MILS **4301-110 & 4301-510**, The Army Officer   **19 August 2020**
Course Syllabus

Military Science (MILS) 4301-110: The Army Officer (80394)
Fall 2020 (August 24, 2020 to December 11, 2020)
Warrior Hall Room 417
M/W 1100 – 1215 (11:00 am – 12:15 pm)

Military Science (MILS) 4301-510: The Army Officer Leadership Lab (80396)
Fall 2020 (August 24, 2020 to December 11, 2020)
W 1500-1800 (3:00 pm – 6:00 pm)

Primary Instructor: LTC Michael T. Eliassen, Professor of Military Science
Department of Military Science
Heritage Hall, Room 216F
Office: 254-519-5703
Cell: (254)275-9151
Email: michael.t.eliassen.mil@mail.mil
Office Hours: 1000-1100 Monday, Wednesday
                       1300-1430 Wednesday

Mr. Joseph M. Bruno, Senior Military Instructor
Department of Military Science
Heritage Hall, Room 216M
Office: (254)501-5824
Cell: (254)285-7659
Email: jm.bruno@tamuct.edu
Office Hours: M & W 0930-1030 & 1400-1600- Must coordinate time(s) Virtual only)
Office Hours: T & TH 1200-1300 &1445-1500- Must coordinate time(s) Virtual only)
Office Hours: F 1300-1600- Must coordinate time(s) Virtual only)

Student-Instructor Interaction

As this is the 21st Century, and in accordance with how I have conducted myself throughout my years of military service, I will respond to emails, texts, or phone calls as quickly as possible and I expect the same from the Cadets/Leaders in my class. My office hours are posted above; however, Cadets may always arrange for an appointment if necessary. I will conduct my correspondence in a professional and respectful manner and expect the same in return – quite simply, it is expected of future Army Officers.

Army ROTC Overview

Our courses educate and establish the foundation of leadership characteristics and attributes, familiarization with Army organizational structure and function and the ability to leverage Army systems critical to our profession. Course focus for our profession should be approached in the same manner you approach all academic undertakings, ROTC is not an "elective." You must participate and develop yourself or you will not succeed. All parts of our syllabus are tied to training and preparation for contracting, accessions, and commissioning.

Course Description

This is an academically challenging face-to-face course where you will develop knowledge, skills, and abilities required of junior company-grade officers pertaining to the Army in Unified Land Operations and in your future roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, short on-line lesson assessments, a mid-term exam, a final exam, and oral presentations. Assessments will occur during classroom practical exercises, Leadership Lab, during a Field Training Exercise (FTX), and on-line. You will receive

systematic and specific feedback on your leader attributes, values, and core leader competencies from your Cadre, PMS and other MSL IV Cadets who will evaluate you. You will be required to write peer evaluations and will receive feedback on your abilities as a leader. At the conclusion of this course, you will be able to plan, coordinate, navigate, motivate, and lead your platoon in future operational environments. Successful completion of this course will assist in preparing you for your post-commissioning core competencies associated with Basic Officer Leadership Course (BOLC). Includes a MS IV led lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

Course Purpose/Promise

This course will prepare Cadets for BOLC B and duties and responsibilities as a junior officer at their first unit of assignment. This course, along with MILS 4302 in the Spring Semester refines and ultimately completes the Cadet-to-Commissioned Officer transition. Therefore, the purpose of this course is to continue the study of leadership and Army doctrine related to the six Army Learning Areas. This course will develop small unit leaders who possess the skills, knowledge, Army Values, and Warrior Ethos required for a Profession of Arms. Through collaborative discussion this course will improve critical thinking and learning skills required for future Army Officers.

Course Design

This course is designed to be student-centric with the onus of learning on the student, facilitated by the instructor using the Socratic Method – NOT A LECTURE COURSE. Class will be conducted face-to-face in an interactive manner with ample opportunities for small group discussions and practical exercises. Everyone will be responsible for contributing to the success of the learning experience. Army Officers are expected to be life-long learners who take responsibility and demonstrate personal initiative for their learning. Refer to Appendix A and B for detailed information on course design related to the Army Learning Areas and learning outcomes. Classes may be recorded with the video provided online (on the ROTC Blackboard) for Students to access later – for example, should a Student be forced to miss a class in an emergency. Likewise, should a student have to remain out of class for an extended period (i.e. should they have to be quarantined), there will be the potential that the class may evolve into a blended class with face-to-face and online instruction.

Course Objectives

This course has specific learning objectives for the four Army Learning Area's (ALA's) listed below.

The four ALA's and Course Outcomes are:

1. **Leadership and the Army Profession**
   - Proficiency in creating and sustaining an organizational climate of trust and a shared identity as Army Professionals
   - Proficiency in the Army leader attribute and competency categories described in the Leadership Requirements Model
   - Proficiency in implementing and sustaining the fundamentals of development

2. **Mission Command**
   - Proficiency in the principles of mission command
   - Proficiency in the elements of command and control (C2)
   - Proficiency in C2 Warfighter Function tasks and system to integrate elements of combat power
   - Proficiency in the fundamentals of the operations process to enable leaders to understand, visualize, describe, direct, lead, and assess operations
   - Proficiency in critical & creative thinking

3. **Operations**
    *   Proficiency in synchronizing all Warfighter Functions in Unified Land Operations in support of Joint Operations
    *   Proficiency in understanding the OE across all domains
    *   Proficiency in sustainment functions supporting Army Operations

4. **Training**
    *   Proficiency in planning, preparing, executing, and assessing training

Required Text/Publications

http://www.apd.army.mil/

*   Army Doctrine Publications (ADP)
*   Army Doctrine Reference Publications (ADRP)
*   Field Manuals (FM)
*   Leader Guide (LG)
*   Army Regulations (AR)
*   Training Circulars (TC)
*   Other Resources

https://rotc.blackboard.com/webapps/portal/frameset.jsp

*   Cadet eBook
*   Cadet Character Development Strategy (CCLDS)

See Appendix D for list of all applicable publications.

MILS 4301-110 Course Requirements

In order for us to be successful, you must properly complete your pre-class assignments to gain a better understanding of the foundation of each subject, participate as an active learner in class discussions and activities, and complete all course assignments. To evaluate your progress in reaching the learning objectives and to provide feedback on your learning, I will look at the following items:

Class reading requirements are contained in Appendix C and available on the ROTC Blackboard and Cadet Google Drive. Rubrics are contained in Appendix E. Note that Blackboard times are all in Eastern Standard Time.

Evaluation and Grading.

Lesson Assessments (Papers/Projects/Oral Presentations/Quizzes)	40%	
Class Participation (Class/Labs/FTX)	10%	
Leadership Evaluation	20%	
Physical Training (Including APFT or ACFT Score 5% / Attendance	10%	

5%) ***In addition, a 12-mile Ruck March is Pass/Fail (Cadets achieving   the Army Airborne/Air Assault standard vice the USACC standard will
receive extra credit)

Midterm	10%
Final	10%

Class Participation.   You are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. 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, leading lab exercises, and participating in the Fall FTX.

Note: Contracted Cadets are required to participate in all ROTC activities as stated in their contract. Participation in the Fall FTX is mandatory and graded. Students who are unable to participate in the FTX, for whatever reason, must coordinate with the MS IV Instructor to gain PMS approval for the absence and receive an alternate graded event; for example, participate with an adjacent University's ROTC FTX coordinated by ROTC Cadre or write a 5 page essay on an assigned topic such as training management**.**

Note: Cadets with a verified graduation required course schedule conflict will immediately coordinate with the ROTC course instructor to make alternative arrangements if the course conflict cannot be resolved. Likewise, if a Cadet must miss a class, for whatever reason, they must coordinate with the instructor to make up the missed materials.

Leadership Evaluation. MS IVs will take ownership of the operation and administrative functions of the Cadet Battalion/Company at TAMUCT and UMHB. To this end, select MS IVs will attend a Cadre-led weekly Training Resource Synchronization Meeting (TRM) which will tentatively be held on Friday's at 1000 hours (10:00 am); likewise, MS IVs will lead a Cadet Training Meeting (Cadre supervised) on Monday's tentatively scheduled from (TBD). Leadership evaluations consist of, execution of assigned leadership roles, performance of responsibilities, inputs (products) to the staff process, and implementation of the Leadership Development Program (LDP) for MS Level I-III Cadets (Cadet-led, Cadre-supervised). This includes your additional responsibilities as Officer in Charge (OIC) of specific assigned events. Products, supervision (leadership), and participation will undergo evaluation; this will prepare you for future responsibilities within your first Company, Troop, or Battery. Leadership Evaluation is 20% of your grade. In addition to your responsibilities with the Cadets at TAMUCT and UMHB, you will also be assessed on your abilities to coordinate and synchronize program activities with the Cadet Chain of Command at the host school (Tarleton).

> **Commented [d1]:** Need to determine the days and times of these meetings.

Leaders Eat Last Essay
Simon Sinek's **_Leaders Eat Last_** is an MS 401 reading assignment.
The assignment includes a three to five pages paper connecting concepts from the book with the Army Leadership Requirements Model. The essay will be due the instructor at the beginning of MS 402, Lesson 22.
Cadets can review the book either as a free Audio Book or purchase the book using book stipend money. The purchase cost on Amazon is minimal.
The Free Audio Book link is available through AKO Online. Log in using your CAC, select Self Service, select My Education, and then Select Army e-Learning. If you have not registered, please register at this time. Upon being granted access, sign in to the Skillport site. On the left side of the screen you will see menus listed, about midpoint down, select Books 24 X 7. Agree with Terms and Conditions for Books 24 X 7. This will bring you to search page, you may use a search for the book title or author, select the go button to right of search bar as it doesn't automatically select when using the enter key. Select the book and download MP3s.

Training Management Memorandum. Write an approximate two-page memorandum for record outlining your training management philosophy. Length will vary, but ensure it is formatted in accordance with AR 25-50, _Preparing and Managing Correspondence_. Your memorandum should address the following:

   1) Principles of Training

   2) The Eight-Step Training Model

   3) Risk Management

   4) Applicable References

Mission Command Case Study (Information Briefing). As a future officer, you will be required by your Chain of Command (CoC) to present briefings. As a way to prepare you for the future requirements and assist with public speaking skills, Cadet Groups will be assigned a mission command case study to research and present an Information Brief. This brief will follow the format contained in FM 6-0, _Commanders and Staff Organization and Operations, 5 May, 2014_, Chapter 7, Military Briefings, Pages 7-1 thru 7-5. Grading Rubric provided at Appendix E of this syllabus.

Present a 10 minute information brief on a mission command case study.

Midterm Exam. A take home (on-line via blackboard) midterm exam covering the first half of the semester will assess your knowledge achieved throughout the 1st half of the semester as well as your ability to reference material from Army doctrine. The midterm exam may consist of any combination of true/false, fill in the blank, jumbled sentences, matching, complete the sentence, or multiple choice type questions. The midterm exam will be available online in Blackboard from 15 October – 20 October to afford maximum time to focus on your other midterm exams during the semester. Questions will come from readings, lectures, and class discussion. This is an individual assessment, as such, you will not be able to collaborate with anyone else though you may use any other resource available to you. The midterm exam is worth 10%.

Final Exam. A take home (on-line via blackboard) final exam covering the second half of the semester will assess your knowledge achieved throughout the 2nd half of the semester as well as your ability to reference material from Army doctrine. The final exam may consist of any combination of true/false, fill in the blank, jumbled sentences, matching, complete the sentence, or multiple choice type questions. The final exam will be available online in Blackboard from 3 December – 8 December to afford maximum time to focus on your other exams at the end of the semester. Questions will come from readings, lectures and class discussion. This is an individual assessment, as such, you will not be able to collaborate with anyone else though you may use any other resource available to you. The final exam is worth 10%.

Physical Training. As a future officer, you are expected to set the example for physical fitness according to Army regulations. 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 your communication with me, you must notify your Cadet Chain of Command. 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. You must attain a minimum of 60 points in each of the three APFT events to pass. The grading will be as follows:

290-300 = 35pts
270-289 = 30 pts
250-269 = 25 pts
230-249 = 20 pts
210-229 = 15 pts
190-209 = 10 pts
180-189 = 5 pts
179 and below = 0 pts

Road March requirements for the course mirror the Army TRADOC requirement of 12 miles in four (4) hours with a 35 lb 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.

Quizzes. Up to 10 quizzes (1-5 multiple choice questions) may be given throughout the semester to reinforce learning objectives. Quizzes may be on Blackboard as take-home assignments or proctored in class. Pay attention to the due dates and allowed number of attempts. Quizzes are part of your Lesson Assessments that are worth 40% of your final grade.

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. The written assignments will be graded on content, grammar and punctuation. These will account for 40% of your final grade.

Additionally, Cadets are required to cite any paraphrases, quotations, or support for Cadet opinions/assertions, providing appropriate references on the references page. Format each assigned paper according to APA 6th guidelines for writing assignments. There will be a similarity submission checked through Turnitin or Safe Assignment to promote academic integrity. Cadets must achieve less than 15%

similarity on the Similarity Index. If the similarity is higher than 15%, then Cadets must contact the instructor for guidance. Be prepared to revise the paper until 15% or less similarity is achieved.

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 per day. Army Officers do not have the option not to complete a task*, therefore you will turn in every assignment regardless of the grade (even if it is a zero).

Grade distribution and Performance Definitions:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Policies and Procedures

Policy on Attendance. Due to the collaborative nature of the course, the interrelated sequence of activities and the significance to your career as an Army Officer, Cadets are required to attend all classes and labs. All Cadets will notify both the Cadet Chain of Command and the Cadre Chain of Command before absence from any ROTC training events. Notification to the Cadet Chain of Command is for accountability purposes only and is not used to gain excusal from training event(s). Only Cadre members may excuse a Cadet from any training event, not Cadets. The course instructor will make the final determination whether an absence is excused or not.

Cadets will obtain prior approval from the Cadre COC for absences due to special circumstances (i.e., illness, family emergencies, etc…) unless an exceptional circumstance exists and notify the Military Science Instructor by university email, phone call, or by text addressing the 5ws. **Subsequently, the proper documentation or a memorandum for record detailing the reason(s) for the absence approval is required before departure of the excused absent or WITHIN 72 hours upon the Cadet returning from the excused event.** Likewise, the memorandum will address the following: an explanation of why the Cadet missed a class, reflection on how the absence related to an Army Value(s) and how Cadets will apply missed lesson material to Cadets' career as a future Army Officer. Failure to provide the proper documentation is noted as an unexcused absence. All other unexcused absences are recorded on the DA-4856 counseling form.

Excused absences include, but are not limited to, personal and family emergencies, inclement weather conditions, bona fide medical needs, approved ROTC extracurricular activities, and officially approved representation of the university at sanctioned events. Absences, for any other reason, will be addressed on a case by case basis; though, will generally be considered unexcused. More importantly, it is every Cadet's responsibility to make up any academic assignments and or exams missed due to participation in ROTC events, required training, and or authorized excused absences. Cadets must plan in order to balance the rigors of Academics and ROTC Training. Studying for other NON-ROTC upcoming EXAMS will not be an approved reason to be absent from scheduled ROTC training, labs, or classes.

Military Science Instructors will have the authority to authorize absences at their discretion for regular military science classes. The PMS or the designated representative is the sole approval authority for absences from any leadership laboratory and/or FTXs. Therefore, unless written or verbal approval for absence is granted in advance, the Cadet absence will be considered unexcused, and the appropriate deductions awarded to the Cadet's grades. Repeated absence/unexcused offenses are referred to the PMS for consideration of dismissal from the program. Cadets with excessive unapproved absences are subject to

dis-enrollment of the ROTC Program based on displaying an indifferent attitude, apathy, and/or failure to train.

Failure to make prior arrangements and provide timely information to Cadre COC and the Military Science Instructors will affect the Cadet's grade.

- 1-3 numbers of unexcused absences from any ROTC training event/classes will result in a drop of 1 letter grade for the missed ROTC events/classes; as well as, written developmental counseling for negative impact/potential suspension of benefits/disenrollment.
- 4-6 numbers of unexcused absences from any ROTC training event/classes will result in the award of 0 pts for the missed ROTC events/classes; as well as, written developmental counseling for negative impact/potential suspension of benefits/disenrollment.
- 7 or greater unexcused absences from any ROTC training event/classes will result in an automatic F for the class and written developmental counseling for a recommendation of disenrollment from ROTC.

Note: Contracted Cadets are required to participate in all ROTC activities as stated in their contract. Students auditing this class or not yet contracted are encouraged but not required to participate in ROTC activities outside of the classroom.

Note: ROTC events take precedence over your USAR or USARNG drills. Cadets must complete the necessary forms to receive drill credit. You may also receive drill credit to support any additional Ranger Challenge, MS III STX, and Land Navigation training.

Uniforms and Appearance. You are expected to wear the OCP (Operational Camouflage Pattern) or ACU (Army Combat Uniform) to all class and labs unless directed by the Professor of Military Science or the Assistant Professor of Military Science. Adhere to Army Regulation 670-1 and associated ALARACT messages with regard to uniforms and appearance changes. On occasion, Cadets may be authorized to wear the distinctive school polo shirt with casual business pants or other tasteful business civilian attire.

Accessions. The Army Accessions process is a tumultuous time for seniors in the Army ROTC Program and it occurs early in the Fall Semester. MS IVs must be prepared to work with the HRA (Mrs. Stacy Collier) on finalizing the accessions packet and immediately responding to Mrs. Collier if she requires any documentation and/or signatures.

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. Any University sanctioned extra-curricular activities that may be deemed moderate to high risk and could reasonably result in serious injury delaying a Cadet's graduation or commissioning, must gain PMS prior approval in order to (IOT) participate in said activity. Likewise, Cadets will adhere to published Army and University COVID-19 precautions.

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.

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
Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Drop Policy. Contracted Cadets cannot simply "drop" their ROTC classes. If you think you must drop the ROTC classes, you MUST discuss your situation with your instructor and the PMS. If the PMS makes the determination that a Cadet must drop their ROTC classes, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline

or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

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.
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].

Copyright Notice. Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (*YEAR*) by (*FACULTY NAME*) at Texas A&M University-Central Texas, (*FACULTY COLLEGE*); 1001 Leadership Place, Killeen, TX 76549; 254-(*FACULTY COLLEGE PHONE*); Fax 254-(*FACULTY COLLEGE FAX*); (*FACULTY EMAIL*)

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.

Furthermore, 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."

Important information for Pregnant and/or Parenting Students. Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these

requirements   and   guidelines   online,   please   visit   the   website: [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

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] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Account/Login] 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.

COVID-19 Safety Measures. To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others.   Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

  ➢ If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

> **Commented [d2]:** This is the latest from the University as of: 31 July 2020.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

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. Per Army Directive 2016-17 ("Protecting Against Prohibited Relations During Recruiting and Entry-Level Training" and IAW Department of Defense Instructions (DoDI) 1304.33 ("Protecting Against Inappropriate Relations During Recruiting and Entry Level Training").

The Army and all Army personnel (including any Army military, civilian, or contractor personnel) will treat each prospect, applicant, recruit, and trainee with dignity and respect as they pursue their aspiration of serving in the military. Army policy prohibits inappropriate relations between recruiters and prospects, applicants, and/or recruits and between trainers providing entry-level training and trainees. At a minimum and as required, the prospect, applicant, recruit, trainee, recruiter, or trainer will complete the following administrative actions. Commanders may add requirements to this list.

(1) Trainers providing entry-level training will sign a DD Form 2982 that acknowledges their understanding of the prohibitions listed in paragraph 5d and their responsibilities regarding the policies to avoid the inappropriate behaviors and relations outlined in this directive. The DD Form 2982 will be recertified annually. The form will be locally filed and kept for 1 year after the trainer has left the unit.

(2) At the onset of the first training session, trainers will brief trainees on the policies in this directive and provide information that trainees can use to contact someone in leadership if they wish to report any issue related to a trainer's inappropriate conduct.

(3) Trainees will sign a DD Form 2983 to acknowledge their understanding and responsibilities as outlined in this directive no later than the first day of entry-level training. The DD Form 2983 will be locally filed and kept until 6 months after the trainee has left the unit.

Bottom line: Inappropriate relationships and prohibited activities between applicants and recruiters and between Cadre providing entry-level training and Cadets/trainees will not be tolerated.

Army Policy on Sexual Harassment/Assault
Across the Total Army, we continue to focus on eradicating sexual harassment and sexual assault from our ranks. We must do everything within our power to rid the Army of these crimes. This is a readiness issue that affects our ability to accomplish our mission. Over the past several years, we have placed a high priority on our prevention efforts, and although we are on the right trajectory, we still have significant room to improve. In all components, sexual assault reporting is increasing, which is an indication that our Soldiers trust their leaders to address the situation in a professional manner. We all have a responsibility to look out for one another - there can be no bystanders. Stay alert when the warning signs become present, and if you see something, ACT! Leaders and Soldiers have an ethical obligation to intervene to stop sexual harassment and sexual assault from happening. Those who do not, violate the Nation's trust and the trust of their peers.

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/compliance/titleix.html].

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

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, 24 July 2020, Chapter 5, paragraph 5-6.

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.

The Army is a values-based organization where everyone is expected to do what is right by treating all persons as they should be treated—with dignity and respect. Army personnel are expected to treat all people with respect in all aspects of life and forms of communication (for example, online or in person). Furthermore, Army personnel, especially those entrusted with the mantle of leadership, will lead by example and do what is right to prevent abusive treatment of others.

Failure to do so brings discredit on the Army and may have strategic implications. Hazing, bullying, and discriminatory harassment of people or their property is prohibited; allegations of harassment will be addressed swiftly, individually, and in light of their circumstances. Hazing, bullying, online misconduct, and other acts of misconduct, undermine trust, violate our ethic, and negatively impact command climate and readiness.

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, 24 July 2020, Chapter 4, paragraph 4-19.

Character Development. Throughout the year, your individual performance will be evaluated against required MSLIII-MSLIV course end states and developmental outcomes. This evaluation is the PMSs' assessment of your performance against the Army Leadership Requirements Model (ALRM) rubric of performance indicators. The ALRM Rubric is in ANNEX B of the Cadet Character Leader Development Strategy (CCLDS). The CCLDS Assessment Rubric results are documented using the Assessment Rubric Observation Tool (AROT). The AROT assesses Curriculum and Cadet Summer Training (CST (Cadet Initial Entry Training (CIET) and Cadet leader Course (CLC)) prescribed content in meeting the Basic Officer Leader Course (BOLC A) Common Core Task List (CCTL) tasks and Army leadership development components described in the 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.

Technology Requirements and Support.

This course utilizes the USACC ROTC Blackboard platform; as such, if you have any issues logging onto your course material, contact the instructor immediately. For any issues with the University Canvas system, please see the following information:

Technology Requirements

Most courses will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

    Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas primarily uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in. **As mentioned previously, our class exams will be on ROTC Blackboard.**

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

> Email: helpdesk@tamu.edu
> Phone: (254) 519-5466
> Web Chat: [http://hdc.tamu.edu] *Please let the support technician know you are an A&M-Central Texas student.*

Tutoring. If you are having issues/problems with your ROTC coursework, please approach your instructor or any of the Cadre for assistance. For your other academic courses, tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center. The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce

Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library. The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

Appendix A
Army Learning Areas

MILS 4301, The Army Officer course lessons and learning outcomes are developed from the six Army Learning Areas in order to better prepare Cadets for BOLC B and duties and responsibilities as a junior officer at their first unit of assignment.

Leadership and the Army Profession (Live honorably and build trust):
This learning area defines, explains, and begins to demonstrate how trust is the bedrock of the Army as a profession. Classes will expose Cadets to the five essential characteristics of the Army profession and describe honorable service in terms of the seven Army values and Warrior Ethos. The following classes are taught within the Army Profession learning area.

MILS 4301-L11	Developing Others I (Counseling)
MILS 4301-L12	Support Forms & Officer Evaluation Report (OER)
MILS 4301-L13	Support Form & NCO Evaluation Report (NCOER)
MILS 4301-L14	Equal Opportunity and SHARP
MILS 4301-L15	Suicide Prevention Program
MILS 4301-L16	The Army as a Profession
MILS 4301-L17	The Army Ethics
MILS 4301-L18	Law of Land Warfare and Rules of Engagement (ROE)
MILS 4301-L19	Civil-Military Relations
MILS 4301-L20	Individual Family Readiness and Personal Financial Management
MILS 4301-L21	Comprehensive Soldier and Family Fitness (CSF2)
MILS 4301-L22	Officer Career Planning
MILS 4301-L23	Awards
MILS 4301-L24	The Uniform Code of Military Justice (UCMJ)
MILS 4301-L25	Administrative Discipline and Separation
MILS 4301-L28	Administrative Personnel Actions

Mission Command (Think critically and creatively, make sound and timely decisions):
This learning area will focus on how an officer creates a leadership climate which encourages subordinate initiative at the tactical level and the willingness to act autonomously within Commander's intent.

MILS 4301-L02	Commander and Staff Organization and Operations
MILS 4301-L03	Operations and Planning Process
MILS 4301-L10	Mission Command & Mission Command Case Study 1 and 2

Operations (No Description Provided):

MILS 4301-L26	Operations Security
MILS 4301-L27	Cross Cultural Competency

Training

This learning area will define, explain, and begin to demonstrate military expertise and certification of Army professionals. It will also demonstrate the link between troop leading procedures and the military decision making process to training management and apply risk management within the Army's training management system.

MILS 4301-L04	Army Training Units and Leader Development
MILS 4301-L05	Unit Training
MILS 4301-L06	Training Meeting
MILS 4301-L07	Risk Management
MILS 4301-L08	Decisive Action Training & Unit Training Plan
MILS 4301-L09	Assessing Unit Training

Appendix B
<u>**Learning Outcomes**</u>

<u>**Leadership and the Army Profession**</u> (Live honorably and build trust):

• Describe the importance and imperative to develop others
• Determine the possible barriers and restrictions officers "may" face in trying to establish a leader development counseling program in their unit
• Determine the characteristics of effective counseling and the necessary counseling skills
• Explain the use of Support Forms for counseling at the beginning of a rating period
• Recognize components of the OER and NCOER support forms
• Analyze how EES allows you to use a support form to begin your OER or NCOER
• Describe the purpose of and the process for developing and completing a support form to
  include a clear and concise duty description and performance objectives
• Describe the purpose of and the process for completing the officer evaluation report form and its
  importance within the officer's career management
• Describe the responsibilities of the rater, senior rater and reviewer and the NCO counseling requirements
  and keys for successful preparation
• Identify clear performance objectives and significant contributions and accomplishments for an
  Officer
• Summarize the importance of the automated Officer Evaluation Report
• Describe the parts of the NCOER and the requirements for each
• Utilize the NCOER Counseling Support Form and prepare to conduct a NCOER counseling session
• Compare the DA FORM 2166-9-1 and DA FORM 2166-9-2
• Identify the components of the Army's Military Equal Opportunity (MEO) Program
• Explain the leader responsibilities within the MEO Complaint Processing System
• Identify the impacts of sexual harassment and sexual assault
• Distinguish between the Army's Sexual Harassment and Sexual Assault policies and response
• Identify new leader responsibilities in support of the Army's SHARP Program
• Describe the Army's Equal Opportunity Program as it relates to the Army Values, Warrior
  Ethos, and Soldier's Creed
• Determine the behaviors and actions that violate and support the Army's Equal Opportunity Program
• Apply the future Leader's responsibilities within the Army's Equal Opportunity (EO) Complaint
  Process
• Describe the importance of the SHARP Program and how it relates to the Army Values,
  Warrior Ethos, and Soldier's Creed
• Determine the behaviors and actions that violate and support the Army's SHARP Program
• Apply the individual Soldier's and future Leader's responsibilities within the Army's SHARP
  incident/complaint process
• Identify the symptoms of depression and the common triggers, risk factors, myths and warning
  signs of suicide
• Apply appropriate action in response to an at-risk individual
• Describe the Army as a Profession to include membership in the profession, essential
  characteristics, and certification criteria for Army Professionals
• Given a framework for professions, assess whether the Army is truly a profession

- Describe the Army Ethic
- Describe the importance of Army Leader Ethics and its application to every action a Warrior Leader takes
- Describe the necessity of diligently maintaining ethical conduct and the relationship between character and the Army Leader Ethics
- Examine the Rules and Principles of the Law of Armed Conflict
- Interpret Elements Affecting Standing Rules of Engagement (SROE) and Standing Rules for the Use of Force (SRUF)
- Analyze the Limitations and Levels of Standing Rules for the Use of Force (SRUF)
- Distinguish between civil-military relations and civilian control
- Understand the Armed Forces' roles in providing expert military advice to civilian leaders
- Summarize the Vision and Mission of the Army's Comprehensive Soldier & Family Fitness (CSF2) Program
- Explain the five Dimensions of CSF2 and how they relate to readiness
- Explain the three main Components of the CSF2 Program
- Analyze the six functions of the Officer Professional Management System (OPMS) and their purpose in Officer Career Management
- Compare company and field grade phases of Officer Development during one's career
- Analyze individual elements and their importance for Individual Career Management

- Define Functional Areas and explain career opportunities within Functional Areas

- Explain the Voluntary Transfer Incentive Program (VTIP)

- Define Developmental and Broadening positions and analyze the five major categories
- Explain Financial Planning and Budgeting
- Explain basic Investment and Insurance Terms
- Review concepts of credit, debt, and major purchases
- Describe Army pay and allowances
- Identify the methods for resolving pay inquires
- Describe the concept of military justice, the judicial punishment system (court martial), and three types of court martials
- Identify the common officer roles and responsibilities related to punitive law and the Soldier's rights under Article 31(b)
- Describe the purpose of administrative discipline and the Soldier's due process
- Describe types of administrative actions and separations discharges
- Apply the concepts of administrative discipline and separations
- Explain Army Awards Program / Policy
- Identify Military Awards and Decorations
- Prepare a Recommendation for Award (DA Form 638)
- Identify the Army's favorable actions
- Explain the Army's Awards Program/Policy
- Prepare a Personnel Action form (DA Form 4187)

Mission Command (Think critically and creatively, make sound and timely decisions):

- Describe staff organization, duties, and responsibilities

- Categorize duties of coordinating, special, and personal staff officer positions
- Describe planning horizons
- Describe the Operations Process
- Describe the Planning Process
- Identify the elements of Command and Control
- Define Mission Command
- Apply the Principles of Mission Control
- Identify the elements of Command and Control
- Analyze the Philosophy of Mission Command as a Warfighter Function
- Apply the Six Principles of Mission Command to Small Unit Operations
- Evaluate a combat commander's performance during an historical battle using the Six Principles of Mission Command
- Evaluate combat decisions of leaders during an historic battle using the philosophy of Mission Command

Operations (Demonstrate intellectual and military competence/proficiency):

- Describe the Operations Security Process
- Recognize characteristics of the media
- Analyze Operations Security and social media content
- Identify components of culture
- Apply cultural agility

Training (Teamwork, Development, Lifelong Learning and Comprehensive Fitness):

- Summarize the three training domains used in the Leader Development Model
- Discuss the Principles of both Unit Training and Leader Development
- Analyze the Commander's role in Unit Training
- Summarize unit training
- Analyze the four phases of the operations process for training
- Define the purpose and function of training meetings
- Analyze the three goals of a training meeting
- Contrast individual roles and responsibilities during the course of a training meeting
- Explain the Risk Management Process
- Apply the five-step Risk Management Process using DD Form 2977 (Deliberate Risk

   Assessment Worksheet) to a situation
- Describe the Decisive Action Training Environment (DATE)
- Describe the Concept of Operations of the Army's three major Combat Training Centers for DATE
- Discuss how Soldiers and Units progress from home station training to participation in a DATE exercise by engaging with an experienced leader
- Describe the Unit Training Plan
- Relate how to use Troop Leading Procedures and the 8-Step Training Model in planning unit

   training
- Describe the Methods of Assessing Unit Training and platoon improvement
- Describe the T-Week concept Define Battle Focused Training, Battle Tasks, Mission Essential

   Task (MET), and Mission Essential Task List (METL)
- Distinguish between the levels of training proficiency
- Analyze the Commander's role in Unit Training through the activities of understand, visualize,

describe, direct, lead and assess
- Conclude individual roles and responsibilities during the course of a training meeting

Appendix C
Homework and lab Matrix
Note: Changes may be made to the course outline or requirements as needed.
　　Additional reading assignments will be posted to the ROTC Blackboard.

Date Lesson	Cadet Pre-Class Assignments
Lesson 1 24 August (Monday) Course Overview and LDP	**Read:** • Syllabus **Review:** • LDP Slides and Policy
Lesson 2 26 August (Wednesday) Commander and Staff Organization and Operations	**Read:** • FM 6-0, Commander and Staff Organization and Operations, Change 2, 22 April 2016, Chapter 1, pp 1-5 through 1-8, par 1-28 through 1-46, and Chapter 2
Lab 1 26 August Welcome Back Lab / MS III Uniform/TA-50 Issue	• Review AR 145-1 SROTC Program: Organization, Administration, and Training, 22 July 1996 (RAR, 6 September 2011); http://Armypubs.Army.mil/epubs/pdf/r145_1.pdf • Review the US Army Cadet Command Cadet Handbook 2014 (formerly known as the USACC TACSOP); https://rotc.blackboard.com/bbcswebdav/courses/BOLC_A_ROTC_Instructor_Course_Material/Cadet%20Handbook%202014.pdf • Review SROTC University Battalion SOP
Lesson 3 31 August (Monday) Operations and Planning Process	**Skim:** ADP 5-0, Chapter 1, par 1-1 to 1-14, pp 1-1 through 1-3 **Read:** ADP 5-0, Chapter 1, par 1-15 to 1-49, pp 1-4 through 1-11 **Skim:** ADP 5-0, Chapter 1, par 1-50 to 1-83, pp 1-11 through 1-18 ADP 5-0, Chapter 2 par 2-1 to 2-84, pp 2-1 through 2-15 **Read:** ADP 5-0, Chapter 2 par 2-85 to 2-99, pp 2-15 through 2-19 **Skim:** ADP 5-0, Chapter 2 par 2-100 to 2-143, pp 2-19 through 2-26 • *NOTE: This lesson plan and slides do not specifically target all of concepts covered in the readings. The instructor has the option, based on their judgment of Cadet history, to cover any or all of these additional concepts, which includes: MDMP, PMESII-PT, METT-TC, Army Design Methodology, CCIR, etc.*
Lesson 4 2 September (Wednesday)	**Read:** • AR 350-1, Chapter 1, para 1-8 through 1-11, pp. 2 through 5 • FM 7-0, Chapter 1, para 1-21 through 1-41, pp. 1-5 through 1-8 • ADP 7-0, Chapters 1 through 3 • FM 6-22, para 1-1 through 1-14, pp. 1-1 through 1-3 • ADRP 7-0 (obsolete) extract - Principles of Leader Development

Army Training and Leader Development	
Lab 2 2 September (Wednesday) LRC/ROPES Course	• Cadre in the Detachment Training Section will publish required preparatory materials, FHTX SOP, and/or OPORD information
7 September (Monday)	• Labor Day – No School as University is closed.
Lesson 5 9 September (Wednesday) Unit Training	**Read:** • ADP 7-0, Chapter 1. • FM 7-0, Chapter 1, para. 1-1 through 1-20, pp 1-1 through 1-6 • FM 7-0, Chapter 3.
Lab 3 9 September (Wednesday) Round Robin: Field Craft / Hot and Cold Injuries / TCCC	• Read FM 3-05.70 Survival, May 2002: Chapter 4, pp. 4-32 through 4-36; Chapter 15, pp. 15-4 through 15-11. • Read ATP 3-37.34 Survivability Operations, June 2013: Chapter 4 - Fighting Positions, pp 4-1 through 4-8; Chapter 6 - Camouflage, pp 6-9 through 6-14, and p. 6-21. • Skim FM 3-05.70 Survival, May 2002: Chapter 5 - Shelters, pp 5-1 through 5-21. • Review TC 4-02.3 Field Hygiene and Sanitation, May 2015: pp 1-1 through 3-9. • Review MSL LAB 07 Slideshow: "Fieldcraft - Field Sanitation and Preventive Medicine" • Read: STP 21-1- SMCT, Soldiers Manual of Common Tasks, Warrior Skills Level 1, September 2017, pp. 3-131 through 3-139, and 3-220 through 3-264, found at http://www.apd.army.mil/ • Read: TC 4-02.1, First Aid, August 2016, pp. 1-1 through 1-8 • NOTE 2: Task #191-COM-0008: Search an Individual in a Tactical Environment has been extracted from STP 21-1- SMCT, Soldiers Manual of Common Tasks, Warrior Skills Level 1, vers. August 2015, pp. 3-284 through 3-291 (until the September 2017 version is updated to include it)
Lesson 6 14 September (Monday) Training Meeting	**Read:** • FM 7-0, Chapter 3, para. 3-32 through 3-41, pp: 3-8 through 3-11; Appendix C, para C-1 through C-45, pp: C-1 through C-9. **Watch:** How to Conduct a Company Training Meeting [MP4]. Army Training Network.
Lesson 7 16 September (Wednesday) Risk Management	**Read**: • ATP 5-19, Chapter 1.
Lab 4	• Read MSLLAB03 Land Navigation I SR.pdf

16 September (Wednesday) Land Navigation I (FHTX TA 74) Self-Correcting	• Read: TC 3-25.26, Map Reading and Land Navigation, 15 November 2013; pp. 5-8 through 5-9 and Chapters 8 and 10 (Navigaton Equipment and Methods and Terrain Association), found at: http:// • www.apd.army.mil/ Review: TC 3-25.26, Map Reading and Land Navigation, 15 November 2013; Terrain Features, pp. 9-12 through 9-19, found at: http://www.apd.army.mil/ • Read: STP 21-1-SMCT, Soldier's Manual of Common Tasks Warrior Skills Level 1, August 2015; pp. 3-69 through 3-86, found at: http://www.apd.army.mil/
Lesson 8 21 September (Monday) Decisive Action Training Environment & Unit Training Plan	**For Decisive Action Training Environment, Read:** • Read Setting the Training Conditions to Win in a Complex World, David E. Violand, Small Wars Journal, 22 September 2015 • Read Decisive Action Training Environment (DATE), STAND-TO!, 8 March 2012. • AR 350-50, Combat Center Training Program, April 2013, Read pages 1 - 4, be prepared to discuss in class; http://www.apd.army.mil/ProductMaps/PubForm/AR.aspx • Read Decisive Action Training Environment (DATE): Future training grounded in today's intelligence, STAND-TO!, 27 November 2012. • Read Decisive Action: How to fight and sustain in the Army's future battles, David Crozier, NCO Journal, May 28, 2013. • Read Decisive Action Training Environment Student Handout, be prepared to discuss in class **For Unit Training Plan, Read:** • ADP 7-0, Chapter 4, pp. 4-1 through 4-9 • FM 7-0, Chapter 3, par 3-1 through 3-22, pp 3-1 through 3-5 • FM 7-0, Appendix H
Lesson 9 23 September (Wednesday) Assessing Unit Training	**Read:** • AR 350-1, Chapter 5, para 5-2 through 5-4, pp. 117-118. • AR 350-50, Chapter 1, para 1-5, pp. 1 through 4. • FM 7-0, Chapters 1 through 3 and Appendix B, para 1-1 through 1-14, para 1-38 through 1-44, para 2-22 through 2-24, para 3-31 through 3-58, and B-1 through B-59, pp. 1-1 through 1-3, pp. 1-8 through 1-10, pp. 2-5 through 2-7, 3-7 through 3-14, and pp. B-1 through B-11. • ADP 7-0, para 4-52 through 4-56, pp. 4-10 through 4-11. **Review:** Leader's Guide to Objective Assessment of Training Proficiency: Initial Operating Capability, Chapters 1 and 2, para 1-1 through 1-7 and para 2-1 through 2-37, pp. 5 through 7 and pp. 9 through 36.
Lab 5 23 September Land Navigation II (FHTX TA 74) Non-Self Correcting	• Read MSLLAB03 Land Navigation II SR .pdf • Review: TC 3-25.26: Map Reading and Land Navigation, November 2013 http://www.apd.army.mil • Skim: Chapter 4: Grids Read: Paragraph 4-12 through 4-17 • Skim: Chapter 5: Scale and Distance Read: Paragraph 5-20 through 5-27 • Skim: Chapter 6: Directions Read: Paragraph 6-17 through 6-21 • Skim: Chapter 10: Terrain Association Read: Paragraph 10-10 through 10-53
25-27 September (Friday – Sunday)	**For Mission Command, Read:** • ADP 6-0, Chapter 1, para. 1-1 to 1-94, pps. 1-1 to 1-18.

NO CLASS (At Home Preparatory Assignment)	**Skim**: • ADP 6-0, Introduction, Introductory figure-1. Logic map, pp. x. **Watch**: • MSL401 L10 Video.mp4, Former Chief of Staff of the Army General Odierno: Mission Command video http://www.kaltura.com/tiny/ra5cz **For Case Studies:** **Read:** CASE STUDY 1 • Review ADP 6-0, Mission Command, Change 2, 12 March 2014, pp. 2 thru 9, No. 5 thru 39 https://www.apd.army.mil/ProductMaps/PubForm/ADP.aspx • Read Assessment will be Failure of Command at Pea Ridge, 1862 by Colonel Thomas E. Hanson, Ph.D., Sixteen Cases of Mission Command, pp. 1-14 CASE STUDY 2 • Review ADP 6-0, Mission Command, Change 2, 12 March 2014, pp. 5 thru 9, No. 22 thru 39 be prepared to discuss in class https://www.apd.army.mil/ProductMaps/PubForm/ADP.aspx **Review:** • ADP 6-0, Chapter 1, para. 1-1 to 1-94, pps. 1-1 to 1-18. ADP 6-0, Introduction, Introductory figure-1. Logic map, pp. x.
Lesson 10 28 September (Monday) Mission Command Case Study 1 & 2	• Cadet Groups Conduct 10-minute Briefs (Groups will be assigned) • Review TRADOC Pam 525-3-5, U.S. Army Functional Concept for Mission Command 2016 - 2028, 13 October 2010, Chapter 2
Lesson 11 30 September (Wednesday) Developing Others (Counseling)	**Read:** • ATP 6-22.1, Chapter 1 through Chapter 2, pp. 1-1 to 2-10
Lab 6 30 September (Wednesday) SQD / PLT Movement Techniques (TA 74)	• Read MSLLAB 12 Team and Squad Movement Techniques SR.pdf • Read STP 21-1-SMCT Soldier's Manual of Common Tasks, Warrior Skills, Level 1, September 2017. pp. 3-118 through 3-122. Found at: http://www.apd.army.mil/ • Watch: Individual Movement Techniques & Fire Team Formations, Training Brain Operations Center Systems Integration Modeling and Simulation (TBOC SIMS): https://www.youtube.com/watch?v=kR8VLkzfbuU • Read MSLLAB 12 Team and Squad Movement Techniques SR.pdf • Read ATP 3-21.8, Infantry Platoon and Squad, August 2016. pp. 2-19 through 2-36, pp. 2-43 through 2-52, and pp. 2-59 through 2-62. Found at: http://www.apd.army.mil/

	• Follow and watch this video resource supporting Team and Squad Movement Techniques: ☐ Squad Movement Formations and Techniques, Training Brain Operations Center Systems Integration Modeling and Simulation (TBOC SIMS): https://www.youtube.com/watch?v=OKRues4Fwrk
Lesson 12 5 October (Monday) Support Forms & Officer Evaluation Report (OER)	**For Support Forms, Read** • ATP 6-22.1, para 1-1 through 1-9. • DA Pam 623-3, para 1-1 to 2-2, pp. 1 through 9 and para. 3-1 to 3-2, pp. 77 through 84 **For Support Forms, Review** • FM 6-22, pp. 1-1 through 1-2. • DA Form 4856 Developmental Counseling Form • Evaluations Entry Systems Overview. [Video]. http://www.kaltura.com/tiny/vrvmh • Officers Evaluation Report (OER) evaluation entry system "How To." [Video]. http://www.kaltura.com/tiny/wonld **For OERs, Read:** • DA PAM 600-3, Chapter 6, para 6-1 through 6-3, pp. 30 through 31 **For OERs, Review:** • FM 6-22, Chapter 6, para 6-1 through 6-14, pp. 6-1 through 6-8 • DA Form 67-10-1 • DA Form 67-10-1A • Officers Evaluation Report (OER) Evaluation Entry System "How To." [Video]. http://www.kaltura.com/tiny/wonld **For OERs, Skim:** • ATP 6-22.1, Chapter 1, para 1-1 through 1-21, p1 and pp. 1-2 through 1-4 ADP 6-22, Chapter 1, para 1-82 through 1-88, pp. 1-15 through 1-16 and Tables 2-1, 3-1, 4-1, 5-1, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-4, 6-5, & 7-1.
Lesson 13 7 October (Wednesday) Support Forms & NCO Evaluation Report (NCOER)	**For Support Forms, Read** • ATP 6-22.1, para 1-1 through 1-9. • DA Pam 623-3, para 1-1 to 2-2, pp. 1 through 9 and para. 3-1 to 3-2, pp. 77 through 84 **For Support Forms, Review** • FM 6-22, pp. 1-1 through 1-2. • DA Form 4856 Developmental Counseling Form • Evaluations Entry Systems Overview. [Video]. http://www.kaltura.com/tiny/vrvmh • Officers Evaluation Report (OER) evaluation entry system "How To." [Video]. http://www.kaltura.com/tiny/wonld **For NCOERs, Read:** • AR 623-3, para. 1-8 **For NCOERs,Skim (Become familiar with the content to be prepared to use as a reference during class):** • AR 623-3, various paragraphs from throughout Chapter 2 & 3 • DA PAM 623-3, Chapters 3, para. 3-2 through 3-12; 3-18 through 3-25 & Chapter 5, para 5-1, 5-3, & 5-4 • DA Form 2166-9-1, NCO Evaluation Report (SGT). • DA Form 2166-9-2, NCO Evaluation Report (SSG-1SG/MSG). **For NCOERs, View:** • Top 5 reasons NCOERs are Returned [Video].

	http://www.kaltura.com/tiny/ma2tz
Lab 7 7 October (Wednesday) Patrol Base Operations	• Cadre in the Detachment Training Section will publish required preparatory materials, FHTX SOP, and/or OPORD information
Lesson 14 12 October (Monday) Equal Opportunity and SHARP	**For EO, Read:** • AR 600-20, Chapter 6 **For EO, Skim:** • AR 600-20, Appendixes C, D, E, & Q **For EO, Review:** • ADP 6-22, Chapter 2, pps. 2-1 to 2-12 **For EO, Watch:** Seeing Beyond the Surface, http://www.kaltura.com/tiny/zmcc1 **For SHARP, Read:** • AR 600-20, Chapter 7 **For SHARP, Skim:** • AR 600-20, Appendixes F, G, H, I, J, K, L, M, & N **For SHARP, Read:** • USACC & Fort Knox Policy Letter 4 – SHARP **For SHARP, Review:** • US Army Sexual Harassment/Assault Response & Prevention (SHARP) webpage. http://www.sexualassault.army.mil/
Lesson 15 14 October (Wednesday) Suicide Prevention Program	**Read:** • PAM 600-24, Chapter 1 through Chapter 5, pp 1-16 • AR 600-63, Chapter 4, para. 4-4 to 4-11, pp. 17-24 **Review:** • Ace For Soldiers Training, pp. 8-29 **Skim:** • Army Suicide Prevention Program Website. • http://www.armyg1.army.mil/hr/suicide/training.asp
Lab 8 14 October (Wednesday) Raid/Attack	• Cadre in the Detachment Training Section will publish required preparatory materials, FHTX SOP, and/or OPORD information
Midterm 15 October – 20 October (Individual Event)	• Available online via ROTC Blackboard
Lesson 16 19 October (Monday)	**Read:** • ADP 6-22, Chapter 1, para. 1-1 to 1-72, pp. 1-1 to 1-12 • Army Profession Pamphlet, October 2018

The Army as a Profession	
Lesson 17 21 October (Wednesday) The Army Ethics	**Read:** • ADP 6-22, Chapters 1, para 1-1 through 1-72, pp. 1-1 through 1-12. **Review:** • Ludwig, Dean C. and Longnecker, Clinton O. (1993). The Bathsheba Syndrome: The Ethical Failure of Successful Leaders. Journal of Business Ethics, 12, 265-273. • Owens, Mackubin Thomas. (2012). Petraeus's Bathsheba Syndrome: Why did a man we so respected succumb to temptation? • Stallard, Dan CDR., and Sanger, Kurt MAJ., (2014). The Nathan Solution to the Bathsheba Syndrome: The failure of success revisited. Marine Corps Gazette, Volume 98, Issue 4.
Lab 9 21 October (Wednesday) PCC/PCI	• Cadre in the Detachment Training Section will publish required preparatory materials, FHTX SOP, and/or OPORD information
FTX PREP 22 October (Thursday) PCC/PCI	• Cadre in the Detachment Training Section will publish required preparatory materials, FHTX SOP, and/or OPORD information
Fall FTX 23-24 October FHTX	• Cadre in the Detachment Training Section will publish required preparatory materials, FHTX SOP, and/or OPORD information
Lesson 18 26 October (Monday) Law of land Warfare and Rules of Engagement (ROE)	**Read**: • FM 6-27, Chapter 1, para. 1-1 to 1-48, pp. 1-1 to 1-11. **Skim (become familiar with the content to be prepared to use as a reference during class):** • FM 6-27, Chapter 1, para. 1-49 to 1-120, pp. 1-1 to 1-26, Chapters 2 and 3. **Read:** • FM 1-04, Chapter 7.
Lesson 19 28 October (Wednesday) Civil-Military Operations	**Read** • Army Profession Pamphlet, pps. 24-25. • The Armed Forces Officer, Chapters 7-8, pps. 97-127. • Obama Relieves McChrystal Over Critical Remarks, Names Petraeus as Replacement, Fox News, 23 June 2010.
Lab 10 28 October (Wednesday) Reconnaissance	• Cadre in the Detachment Training Section will publish required preparatory materials, FHTX SOP, and/or OPORD information

(TA 73)	
Lesson 20 2 November (Monday) Individual and Family Readiness and Personal Financial Management	• Review Army One Source Website; http://www.myarmyonesource.com/default.aspx • Review My Army Benefits Website; http://myarmybenefits.us.army.mil/Home/Benefit_Library/Federal_Benefits_ Page/Army_Community_Service_(ACS).html?serv=149 • Read Individual and Family Readiness Student Handout 1 • Read Cadet eBook **[T]** Officership, **[C]** Programs and Services, **[S]** Financial Management/Installation Support Services, be prepared to discuss in class; http://www.rotcebooks.net/Officership/index.html • Review U.S. Securities and Exchange Commission; Links: Education, Investor.gov, Tools, Investor Basics, be prepared to discuss in class; http://www.sec.gov • Read Personal Financial Management • Read Financial Readiness Training Programs • Read Blended Retirement System • Skim Leader Training to Introduce the Blended Retirement System for the Uniformed Services Course Transcript • Read Understanding Military Pay • View What is a Leave and Earning Statement - LES? YouTube video
Lesson 21 4 November (Wednesday) Comprehensive Soldier and Family Fitness (CSF2)	**Read:** • AR 350-53, Chapter 1 (para. 1-5 through 1-7), Chapter 2, Chapter 3 (para. 3-1).
Lab 11 4 November (Wednesday) Movement to Contact / React to Contact / Attack (TA 75)	• Download and read MSLLAB16 Squad Tactics-Attack STX SR.pdf • Download and Read MSLLAB16 Squad Tactics-Attack STX SH2.docx • Review the following video: Conduct a Squad Attack (6:35) https://video.search.yahoo.com/yhs/search;_ylt=A0LEVjYjLxJYhZ4AJScnnIlQ?p=ROTC+Squad+attack •
Lesson 22 9 November (Monday) Officer Career Planning I & II	**Review:** • DA PAM 600-3, Chapter 3 (para. 3-1 through 3-4 and 3-14 through 3-15) • For Cadets branching Medical Service - DA Pam 600-4, Chapter 3 (para. 3-1 through 3-3) • Complete requirements from Practical Exercise handout (MS401L28 Officer Career Planning II PE.docx) **Review**: • MS401L28 Officer Career Planning II SH.pdf - VTIP MILPER Message, In/Out Chart, and Appendix 1 • **NOTE:** Ensure all Cadets can access "Smartbook DA Pam 600-3 - as of 8 NOV 19.pdf" and have a copy of MS401L28 Officer Career Planning II PE.docx.
11 November	• No Class as University is closed.

(Wednesday) Veteran's Day	
Training Management Memo Due 16 November (Before Class	• PMS will determine method of submission (email or hard copy).
Lesson 23 16 November (Monday) Awards	• Read MSL401Lxx Student Reading - AR 600-8-22, Military Awards chapters 1-3 and 10 • Review: Website, Army Writer, http://www.armywriter.com/da-form-638-award-bullets.htm • Review: Website, Army NCO, http://www.armynco.com/army_awards.shtml
Lesson 24 18 November (Wednesday) The Uniform Code of Military Justice (UCMJ)	**Read:** • AR 27-10, Chapter 3, Par 3-1 through 3-19, pp 3 through 16 • Commander's Legal Handbook, Chapter 1, pp 7-10, Chapter 5, pp 27-39, Chapter 7, pp 49-57, Chapter 7 App A, pp 62-63, Chapter 8, pp 65-70, Chapter 9, pp 71-73
Lab 12 18 November (Wednesday) Military Communications / U.S. Weapons/EST (FHTX)	• MSLLAB07 Military Communications LP.docx • MSLLAB07 Military Communications Student Reading.pdf • STP 21-1-SMCT Soldiers Manual of Common Tasks, Warrior Skills Level 1, August 2015, found at • http://www.apd.army.mil/ • Cadre in the Detachment Training Section will publish required preparatory materials, FHTX SOP, and/or OPORD information for U.S. Weapons • M-16 Rifle and M-4 Carbine Principles of Operation • Skim: TC 3-22.9 Rifle and Carbine, May 2016, pp. 2-1 through 2-4. • Disassembly/Assembly • Review: TM 9-1005-319-10 Operators Manual for Rifle, 5.56mm, M16A2, M16A3, and carbine 5.56mm, M4, June 2010, pp. 0013 00-1 through 0017 00-8 (Disassembly/Assembly). • View: M4 Carbine Disassembly (2:43)/Assembly (2:20) videos, at the following links: Clear and disassemble: https://www.youtube.com/watch?v=IReyxSVScYI Assemble: https://www.youtube.com/watch?v=glXfOGXhHzk • Review: Graphic Training Aide (GTA) - GTA 07-01-045, M16A4 Layout Chart (.pdf p.20) • Preliminary Marksmanship Instruction (PMI) • Read: FM 3-22.9, Rifle Marksmanship, 2011, c1; Ch 3, para 3-1 through 3-2, and Ch 4, para 4-66 through 4-75; (Publication Pulled for Update; no current link on APD) • Read: TC 3-22.9 Supplement, Rifle Gold Book, Army Marksmanship Unit (AMU), 2018, Ch 3, pp. 13-18; Ch 4, pp. 19-27; Ch 5, pp. 28-29; and Ch 7, 33-38; (This supplement expounds upon the information in TC 3-22.9, and is provided by the US Army Marksmanship Unit)

Commented [d3]: This will require revision once four-day schedule published; this in turn may require a shift of the whole schedule.

	• View: How to clear a malfunction using the M16 Family/Series of rifle (2:23), Fort Benning Training Video (S.P.O.R.T.S), at this link: https://www.youtube.com/watch?v=mZRx-UXzwY0 • View: AMU Shooter's Corner video, 'Weapons Safety and Manipulation' (3:01), at this link: https://www.youtube.com/watch?v=4xUSEfB3LlQ • View: AMU Shooter's Corner video, 'Sight Alignment and Trigger Control' (4:12), at this *link: https://www.youtube.com/watch?v=_6x1cLByjgw • *You may access the library of Army Marksmanship Unit (AMU) videos on YouTube for additional topics such as Zeroing the Weapon, Sights and Optics, Firing Positions, M-9 Pistol, etc., at this link: https://www.youtube.com/watch?v=4xUSEfB3LlQ&list=PLO9YtafxLYlR8Ki5gGYVDYnklnueKHBX8
Lesson 25 23 November (Monday) Administrative Discipline and Separation	**Read:** • AR 27-10 Military Justice, para 3-2 through 3-4, pp 3 and 4 • AR 635-200, Active Duty Enlisted Administrative Separations, para 1-15 through 1-18, pp 5 through 8 and par 3-4 through 3-9, pp 45 through 49 **Skim:** • Commander's Legal Handbook, 2019; Chapters 27 through 34, pp 175 through 208
Lesson 26 25 November (Wednesday) Operations Security	**Read**: • AR 530-1, Chapter 1, para. 1-5, p 1; Appendix B and pp 22 through 26; Appendix D, para. D-1, pp 29-30. • Professional of Online Conduct: ALARACT 058 2018 **Skim:** • AR 360-1, Chapter 2, para. 2-5 through Chapter 3, para. 3-4, pp. 7 through 9; Chapter 13, para. 13-1 through 13-15, pp. 50 through 58 **Review:** • ATP 3-05.1, Chapter 3, para. 3-16 through 3-21, pp. 3-5. • Hatch Act: Permitted and Prohibited Activities for Most Federal Employees. • Hatch Act: Frequently Asked Questions on Federal Employees and the Use of Social Media and Email. • Army Social Media Website, Soldiers and Families tab https://www.army.mil/socialmedia/soldiers/

Lab 13
25 November
(Wednesday)
 	
Weapons Training
EST
(FHTX)
	• Cadre in the Detachment Training Section will publish required preparatory materials, FHTX SOP, and/or OPORD information
	• M-16 Rifle and M-4 Carbine Principles of Operation
	  o Skim: TC 3-22.9 Rifle and Carbine, May 2016, pp. 2-1 through 2-4.
	• Disassembly/Assembly
	  o Review: TM 9-1005-319-10 Operators Manual for Rifle, 5.56mm, M16A2, M16A3, and carbine 5.56mm, M4, June 2010, pp. 0013 00-1 through 0017 00-8 (Disassembly/Assembly).
	• View: M4 Carbine Disassembly (2:43)/Assembly (2:20) videos, at the following links: Clear and disassemble: https://www.youtube.com/watch?v=IReyxSVScYI Assemble: https://www.youtube.com/watch?v=glXfOGXhHzk
	• Review: Graphic Training Aide (GTA) - GTA 07-01-045, M16A4 Layout Chart (.pdf p.20)

	• Preliminary Marksmanship Instruction (PMI)
	   o Read: FM 3-22.9, Rifle Marksmanship, 2011, c1; Ch 3, para 3-1 through 3-2, and Ch 4, para 4-66 through 4-75; (Publication Pulled for Update; no current link on APD)
	   o Read: TC 3-22.9 Supplement, Rifle Gold Book, Army Marksmanship Unit (AMU), 2018, Ch 3, pp. 13-18; Ch 4, pp. 19-27; Ch 5, pp. 28-29; and Ch 7, 33-38; (This supplement expounds upon the information in TC 3-22.9, and is provided by the US Army Marksmanship Unit)
	   o View: How to clear a malfunction using the M16 Family/Series of rifle (2:23), Fort Benning Training Video (S.P.O.R.T.S), at this link: https://www.youtube.com/watch?v=mZRx-UXzwY0
	   o View: AMU Shooter's Corner video, 'Weapons Safety and Manipulation' (3:01), at this link: https://www.youtube.com/watch?v=4xUSEfB3LlQ
	   o View: AMU Shooter's Corner video, 'Sight Alignment and Trigger Control' (4:12), at this *link: https://www.youtube.com/watch?v=_6x1cLByjgw
	 • *You may access the library of Army Marksmanship Unit (AMU) videos on YouTube for additional topics such as Zeroing the Weapon, Sights and Optics, Firing Positions, M-9 Pistol, etc., at this link: https://www.youtube.com/watch?v=4xUSEfB3LlQ&list=PLO9YtafxLYlR8Ki5gGYVDYnklnueKHBX8

Thanksgiving Break 26-27 November	• University Closed
Lesson 27 30 November (Monday) Cross Cultural Competency	**Read:** • FM 3-24.2, Section V, Chapter 1, pp 1-18 through 1-26, para 1-97 through 1-114 Defining the Learning Domain, Technical Report 1284: Training, Developing, and Assessing Cross-Cultural Competence in Military Personnel, pp 2 through 15
Lesson 28 2 December (Wednesday) Administrative Personnel Actions	**Skim (become familiar with the content to be prepared to use as a reference during class):** • AR 600-8-10, Chapter 2; Chapter 4, para 4-1 through 4-4; Chapter 5, para. 5-1 through 5-3; and Chapter 7, para. 7-1 through 7-2 • AR 600-8-19, Chapter 1, para. 1-6 through 1-9; Chapter 2, para. 2-1 through 2-6; Chapter 3, para. 3-1 through 3-4, 3-9 through 3-11, 3-20 through 3-23; Chapter 4, para. 4-1 through 4-14; Chapter 5, para. 5-1 through 5-10 • AR 600-8-22, Chapter 1, para. 1-1 through 1-33, 1-41 through 1-45 • DA PAM 600-8, Chapter 4, para. 4-18 and 4-37 **Review:** • DA Form 4187, Personnel Action.
Final Exam 3-8 December (Individual Event)	• Available on ROTC Blackboard

Note: Changes may be made to the course outline or requirements as needed.
    Additional reading assignments will be posted to the ROTC Blackboard.

Appendix D
Master Reference List

NOTE: The reference list below **Is Not** all inclusive for MILS 4301. It is provided as a guidance for research and assignments.

Number	Title	Date	Additional Information
ADP 1	The Army	31 JUL 19	
ADP 5-0	The Operations Process	31 JUL 19	
ADP 6-0	Mission Command: Command and Control of Army Forces	31 JUL 19	
ADP 6-22	Army Leadership and the Profession	31 JUL 19	w/ch1, 25 NOV 19
ADP 7-0	Training	31 JUL 19	
ATP 3-05.1	Unconventional Warfare	6 SEP 13	w/ch1, 25 NOV 15
ATP 5-19	Risk Management	14 APR 14	w/ch1, 8 SEP 14
ATP 6-22.1	Counseling Process	1 JUL 14	
FM 1-04	Legal Support to the Operational Army	18 MAR 13	
FM 3-24.2	Tactics in Counterinsurgency	21 APR 09	
FM 6-0	Commanders and Staff Organization and Operations	5 MAY 14	w/ch2, 22 APR 16
FM 6-22	Leader Development	30 JUN 15	
FM 6-27	The Commander's Handbook on the Law of Land Warfare	7 AUG 19	w/ch1 20 SEP 19
FM 7-0	Train to Win in a Complex World	5 OCT 16	
AR 25-50	Preparing and Managing Correspondence	17 MAY 13	
AR 27-10	Military Justice	11 MAY 16	
AR 37–104–4	Military Pay and Allowances Policy	8 JUN 05	
AR 350-1	Army Training and Leader Development Program	10 DEC 17	
AR 350-50	Combat Center Training Program	2 MAY 18	
AR 350-53	Comprehensive Soldier and Family Fitness	19 JUN 14	
AR 360-1	The Army Public Affairs Program	25 MAY 11	
AR 530-1	Operations Security	26 SEP 14	
AR 600-8-10	Leaves and Passes	3 JUN 20	
AR 600-8-19	Enlisted Promotions and Reductions	16 MAY 19	
AR 600-8-22	Military Awards	5 MAR 19	
AR 600-20	Command Policy	24 JUL 20	
AR 600-63	Army Health Promotion	14 APR 15	
AR 623-3	Evaluation Reporting System	14 JUN 19	
AR 635-200	Active Duty Enlisted Administrative Separations	19 DEC 16	

DA PAM 350-58	Army Leader Development Program	8 MAR 13	
DA PAM 600-3	Officer Professional Development and Career Management	3 APR 19	
DA PAM 600-4	Army Medical Department Officer Professional Development and Career Management	30 MAR 20	
DA PAM 600-8	Military Human Resources Management Administrative Procedures	20 MAY 19	
DA PAM 600-24	Health promotion, risk reduction, and suicide prevention	14 APR 15	
DA Pam 623-3	Evaluation Reporting System	27 SEP 19	
TRADOC Pam 525-3-3	U.S. Army Functional Concept for Mission Command 2020-2040	6 FEB 17	
	Unit Training Management	DEC 13	ATN
	LG to Company Training Meetings	DEC 13	ATN
	LG to AAR	DEC 13	ATN
	Develop Unit METL		ATN
	Determine KCT to Train		ATN
	Objective Assessment of Training Proficiency: Initial Operating Capability: Leader's Guide	29 SEP 17	ATN
	16 Cases of Mission Command	2013	Army U Press
	Commander's Legal Handbook	2015	JAG
	Operational Law Handbook	2015	JAG
	The Armed Forces Officer	2017	NDU Press
	Army Profession Pamphlet	OCT 18	CAPL
	Ordinary Soldiers: A study in Ethics, Law, and Leadership	2014	US Holocaust Memorial Museum
CCR 145-3	Reserve Officers Training Corps Precommisioning Training and Leadership Development	18 JUN 19	USACC Sharepoint

Additional Publication Sites: (selected readings available online)

- **ROTC Blackboard (Bb)** - https://rotc.blackboard.com/
- **Army Knowledge Online** (AKO) - https://www.us.army.mil/
- **Army Training Network** (ATN) - https://atn.army.mil/
- **Central Army Registry** (CAR) - https://atiam.train.army.mil/catalog
- **Army Publication Division** (APD) - https://armypubs.army.mil/
- **United States Army Human Resources Command** (HRC) - https://www.hrc.army.mil/
- **Joint Electronic Library** (JEL) - http://www.jcs.mil/Doctrine/Joint-Doctrine-Pubs/
- **Army One Source Website -** http://www.myarmyonesource.com/default.aspx

- **My Army Benefits Website -**
  http://myarmybenefits.us.army.mil/Home/Benefit_Library/Federal_Benefits_Page/Army_Community
  Service(ACS).html

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.

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

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

Headquarters, Department of the Army, Field Manual 1 (2005). The Army. Washington, D.C.: U.S. Government Printing Office.

Headquarters, Department of the Army, Field Manual 6-22 (2006). Army leadership. Washington, D.C.: U.S. Government Printing Office.

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

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.

Appendix E
Rubrics
Participation Rubric

Class Participation Levels of Achievement				
Criteria	**Exemplary** **5 points**	**Proficient** **4 points**	**Basic** **3 points**	**Developing** **2 to 0 points**
Classroom Discussion & Activity, Small Group Participation	•Overall, consistent contributions that significantly reveal familiarity with readings and capacity to listen, incorporate, synthesize and constructively analyze text, classmate, & instructor comments • Contributes consistently & at a high-level of quality to the reflective writing elements of the course	• Overall, contributions that adequately reveal familiarity with readings and capacity to listen, incorporate, synthesize and constructively analyze text, classmate, & instructor comments • Contributes adequately and at an appropriate level of quality to the reflective writing elements of the course	• Overall, contributions that reveal limited familiarity with readings and capacity to listen, incorporate, synthesize and constructively analyze text, classmate, & instructor comments • Contributes in a limited fashion to the reflective writing elements of the course	• Overall, contributions are incomplete in regard to familiarity with readings or capacity listen, incorporate, synthesize and constructively analyze text, classmate, & instructor comments • Does not contribute to the reflective writing elements of the course
Listening, Focus and Relevancy	• Actively listens to students and instructor. • Ability to engage with and focus on pertinent class experiences • Follows appropriate use of cell phone & electronic devices	• Displays active listening skills and adequately engages with and focuses on pertinent class experiences • Mostly follows appropriate use of cell phone & electronic devices	•Sometimes displays lack of interest in listening to others. •Limited engagement with and focus on pertinent class experiences • Does not follow appropriate use of cell phone and electronic devices	• Distracted and focused on outside materials • Fails to engage or focus on pertinent class experiences • Does not follow appropriate use of cell phone and electronic devices

Source: CFDC Teaching and Learning

Mission Command Presentation Rubric

Presenter: Date:

	Poor: 0% to 70%	Average: 70% to 79%	Good: 80% to 89%	Excellent: 90% to 100%
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
Central Message	Central message can be deduced, but is not explicitly stated in the presentation.	Central message is basically understandable but is not often repeated and	Central message is clear and consistent with the supporting material.	Central message is compelling (precisely stated, appropriately repeated, memorable,

		is not memorable.		and strongly supported.)

Outline or Slide Deck (40 points): _____ **Group Presentation (60 points):** _____
TOTAL: _____

APPENDIX F
<u>**Syllabus Agreement Form**</u>

SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for

MILS **4301-110 & 4301-510**, **the Army Officer, FALL 2020**

My class meets on **M/W 1100 – 1215 (11:00 am – 12:15 pm) at Warrior Hall, Room 417**
My Lab Meets on **W 1500-1800 (3:00 pm – 6:00 pm) Location Varies**

I have read the syllabus (either in paper or online), and I understand the classroom policies, instructors expectations, and rules (e.g. technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc.) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation.

I understand that I am responsible to complete all homework assignments, quizzes/in-class assignments, and written projects by the due dates as outlined in the syllabus.

I agree to be prepared for and attend class each day and on each scheduled test day.

I understand that I must maintain academic integrity and honesty at all times, on all course assignments: homework, projects and exams.

I understand that in addition to an academic penalty, I am subjected to disenrollment from Army ROTC, pursuant to Army Regulation 145-1 for any violation of the course syllabus and Army policies.

By signing below, I am acknowledging complete understanding of stated policy and being subject to penalties as stated above.

PRINTED NAME _____

SIGNED _____ DATE_____