re-teaching the subject from scratch. Your instructor has a wealth of experience and knowledge to share in the classroom; do your homework so your instructors can spend more time sharing their personal knowledge and experiences with your class. Class will be conducted in an interactive manner with ample opportunities for small group discussion and practical exercises. Everyone will be responsible for contributing to the success of the learning experience.

Overview of Class Sessions and General Lab Schedule:

DATE	MONDAY LESSON	WEDNESDAY LESSON	LAB (Location) WEDNESDAY	Semester Major Events
26-Aug- 30 Aug	Lesson 1a: Course Overview	Branching and Counseling's (Mrs. Collier)	MS III Uniform/ TA-50 Issue (ROTC Supply) Welcome Back Lab (Warrior Hall MPR)	Equipment / Uniform Issue
02-06 Sep	Labor Day (no class)	Lesson 2/3: OML and Training Management	LRC/ Ropes Course	
09-13 Sep	Lesson: Map Reading	Lesson: Land Navigation	Land Navigation (Self Correcting)(TA74)	
16-20 Sep	Lesson: Army Digital Training/ Army Resources	Lesson: Navigational Methods and Route Planning	Land Navigation (Non-Self Correcting)(TA73)	
23-27 Sep	Lesson: Route Planning PE	Lesson: METT-TC/ IMT	Round Robin: Field Craft / Hot and Cold Injuries / TCCC	
30 Sep-04 Oct	Lesson: Rehearsals and PECs/ OPORD	Lesson: OPORD/ AAR (After Action Review)/ Leadership Practicum	SQD/ PLT / Movement Techniques (TA74)	Fall FTX (04-06 OCT)
07-11 Oct	Lesson: Introduction to Army Operational Concept	Lesson: Mission Command	MTC / React TC/ Attack (TA75)	Army 10 Miler
14-18 Oct	Lesson: Movement and Maneuver	Lesson: Intelligence	Recon (TA73)	Ranger Challenge (18-20 Oct)
21-25 Oct	Lesson: Fires	Lesson: Sustainment	Raid	
28 Oct-01 Nov	MIDTERM	Counseling	Patrol Base Ops	
04-08 Nov	Lesson: Protection	Lesson: Leadership Behavior and peer evals	Military Communications / US Army Weapons System	
11-15 Nov	Branch Briefings	Branch Briefings	OPORD/ FRAGO/ Briefing	
18-22 Nov	Branch Briefings	Branch Briefings	Weapons Training SIMS Center	
25-29 Nov	Final Exam	Final AAR (Essay Due)	Weapons Training SIMS Center	Supply Turn-in
02-06 Dec	End of semester counseling	End of semester counseling (mentee counseling due)		
09-13 Dec	End of semester counseling	No classes (finals week)		

MSL 301 Course Requirements

Class participation

You are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interaction. This includes participating in class discussion, sharing personal perspectives and experiences related to principles discussed in class or reading, working with fellow students to engage in-class exercises, and leading lab exercises. Likewise, MS III Cadets will participate in MS IV led Cadet Training Meetings (Cadre supervised) on Monday's tentatively scheduled from 12:00-12:50.

Skills Presentation (Branch Information Brief)

Briefing Skills: Present a five minute information brief on a topic selected by the student and approved by the instructor. (See **Branch Information Briefing** below for additional information)

Quizzes

Quizzes will be given throughout the semester to assess your progress in learning the principles and practices related to the course material.

Mid-Term Exam

The mid-term exam will be given in the form of a writing assignment to assess the knowledge achieved during the first half of the semester.

Final Exam

A cumulative final exam will be given to assess your knowledge achieved throughout the course of the semester.

APFT*

As a future officer, you are expected to set the example for physical fitness according to Army regulations. You will be required to take a diagnostic APFT at the beginning of the fall semester and a for-record APFT at the end of the semester.

Physical Training. As a future officer, you are expected to set the example for physical fitness according to Army regulations. Physical Training will be held five times a week Monday-Friday. Your participation in morning physical training is mandatory and will be factored into your grade. Except in the most exigent circumstances, to receive an excused absence you must notify me NLT 24 hours prior to PT. If you are running late and/or cannot make the PT formation, call/ text me prior to the start of PT. In addition to PT participation, your physical fitness test score will factor into your grade as well as a pass-fail for your road march. Cadets will be required to meet the PME (USACC) requirement for the 12-mile ruck march, if a Cadet surpasses the PME requirement and meets the Army requirement for the 12-mile ruck march, he or she will receive extra credit towards their Physical Training grade.

You will be required to take a diagnostic APFT at the beginning of the fall semester and a for-record APFT at the end of the semester. The Record APFT will be used for 10% of your final grade. The grading will be as follows:

290-300 = 10 pts
270-289 = 9 pts
250-269 = 8 pts
230-249 = 7 pts
229-248 = 6 pts

228-180 = 5 pts

179 and Below = 0 pts

Road March requirements for the course mirror the Army requirement of 12 miles in four (4) hours with a 35lb ruck. This is pass/fail. If a Cadet achieves a "GO" (i.e. passes the ruck march) within the Airborne/Air Assault standard of 12 miles in 3 hours with a 35lb ruck, they will receive extra credit for their overall PT grade.

Additionally, each semester, Cadets will take the Army Combat Fitness Test (ACFT) in order to prepare for the eventual full roll-out of the program.

NOTE: * *Contracted Cadets are required to participate in **all** ROTC activities. Students auditing this class or not yet contracted, are encouraged but not required to participate in ROTC activities in and outside the classroom.*

Branch Information Briefing

As a future officer, you will be required by your superior to present briefings. As a way to prepare you for the future requirements and assist with public speaking skills, Cadets will be assigned a specific Army branch to research and present an Information brief. This brief will follow the format contained in FM 6-0, *Commanders and Staff Organization and Operations*, w/Ch2, 22 April 2016, Chapter 7, Military Briefings.

NOTE: *Listed below are several additional methods used to assess knowledge and learning that the instructor may choose to implement as course requirements.*

Additionally, midway during the semester, you will begin and complete the Army's Talent Assessment Battery (TAB) as part of your branching process. The TAB consists of a number of cognitive and non-cognitive evaluations that identify and measure your unique talents. The TAB plays an important role in the branching process in two ways. First, the TAB enables the Army to provide you with personalized feedback on your talent strengths and weaknesses. Second, the TAB enables the Army to understand better your talents and to align your branch assignment with your unique talents. In this effort, the TAB is used in conjunction with an assessment of your Cadet file and your talent evaluations. You will have an opportunity to carefully consider your TAB results as an important indicator of your talent strengths, recognizing it is only one composite measure. Your own personal talents are derived from the intersection of the skills you possess and develop, the knowledge you gain, and the behaviors you learn over time. As you prepare

to enter the Profession of Arms, identify and reflect on these unique talents to assist you in determining the best path to follow.

Current Event Briefs. A schedule will be produced where each class period a Cadet will present a brief summation of daily current events that are relevant to the class as ROTC Cadets and future Army leaders. Cadets will ascertain those events from the news of the day that have military, political, or societal significance that impact the Department of Defense and/or the Cadets themselves. The brief presentations will last no more than 5 minutes.

Papers and Directed Learning Assessments

I will assign various papers and other learning assessment projects throughout the semester. Expect to complete several post-class writing assignments. These assignments will be discussed on different dates throughout the semester.

1. Reflecting on your own experiences during this course, write a three to five page essay, (typed and double-spaced) describing the relationship between the Orders Process and the Troop Leading Procedures.
2. Reflecting on your own experiences during this course, write a three to five page essay, (typed and double-spaced) comparing and contrasting the offense with the defense using at least two characteristics from each.
3. Reflecting on the feedback you received from any peer evaluations and counseling, write a three to five page personal development plan that you can implement during your spring semester, MSL 302 course. Your paper will outline your plan to sustain your excellent ratings and what actions you will take or implement to improve your satisfactory and needs improvement ratings you received.
4. Write a 5-paragraph OPORD based on an OPORD from higher provided by the cadre.

Reading

- Student readings are attached to each of the Lesson Plans and will be provided electronically by the Cadre.
- Selected readings available online at: <http://www.apd.army.mil/>

Evaluation and Grading

Lesson Assessments (quizzes, papers, etc.)	10%
Class Participation*	10%
'Start with Why' Essay	20%

Mid-Term Exam	15%
Final Exam	15%
Lab Attendance/Participation	10%
Physical training Attendance	10%
Army Physical Fitness Test (APFT)	10%

NOTE: * *Contracted Cadets are required to participate in all ROTC activities.*

The following grading scale will be used based on 100 points possible.

90-100	A
80-89	B
70-79	C

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

Character Development

NOTE: Throughout the year, your individual performance will be evaluated against required course end states and developmental outcomes. This evaluation is the PMSs' assessment of your performance against the Army Leadership Requirements Model (ALRM).

Each Cadet is responsible and expected to attain (know and do) the respective requirements for each MSL Level. The tasks are grouped into the ALRM Attributes and Competencies.

Uniforms and Appearance

You are expected to wear ACUs (Army Combat Uniform) to all classes and adhere to Army Regulation 670-1 with regard to uniforms and appearance.

Collaboration

You are encouraged to work together with your fellow Cadets and seek guidance and help from your instructor, MSL IV Cadets and other ROTC cadre.

Religious Accommodation

- The Army places a high value on the rights of its Soldiers to observe tenets of their respective religions or to observe no religion at all
- The Army will approve requests for accommodation of religious practices unless accommodation will have an adverse impact on unit readiness, individual readiness, unit cohesion, morale, good order, discipline, safety, and/or health
- Requests for religious accommodation generally fall into five major areas:
 - Worship practices
 - Dietary practices
 - Medical practices
 - Wear and appearance of the uniform
 - Grooming practices.
- For more information please refer to AR 600-20, Army Command Policy, Chapter 5, paragraph 5-6

Academic Affairs Service Statement. TAMUCT faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement. Texas A&M University-Central Texas holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring Texas A&M University-Central Texas core values.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

Academic Affairs Service Statement. Texas A&M University-Central Texas faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public

engagement that contributes to the achievement of the university's mission and core values.

Academic Civility. Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face to face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior

Academic Accommodations. At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 519-5797. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Academic Integrity. Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course

of action. **Bottom-line: “Do not lie, cheat, steal, or tolerate those who do!!”**

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),
[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Student Safety and Title IX. You are in college to achieve academic success, but you must feel safe and take care of yourself to reach your full potential. You have the right to pursue your education in a safe environment. Title IX makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to accountability. ***If you or someone you know has been harassed or assaulted, there is help and support on campus.*** You may seek assistance confidentially through the Student Counseling Center or the Student Health Center. You may also make a report to the campus Title IX coordinator, which may trigger a university investigation (not a criminal investigation). Additionally, you may pursue criminal charges through the university police department. If the assault occurred away from campus, UPD can assist you in connecting with the appropriate law enforcement agency.

911 Cellular: Emergency Warning System for Texas A&M University-Central Texas.

For student safety on campus, 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Inappropriate Relations.

To ensure consistent and standardized protections are established, DoD has issued guidance prohibiting inappropriate relations between recruiters and recruits, and between trainers providing entry-level training and trainees (see Annex A - DoDI 1304.33, [Protecting Against Inappropriate Relations During Recruiting and Entry-Level Training](#)). US Army Cadet Command (USACC) personnel will treat each applicant and each Cadet/trainee with dignity and respect as they pursue their aspirations of serving in the military. Inappropriate relationships and prohibited activities between applicants and recruiters and between Cadre providing entry-level training and Cadets/trainees will not be tolerated.

A Note about Sexual Violence at A&M-Central Texas.

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Student Counseling Center: 254-501-5955
Title IX Coordinator: 254-519-5722, Warrior Hall, Room 425
University Police Department: 254-501-5805Warrior Hall

On-line Conduct

- As members of the Army Team, our individual actions and interactions, on and off duty, online and offline reflect on the Army and our values. Every Soldier and Army Civilian is responsible to uphold the Army standards and values, applying all aspects into our lives. This includes our online conduct when communicating with any form of electronic media

- Any type of online misconduct such as: harassment; bullying; hazing; stalking; discrimination; or retaliation that undermines the dignity and respect of another individual, is not consistent with Army Values, and will NOT be condoned and will be subject to criminal, disciplinary, and/or administrative action
- It is every individuals' (Soldier, Army Civilian, contractor, and Family member) duty to understand the laws and regulations pertaining to Online Conduct. It is every leader's responsibility to enforce those laws and regulations pertaining to Online Conduct
- For more information please refer to AR 600-20, Army Command Policy, paras. 1-4, 4-19; Chapter 7; and AR 600-100

Special Needs

The American with Disabilities Act of 1990 requires universities to provide a reasonable accommodation to any individual who advises us of a disability. If you have a limitation that requires an accommodation or an academic adjustment, please arrange a meeting with the office student accessibility services.

Student Accessibility Services
A-170 Living Learning Center
University of Vermont
Burlington, Vermont 05405
PH: 802-656-7753
FAX: 802-656-0739

Sexual Discrimination

Title IX of the Education Amendments Act of 1972 is a federal law that states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Office Hours and Appointments

Office Hours are [Monday-Friday by appointments](#)

I am available to meet with any of you to discuss assignments, issues, or concerns. My schedule is generally flexible and I will schedule a specific time to meet with you beyond office hours if necessary.

Cadet Summer Training (CST) Order of Merit List (OML). The MS III year is a tumultuous and dynamic time for juniors in the Army ROTC Program. Throughout the year, beginning early in the Fall Semester and continuing throughout the year, we will be discussing how the Cadets are placed on the CST OML ((Generally based on APFT Score, ACFT, and GPA... however, other indicators are factored into OML placement). MS IIIs must be prepared to work with the Cadet Chain of Command, MS III Instructor, and HRA (Mrs. Stacy Collier) on ensuring they have the best opportunity to maximize their placement on the CST OML.

Extra-curricular Activities. Any Cadet originated extra-curricular activities (for example, Cadet Club generated events) must adhere to specific campus system rules and policy; likewise, there must be a OPLAN (with CONOP) and Deliberate Risk Assessment Worksheet (DRAW) developed and implemented – particularly if the Cadets intend to leverage Army resources.

Leadership Professional Development (LDP) Opportunities. As there may be ad-hoc or no-notice opportunities for Officer LPD (so-called target of opportunity), typically guest speakers and/or site visits, these will be considered as extra-credit developmental events.

Course Publications

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
ADP 1	The Army	17 Sep 2012	w/c2, 6 Aug 2013
ADP 1-02	Terms and Military Symbols	14 Aug 2018	
ADP 2-0	Intelligence	04 Sep 2018	
ADP 3-0	Operations	06 Oct 2017	
ADP 3-07	Stability	31 Aug 2012	w/c1, 15 Feb 2013
ADP 3-09	Fires	31 Aug 2012	w/c1, 25 Feb 2013
ADP 3-28	Defense Support of Civil Authorities	11 Feb 2019	
ADP 3-37	Protection	11 Dec 2018	
ADP 3-90	Offense and Defense	Aug 2018	
ADP 4-0	Sustainment	31 July 2012	
ADP 5-0	The Operations Process	17 May 2012	
ADP 6-0	Mission Command	March 2012	w/c2, 12 Mar 2014
ADP 6-22	Army Leadership	1 Aug 2012	w/c1, 10 Sep 2012
ADP 7-0	Training	August 2018	
ADRP 1	The Army Profession	14 Jun 2015	
ADRP 3-0	Operations	06 Oct 2017	
ADRP 3-07	Stability	31 Aug 2012	w/c1, 25 Feb 2013
ADRP 3-09	Fires	31 Aug 2012	w/c1, 8 Feb 13
ADRP 4-0	Sustainment	31 July 2012	
ADRP 5-0	The Operations Process	17 May 2012	

ADRP 6-0	Mission Command	17 May 2012	w/c2, 28 Mar 2014
ADRP 6-22	Army Leadership	1 Aug 2012	w/c1, Sep 12
ATP 3-09.30	Observed Fires	28 Sep 2017	
ATP 3-20.98	Reconnaissance Platoon	05 Apr 2013	
ATP 3-21.8	Infantry Platoon and Squad	12 Apr 2016	w/c1, Aug 16
ATP 3-50.21	Survival	Sep 2018	
ATP 5-0.1	Army Design Methodology	01 Jul 2015	
ATP 5-19	Risk Management	14 Apr 2014	w/c1, Sep 14
ATP 6-22.1	Counseling Process	01 July 2014	
FM 2-0	Intelligence	06 Jul 2018	
FM 3-05.70	Survival	17 May 2002	
FM 6-0	Commander and Staff Organization and Operations	05 May 2014	w/c2, Apr 16
FM 6-22	Leader Development	30 Jun 2015	
FM 7-0	Train to Win in a Complex World	05 Oct 2016	
FM 7-22	Army Physical Readiness Training	26 Oct 2012	w/c1, May 13
FM 27-10	Law of Land Warfare	18 July 1956	w/c1, July 76
JP 3-0	Joint Operations	17 Jan 2017	c1, Oct 2018
JP 3-07	Stability Operations	03 Aug 2016	
JP 5-0	Joint Operation Planning	16 Jun 2017	
STP 21-1 SMCT	Warrior Skills Level 1	28 Sep 2017	
STP 21-24 SMCT	Warrior Leaders Skills Level 2, 3, and 4	09 Sep 2008	
TC 3-21.5	Drill and Ceremonies	20 Jan 2012	
TC 3-21.76	Ranger Handbook	Apr 2017	
TC 3-25.26	Map Reading and Land Navigation	15 Nov 2013	
AR 25-50	Army Publishing Program	17 Jun 2013	
AR 350-1	Army Training and Leader Development	10 Dec 2017	
AR 600-20	Army Command Policy	6 Nov 2014	
AR 623-3	Evaluation Reporting System	04 Nov 2015	
AR 670-1	Wear and Appearance of Uniforms and Insignia	25 May 2017	
N/A	Unit Training Management	Dec 2013	ATN
N/A	Tutorial: Getting your Unit METL		ATN
N/A	LG to Company Training Meetings	DEC 13	ATN
N/A	LG to AAR	DEC 13	ATN

DA PAM 600-3	Officer Professional Development and Career Management	26 Jun 2017	
DA PAM 600-4	AMEDD Officer Professional Development and Career Management	06 Sep 2018	
DA PAM 623-3	Evaluation Reporting System	10 Nov 2015	
TRADOC PAM 525-3- 1	The U.S. Army in Multi-Domain Operations 2028	06 December 2018	
CCR 145-3	ROTC Precommissioning Training and Leadership Development	20 Sep 2011	USACC Sharepoint

Additional Publication Sites (selected readings available online):

- **Army Training Network (ATN)** <https://atn.army.mil/>
- **Central Army Registry (CAR)**
<https://rdl.train.army.mil/catalog/dashboard>
- **Army Publication Division (APD)** <http://www.apd.army.mil/>
- **Joint Electronic Library (JEL)** <http://www.jcs.mil/Doctrine/Joint-Doctrine-Pubs/>
- **Milsuite-**
<https://login.milsuite.mil/?goto=https%3A%2F%2Fwww.milsuite.mil%3A443%2Fbook%2Fgroups%2Fmy-training-homepage>
- **ROTC Blackboard (Bb)**
https://rotc.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_10334_1&content_id=_878461_1

Further Reading Publications:

Bennis, W. G., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row Publishers.

Bennis, W. G. (2003). On becoming a leader. New York: Basic Books.

Bennis, W. G., & Thomas, R. J. (2002). Geeks & Geezers: How era, values, and defining moments shape leaders. Boston: Harvard Business School Press.

Bradberry, Travis and Greaves, Jean (2009). Emotional Intelligence 2.0. San Diego, CA: TalentSmart, Inc.

Burns, J. M. (1978). Leadership. New York: Harper & Row Publishers.

Gardner, J. W. (1990). On leadership. New York: The Free Press.

Goleman, Daniel (2011). Leadership: The Power of Emotional Intelligence. Northampton, MA: More Than Sound, LLC.

Headquarters, Department of the Army, Field Manual 6-22 (2015). Army leadership. Washington, D.C.: U.S. Government Printing Office.

Kotter, J. P. (1996). Leading change. Boston: Harvard Business School Press.

Sinek, Simon (2009). Start with Why, Penguin Group (USA) Inc., 375 Hudson Street, New York, New York 10014.

Wong, L. (2004). Developing adaptive leaders: The crucible experience of Operation Iraqi Freedom. Carlisle Barracks, PA: Strategic Studies Institute.

Wong, L. (2002). Stifling innovation: Developing tomorrow's leaders today. Carlisle Barracks, PA: Strategic Studies Institute.