

Military Science (MILS) 4302-110: Company Grade Leadership (10823)

Spring 2021 (19 January 2021 - 14 May 2021)

Warrior Hall Room 417

M/W 1100 – 1215 (11:00 am – 12:15 pm)

Military Science (MILS) 4302-510: Company Grade Lab (10823)

Spring 2021 (19 January 2021 - 14 May 2021)

W 1500-1800 (3:00 pm – 6:00 pm)

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1300 - 1430 Wednesday

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must coordinate time(s) Virtual only

Office Hours: W 0930-1030

Office Hours: T & TH 0930 - 1200 & 1330 – 1500

must coordinate time(s) Virtual only

Office Hours: F 0930 – 1200 & 1330 – 1600

must coordinate time(s) Virtual only

Senior Instructor - Student Interaction: As this is the 21st Century and following 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, as necessary. I will conduct my correspondence professionally and respectfully 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 structures and functions, and leveraging Army systems critical to our profession. The course focuses on our profession should be approached in the same manner as all academic undertakings; ROTC is not an “elective.” Cadets must participate and develop themselves, 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 setting where Cadets will develop the knowledge, skills, and abilities required of junior company-grade officers about the Army in Unified Land Operations and your future roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, short online lesson assessments, individual or group project essays, a mid-term exam, a final exam, oral presentations, and oral practicum.

Assessments will occur during practical classroom exercises, leadership lab, field training exercise (FTX), and classroom environment. Cadets will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from Cadre, PMS, and other MS IV Cadets who will evaluate you. You will be required to write peer evaluations and will receive feedback on your abilities as a leader. After 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 help prepare you for your post-commissioning core competencies associated with the Basic Officer Leadership Course (BOLC). Includes an MS IV led lab per week overseeing MS III lesson facilitation and supervised by ROTC Cadre.

Course Purpose/Promise: This course will prepare Cadets for BOLC B and their duties and responsibilities as a junior officer at their first unit of assignment. This course, along with MILS 4302 in the Spring Semester refines, ultimately completes the Cadet-to-Commissioned Officer transition. Therefore, this course aims to continue studying 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. This course will improve the critical thinking and learning skills required for future Army Officers through collaborative discussion.

Course Design: This course is designed to be student-centric with the instructor's onus of learning, facilitated by the instructor using the Socratic Method – NOT A LECTURE COURSE. The class will be interactively conducted face-to-face or virtual with ample opportunities for small group discussions and practical exercises. Everyone is 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 the Appendixes 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

Blended Hybrid-HyFlex Course Delivery: Blended Hybrid-HyFlex courses are designed so that Cadets (UMHB) is afforded to attend courses in two modalities: face-to-face (with the potential for rotation to maintain a safe physical distance) or at the same time as the face-to-face class meetings but from a different location (remote synchronous-ROTC Blackboard Collaborate Ultra). Students must attend class in one of these two instructional modalities. Repeated absences will impact the student's ability to be successful in the class and will lead to failure to earn credit for the course.

Student publishing or Distribution of Course Materials: Students acknowledge that they may not post, publish, sell, or otherwise publicly distribute course materials without the course instructor's written permission by attending course sessions remotely and accessing course recordings. Such materials include, but are not limited to, the following: video or audio recordings, assignments, problem sets, examinations, other students' work, and answer keys.

Students who sell, post, publish or distribute course materials without written permission, whether to solicit answers or otherwise, may be subject to disciplinary action, up to and including requirement to withdraw from the ROTC Program. Further, students may not make video or audio recordings of class sessions for their own use without the instructor's written permission.

Remote asynchronous instruction: Attending remotely at a later time will be available only by permission of the instructor for a limited time and requires extenuating circumstances to be present. Extenuating circumstances for remote asynchronous learning include illness/quarantine/isolation by the student that prohibits face-to-face or remote synchronous participation (ROTC Blackboard Collaborate Ultra) and documented in the COVID 19 Report Form, other COVID related illness or hardship, or a university-sanctioned event that requires the student to be absent from class.

Course Objectives: The ROTC Course Outcomes are derived from the four Army Learning Areas (ALA) and General Learning Outcomes (GLOs) to develop objectives designed to prepare the newly commissioned second lieutenant for success at the Basic Officer Leader Course B (BOLC B) and as a junior officer at their first unit of assignment (FUA).

The four ALA's and Course Outcomes are:

1. Leadership and the Army Profession

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

2. Mission Command

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

3. Operations

- Demonstrate proficiency in synchronizing all Warfighter Functions in Unified Land Operations in support of Joint Operations
- Demonstrate proficiency in understanding the OE across all domains
- Demonstrate 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)

MILS 4302-110 Course Requirements: In order for us to be successful, you must adequately 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. I will evaluate your progress in the learning objectives and provide feedback on your learning. Class reading requirements are included in the Appendix and available on the ROTC Blackboard; additionally, rubrics are provided upon the assigned lesson assessments and other Appendix. **Note that Blackboard times are all in Eastern Standard Time. All issued lesson assessments are due @ 2230 CST on the default date of Sunday or otherwise noted after the period of instructions.**

Evaluation and Grading

Lesson Assessments (Papers/Projects/Oral Presentations/Quizzes)	40%
Class Participation (Class/Labs/FTX)	10%
Leadership Evaluation	20%
Physical Training (Including 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, Oral Practicum	10%

Class Participation: You are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussions, 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 scheduled FTX.

Note: Contracted Cadets are required to participate in all ROTC activities, as stated in their contract. Participation in the FTX is a mandatory and graded event. Students who are unable to participate in the FTX, for whatever reason, must coordinate with the Senior Military Science Instructor to gain PMS approval for the absence and receive an alternate graded event.

Note: Cadets with 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 Friday's tentatively scheduled from (TBD). Leadership evaluations consist of, execution of assigned leadership roles, the performance of responsibilities, inputs (products) to the staffing 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 responsibilities 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).

Leaders Eat Last Essay: Simon Sinek's *Start with Why* is an MS 402 reading assignment. The assignment includes three to five pages of paper connecting concepts from the book with the Army Leadership Requirements Model. The essay will be due to the instructor at the beginning of MS 402, Lesson 22.

The assignment requires you to read the book and be prepared to participate in a Leadership Development Discussion, including concepts from the MS 401 writing assignment on **Leaders Eat Last** At the conclusion of the discussion, you will write a personal statement of leadership that clarifies your Why.

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 into the Skill port site. You will see menus listed on the screen's left side; about midpoint down, select Books 24 X 7. Agree with Terms and Conditions for Books 24 X 7. This will bring you to the search page; you may use a search for the book title or author and select the go button to the search bar's right as it does not automatically select when using the enter key Select the book and download MP3s. <https://usarmy.skillport.com/skillportfe/custom/login/usarmy/login.action>

Leadership Philosophy Memorandum. Write an approximate two-page memorandum for record outlining your leadership philosophy as Platoon Leaders. The length will vary, but it is formatted per AR 25-50, *Preparing and Managing Correspondence*. Your memorandum shall address the following and submitted in Safe Assign with a 15% or less similarity.

- Personal philosophies
- Leadership philosophy
- Leader philosophy

Mission Command Case Study (Information Briefing): As a future officer, requirements are reoccurring briefings to the Chain of Command (CoC). 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 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 is provided in the Appendix of this syllabus. Present 10-15-minutes information brief on the various case studies.

Midterm Exam: A take-home (online 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, and complete the sentence or multiple-choice type questions. The midterm exam will be available online in Blackboard from 11-14 March or TBD. Questions will come from readings, lectures, and class discussions. This is an individual assessment; as such, you will not collaborate with anyone else though you may use any other resource available to you. Likewise, a group project assignment may be in addition to the exam. The midterm exam is worth 10%.

Final Exam: A take-home (online via Blackboard), oral practicum, and or term project essay may consist of the final exam covering all material throughout the semester, will assess your knowledge achieved throughout 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 on Blackboard from 3-6 and 6-9 May. Questions will come from readings, lectures, and class discussions. This is an individual assessment; as such, you will not 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 factors into your grade. Except in the most exigent circumstances, you must notify me NLT 24 hours before the training event to receive an excused absence. If you are running late and/or cannot make the PT formation, call/text me before PT's start. In addition to your communication with me, you must notify your Cadet Chain of Command. Likewise, PT participation and physical fitness test score factors into the grading and a pass-fail road March event. Cadets will be required to meet the PME (USACC) requirement for the 12-mile ruck march.

You will be required to take a diagnostic APFT at the beginning of the semester and, subsequently, a monthly diagnostic/record APFT throughout the semester. The record APFT accounts 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

The road march requirements course mirrors the Army TRADOC requirement of 12 miles in four (4) hours with a 35 lbs ruck. This is a pass/fail event. 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.

Each semester, Cadets will take the Army Combat Fitness Test (ACFT) to prepare for the program’s eventual full roll-out. Subsequently, when the official ACFT roll-out occurs, the grading table will occur.

Policies and Procedures

Submitting Assignments, Late Policy Assignments & Electronic Submission: In all courses, electronic submission of assignments occurs through ROTC Blackboard; it is the student’s responsibility to ensure that the PMS or Senior instructor receives the assignment by the established due date and the assignment submission occurs in the proper folder and the correct version.

Late Assignments: Assignments shall be submitted on the due date to receive full credit. The following scale will determine the penalty for unexcused late assignments:

- For each day or part thereof late of the submission, a reduction of the assigned scoring by 10%; per day on all late assessments; however, the highest possible grade percent is 60% or zero for non-submission. Subsequently, the Cadet will submit a **memorandum for the record** requesting to open any submission folder past the due date.
- Submission dates may be extended in exceptional circumstances; students must apply for an extension in writing using the standard Army memorandum and stating the reasons for seeking the extension or the request to open any submission folder past the due date.

Quizzes: Several quizzes issued in various forms will 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 attempts. Quizzes are part of the overall Lesson Assessments that are worth 40% of the final grade.

Current Event Briefs: Cadets 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 day’s news of local, US | World | current branch or S1Net, military, political, or societal significance that impacts the Department of Defense and the Cadets themselves. The briefing 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 the 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%, an additional submission is allowed to revise the paper until 15% or less similarity is achieved.

Grade distribution and Performance Definitions:

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

Policy on Attendance: Due to the course's collaborative nature, the corresponding sequence of activities, and the significance of your career as an Army Officer, Cadets must 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 cannot 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 of whether an absence is excused or not.

Cadets shall obtain prior approval from the Cadre CoC for absences due to exceptional circumstances (i.e., illness, family emergencies, etc.) unless an exceptional circumstance exists and notifies the PMS or the appropriate Cadre staffing elements or by university email, phone call, or by text and 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 of record or a point paper will address the following: the Cadet, the class, or event. 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. For any other reason, absences will be addressed on a case-by-case basis; they will generally be considered unexcused. More importantly, every Cadet's responsibility is 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.

PMS or the Senior 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's absence will be considered unexcused, and the appropriate deductions awarded to the Cadet's grades. Repeated absence/unexcused offenses are referred to as the PMS for consideration of dismissal from the program. Cadets with excessive unapproved absences are subject to the ROTC Program's dis-enrollment 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 unexcused absences from any ROTC training event/classes will result in a drop of 1 letter grade for the missed ROTC events/classes and written developmental counseling for negative impact/potential suspension of benefits/disenrollment.
- 4-6 unexcused absences from any ROTC training event/classes will result in the award of 0 pts for the missed ROTC events/classes and 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) to all classes 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 concerning uniforms and appearance changes. Cadets may be authorized to wear the distinctive school polo/collar shirt with casual business pants or other tasteful business civilian attire on the designated date.

What is Business Casual for Men?

- For men, button-downs or polo shirts. Typically, long-sleeved collared shirts are the most appropriate
- While not always necessary, wearing a well-cut blazer or jacket adds an extra professional touch to one's ensemble
- **No-Blue jeans**, the recommendation is dress slack or chino pants (commonly known as khakis)
- Loafers or dress shoes are always appropriate. Avoid sandals and running sneakers.

What is Business Casual for Women?

- Dress pants, chinos, or suit pants are always appropriate
- As a second choice, short-sleeved polo's or ironed blouse
- Closed-toe heels, flats, or loafers are typically the order of the day, no running shoes

Extracurricular Activities: Any Cadet originated extracurricular activities (for example, Cadet Club generated events) must adhere to specific campus system rules and policy; likewise, there must be an OPLAN (with CONOP) and Deliberate Risk Assessment Worksheet (DRAW) developed and implemented – particularly if the Cadets intend to leverage Army resources. Any University sanctioned extracurricular 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 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 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 achieving its mission and core values.

Academic Excellence Statement: Texas A&M University-Central Texas holds high expectations for students to assume responsibility for their 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 achieving its 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. The professor might also 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 with your instructor and the PMS of the situation. If the PMS determines that a Cadet must drop their ROTC classes, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?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 a 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 academic enterprise's integrity and strives for the highest academic conduct standards. Texas A&M University-Central expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the creative community's honor and integrity. 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 trustworthy 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 PMS, 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 the instructor before taking a course of action. **Bottom-line: "Do not lie, cheat, steal, or tolerate those who do."** 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 clarifies 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, UP could help you connect 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 Title IX requirements and related guidance from the 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) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 based on sex and gender—including pregnancy, parenting, and all related conditions; Texas A&M University–Central Texas can 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 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 quickly communicate health and safety emergency information via email, text message, and social media. All students receive automatic enrollment in 911Cellular through their myCT email account.

To enhance personal safety on the Texas A&M University–Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store. Connect at [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [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 Measure: 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 university community members are expected to adhere to these measures to ensure their safety and other’s safety. 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 too severe symptoms to participate in course activities.

- Face Coverings— Face coverings must be worn inside buildings and within 50 feet of building entrances on the Texas A&M University-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 will dismiss them and instruct them to remotely join the class. If the student does not leave the class, the faculty member will report it to the Office of Student Conduct and the Cadre CoC. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- 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 if the COVID-19 situation necessitates changes to the course schedule or modality.

Inappropriate Relation: DoD has issued guidance prohibiting inappropriate relations between recruiters and recruits and between trainers providing entry-level training and trainees to ensure consistent and standardized protections are established. 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. PMS 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 one 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 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 six 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: We continue to focus on eradicating sexual harassment and sexual assault from our ranks across the Total Army. 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 professionally. 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 severe 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 confidently discuss any of these issues, you can do so through Student Counseling (254-501-5955), located on Warrior Hall’s second floor (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 disagree with their behaviors and tell survivors we will support them—your actions matter. Do not 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: 254-501-5805Warrior Hall

Religious Accommodation: The Army places a high value on its soldiers’ rights to observe tenets of their respective religions or to observe no religion at all. The Army will approve requests for religious practices unless the accommodation harms 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.

Please refer to AR 600-20, Army Command Policy, 24 July 2020, Chapter 5, paragraph 5-6.

Online Conduct: As members of the Army Team, our actions, and interactions, both on and off duty, online and offline, reflects the Army and our values. Every Soldier and Army Civilian is responsible for upholding 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 is expected to treat all people with respect in all aspects of life and communication forms (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 others’ abusive treatment.

Failure to do so brings discredit to 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. Hazing, bullying, online misconduct, and other acts of misconduct, undermine trust, violate our ethics, and negatively impact command climate and readiness.

Therefore, every individual’s (Soldier, Army Civilian, Contractor, and Family Member) duty to understand Online Conduct laws and regulations. It is every leader’s responsibility to enforce those laws and regulations about Online Conduct. Please refer to AR 600-20, Army Command Policy, 24 July 2020, Chapter 4, paragraph 4-19.

Character Development: Your performance will be evaluated against the required MSIII-MSIV course end states and developmental outcomes throughout the year. 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 individual requirements for each MS Level. The tasks are grouped into 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 Texas A&M University-Central Instructure Canvas learning management system. However, for this course is the ROTC Blackboard LMS. Therefore, the recommendation is the usage of the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Log on 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 Canvas issues. 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: Texas A&M University-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 meets the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with its custom plugin. **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 have issues/problems with your ROTC coursework, please approach the PMS or any Cadre for assistance. For your other academic courses, tutoring is available to all Texas A&M University-Central 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 to the Tutoring Center in Warrior Hall, Suite 111. 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 for 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 spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 am-5:00 pm Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00–9:00 pm. The UWC is also offering hours from 12:00–3:00 pm 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 how they read and interpret students’ texts, offering guidance and support throughout the writing process’s various stages. While tutors will not write, edit, or grade papers, they will help students develop 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/>]. You can also 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 are available through the Texas A&M University-Central website to help students navigate these resources. The library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders on-campus.

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 occur on Skype or in-person at the library. Assistance may cover many topics, including finding articles in peer-reviewed journals, cite resources, and piece together research for written assignments.

Our 27,000-square-foot facility on the Texas A&M University-Central main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, etc., 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 Spring 2021, 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
Lesson Outcomes, Learning Objectives, and Pre-class Assignments

<p><u>Lesson#</u> <u>Date</u> <u>Title</u></p>	<p>Lesson Outcomes, Learning Objectives, and Pre-class Assignments</p>
<p>L01 WK1 20 Jan 21 Wednesday Course Overview Oral Practicum Assignment</p>	<p>This lesson's outcome is for Cadets to understand the course structure and identify requirements and expectations. A basic understanding of the MS IV second semester will enable the Cadets to develop a sense of what to expect for their last semester of ROTC as they prepare to be commissioned and start their journey as the future leadership of the United States Army.</p> <ul style="list-style-type: none"> • Describe the MS402 course structure, outcomes, and content • Explain required course assignments and student expectations <p>Read:</p> <ul style="list-style-type: none"> • MS402 Syllabus <p>Review:</p> <ul style="list-style-type: none"> • MS402L31-34 Oral Practicum SH
<p>L02 WK2 25 Jan 21 Monday Introduction to Battle Analysis /Staff Rides</p>	<p>This lesson's outcome is for Cadets to evaluate a historical event and develop lessons learned from those events. The Cadets will then incorporate these lessons into their future decision-making and develop key critical thinking skills. The Cadets will also continue the development of their briefing and presentation skills.</p> <ul style="list-style-type: none"> • Evaluate a historical battle using the battle analysis process • Conduct a battle analysis presentation
<p>L03 WK2 Signifies active-duty partnership program (SFAB) 27 Jan 21 Wednesday Unified Command Plan (UCP) The Armed Forces of the United States</p>	<p>The outcome of this lesson is to introduce the Cadets to the Armed Forces of the United States. Understanding the purpose and capabilities of Geographic and Functional Combatant Commands and the Geographic Areas of Responsibility (AORs) will facilitate an understanding of how the Army supports the Combatant Commands and provides a foundation of knowledge about the regions of the world in which the Cadets will serve.</p> <ul style="list-style-type: none"> • Identify the Functional and Geographical Combatant Commands and their Areas of Responsibility through the Unified Command Plan (UCP) • Differentiate the Mission and Components of Functional Combatant Commands
<p>L04(L26, 127) WK3 Maintenance 1 Feb 21 Monday</p>	<p>This lesson's outcome is for Cadets to understand the Army Maintenance system's principles and develop maintenance awareness to prepare for achieving and sustaining the Army Maintenance Standard.</p> <ul style="list-style-type: none"> • Distinguish the platoon leadership roles in creating sustainable readiness through maintenance • Outline the PMCS process and leader, operator, and crew responsibilities

<p>Sustainable Readiness II (Maintenance)</p>	<p>Read:</p> <ul style="list-style-type: none"> ATP 4-33, Chapters 1. AR 750-1, Chapter 3, para. 3-1 through 3-6 and para. 3-9 through 3-11, pp. 15 through 24 and pp. 27 through 32. DA PAM 750-1, Chapter 2, 3, 4, and 5, para. 2-1 through 2-5, para. 3-1 through 3-2, para. 4-1 through 4-10, para. 5-1 through 5-4, pp. 3 through 19. <p>Review:</p> <ul style="list-style-type: none"> DA PAM 750-8, Chapter 2, and 3, para. 2-4 through 2-5, para. 3-10 and para. 3-22, pp. 6 through 7 and pp. 42 through 44, and pp. 77 through 90.
<p>L05/(L25) WK3</p> <p>3 Feb 21 Wednesday</p> <p>Sustainable Readiness I (Command Supply Discipline)</p>	<ul style="list-style-type: none"> Cadets will develop awareness for the accountability of property issued to a using unit. This includes classes of supply, supply management activities and responsibilities, inventories, unit supply records, and property adjustments. Summarize platoon level supply responsibilities Outline the inventory actions and procedures used at the platoon level Construct a plan to improve sustainable readiness in an organization <p>Read:</p> <ul style="list-style-type: none"> AR 710-2, Chapter 1, 2, and ANNEX B, para. 1-10 through 1-12 and para. 1-20 through 1-21, and para. B-1 through B-14, pp. 7 through 8 and pp. 1-20 through 1-21, p. 13; para. 2-10 through 2-12 and 2-28 through 2-32, pp. 31 through 35, pp. 51 through 52, pp. 185 through 203. AR 735-5, Chapter 2, 3, 6, and 7, para. 2-1 through 2-9, Para 3-1 through 3-3, 6-1 through 6-5, and para. 7-1 through 7-7, pp. 2 through 7, p. 11, pp. 22 through 23, and pp. 23 through 26. Review: DA PAM 710-2-1, Chapter 5 and 9, para. 5-1 through 5-4 and para 9-1 through 9-8, pp 46 through 54 and 69 through 75. ATP 4-42, Chapter 4, para. 4-10 through 4-12, pp. 4-3 through 4-4.
<p>L06(L27) WK4</p> <p>8 Feb 21</p> <p>Monday Equipment Status Reporting (ESR)</p> <p>Sustainable Readiness Practical Exercise</p>	<p>This lesson's outcome is for Cadets to understand the Army Maintenance system's principles and develop maintenance awareness to prepare for achieving and sustaining the Army Maintenance Standard.</p> <p>Review:</p> <ul style="list-style-type: none"> DA PAM 710-2-1, Chapter 5 and 9, para. 5-1 through 5-4 and para 9-1 through 9-8, pp 46 through 54 and 69 through 75 AR 710-2, Chapter 1, 2, and ANNEX B, para. 1-10 through 1-12 and para. 1-20 through 1-21, and para. B-1 through B-14, pp. 7 through 8 and pp. 1-20 through 1-21, p. 13; para. 2-10 through 2-12 and 2-28 through 2-32, pp. 31 through 35, pp. 51 through 52, pp. 185 through 203 AR 735-5, Chapter 2, 3, 6, and 7, para. 2-1 through 2-9, Para 3-1 through 3-3, 6-1 through 6-5 and para. 7-1 through 7-7, pp. 2 through 7, p. 11, pp. 22 through 23, and pp. 23 through 26 AR 750-1, Chapter 3, para. 3-1 through 3-6 and para. 3-9 through 3-11, pp. 15 through 24 and pp. 27 through 32 DA PAM 750-1, Chapter 2, 3, 4, and 5, para. 2-1 through 2-5, para. 3-1 through 3-2, para. 4-1 through 4-10, para. 5-1 through 5-4, pp. 3 through 19

	<ul style="list-style-type: none"> • DA PAM 750-8, Chapter 2 and 3, para. 2-4 through 2-5, para. 3-10 and para. 3-22, pp. 6 through 7 and pp. 42 through 44, and pp. 77 through 90 • ATP 4-33, Chapters 1, para. 1-1 through 1-21, pp. 1-1 through 1-5. • ATP 4-42, Chapter 4, para. 4-10 through 4-12, pp. 4-3 through 4-4
<p>L07 WK4</p> <p>10 Feb 21 Wednesday</p> <p>US Army Organizations</p>	<p>The outcome of this lesson is for Cadets to understand the Army’s organization. A basic understanding of the Army’s organization serves as an introduction to the Army land forces. Subsequent lessons will expand on this foundation to enable the Cadet to see how the Army organizations accomplish our mission to fight and win the Nation’s wars.</p> <ul style="list-style-type: none"> • Explain the Active Army Organizations • Compare the Army National Guard and Reserve Organizations <p>Read:</p> <ul style="list-style-type: none"> • FM 3-96, Chapter 1, para. 1-1 through 1-57, pp. 1-1 through 1-13. • ADP-1, Chapter 1, para. 1-7 to 1-17, pp. 1-3 to 1-5.
<p>L08 WK5</p> <p>15 Feb 21 Monday</p> <p>Army Enablers and Capabilities</p>	<p>This lesson’s outcome is for Cadets to understand what organic assets and capabilities Brigade Combat Teams have to meet and achieve mission requirements. Cadets will understand what assets in the Brigade Combat Team’s task organization can augment the Platoon and Company level elements to accomplish missions across a range of military operations.</p> <p>Cadets will understand how other assets outside their initial Branch fit into the Brigade Combat Team structure to achieve further unit training goals and mission accomplishment as a Platoon Leader—understanding what organic assets and augmentation capabilities at the Platoon and Company level will serve Cadets well and make them successful as future Cadets and Army leaders.</p> <ul style="list-style-type: none"> • Explain how the capabilities of your Brigade Combat Team will assist you as a Platoon Leader • Explain task organization at the Platoon/Company level <p>Read:</p> <ul style="list-style-type: none"> • How enablers shape the deep fight for the brigade combat team: What are enablers? • ATP 3-21.8, Appendix A, para. A-83, Analysis of Troops and Support Available, p. A-21. <p>Review:</p> <ul style="list-style-type: none"> • FM 3-96 Chapter 1, pp. 1-1 through 1-13
<p>L09 WK5</p> <p>17 Feb 2 Wednesday</p>	<p>3SFAB CLASS AND LAB FT HOOD 1100-1800</p>
<p>L10 WK6</p>	<p>This lesson’s outcome is to have Cadets understand the defense as a component of Unified Land Operations: its purposes, characteristics, and types. Cadets will</p>

<p>22 Feb 21 Monday</p> <p>Unified Land Operations II (Defense)</p>	<p>explain the defense’s role as a simultaneous element of decisive action and how the defense assists commanders in meeting their operational and tactical objectives.</p> <ul style="list-style-type: none"> • Discuss the purpose of the defense • Explain the characteristics of the defense • Explain the three types of defensive operations <p>Read:</p> <ul style="list-style-type: none"> • ADP 3-90, Chapter 4, para. 4-1 through 4-41, pp. 4-1 through 4-8. • Battle of Chosin Reservoir, Encyclopedia Britannica.
<p>L11(L09) WK6</p> <p>24 Feb 21 Wednesday</p> <p>Unified Land Operations I (Offense)</p>	<p>This lesson’s outcome is to have Cadets understand the Offense as a component of Unified Land operations: its purposes, characteristics, and types of offensive operations. Cadets will explain the Offense’s role as a simultaneous element of decisive action and how the Offense assists commanders in meeting their operational and tactical objectives.</p> <ul style="list-style-type: none"> • Analyze the Tenets of Unified Land Operations • Differentiate between Engagements and Battles • Describe the purpose of the Offense • Identify the characteristics of the Offense from an Engagement vignette <p>Read:</p> <ul style="list-style-type: none"> • Army Senior Leaders Send - Lessons from D-Day • ADRP 3-0, Chapter 3, para. 3-1 through 3-76, pp. 3-1 through 3-13. • ADP 3-90, Chapter 1, para 1-1 through 1-22, pp. 1-1 through 1-4 and Chapter 3, para 3-1 through 3-41, pp. 3-1 through 3-7. • Capturing Eben-Emael: The key to the Low Countries, 16 Cases of Mission Command. • An Engineer Assault Team Crosses the Meuse, May 1940, 16 Cases of Mission Command.
<p>L12(L13, L14) WK7</p> <p>1 Mar 21 Monday</p> <p>Lieutenants in the Brigade Combat Team</p>	<p>The outcome of this lesson is to have Cadets research, analyze, and present an Information Briefing on the Army’s Brigade Combat Team (BCT) structure, role, and mission and how their designated Branch fits into the BCT. Cadets will understand how other Army branches fit into the BCT structure to achieve unit training goals and mission accomplishment further. Understanding the Army Brigade Combat Team will serve Cadets well and make them successful as future Cadets and leaders in the Army.</p> <ul style="list-style-type: none"> • Summarize how your designated Branch fits into the Brigade Combat Team (BCT) Structure, Role, and Mission <p>Review:</p> <ul style="list-style-type: none"> • FM 3-96 Chapter 1, Chapter 1, pp. 1-1 through 1-13 and Chapter 3, pp. 3-16 through 3-22 • FM 6-0 Chapter 7, pp. 7-1 through 7-5 <p>Prepare:</p> <ul style="list-style-type: none"> • Information Briefing per instructor guidance

<p>L13 (L11/12) WK7</p> <p>3 Mar 21 Wednesday</p> <p>Unified Land Operations III(Stability)DSCA</p> <p>Unified Land Operations IV (DCSA)</p> <p style="background-color: red; color: white; text-align: center;">Assigned Groups</p>	<p>This lesson’s outcome is to have Cadets understand the primary tasks associated with a platoon’s stability operations and analyze a stability operation task performed by the Active Army, National Guard, and/or Army Reserve platoon.</p> <ul style="list-style-type: none"> • Identify the Army stability operations tasks • Analyze a stability operation task <p>Skim:</p> <ul style="list-style-type: none"> • ADP 3-07, Chapter 1. <p>Read:</p> <ul style="list-style-type: none"> • ADP 3-07, para. 2-52 to 2-96, p. 2-11 to 2-20 <p>Skim:</p> <ul style="list-style-type: none"> • ATP 3-21.8, Chapter 4, para 4-19 to 4-66, pp. 4-4 through 4-15. <p>Read:</p> <ul style="list-style-type: none"> • ATP 3-21.8, Chapter 4, para 4-67 to 4-96, pp. 4-15 through 4-20. <p>Skim: Peacekeeping & Stability Operations Institute: Joint Proponent for Peace & Stability Operations Web page. http://pksoi.armywarcollege.edu/</p> <p>The outcome of this lesson is to have Cadets understand the command structures involved in DSCA activities and to understand the legal and policy consideration peculiar to the DSCA environment. Cadets will also be able to determine the appropriate military response capabilities for the various DSCA events.</p> <ul style="list-style-type: none"> • Describe the Joint Field Office and the military command structures associated with DSCA • Recognize the legal and policy considerations of DSCA • Relate appropriate military response capabilities to DSCA events and activities <p>Read:</p> <ul style="list-style-type: none"> • ATP 3-28.1, Chapters I, II, and V, • Review: News from the Front: Hurricane Maria Relief Operations – Lessons and Best Practices <p>Supplemental Reading:</p> <ul style="list-style-type: none"> • Group 1: Chapter 7: Wildland Fires, GTA 90-01-020 • Group 2: Chapter 8: Hurricane and Tornado, GTA 090-01-020 • Group 3: Chapter 9: Earthquake, GTA 090-01-020 • Group 4: Chapter 10, Flood, GTA 090-01-020 • Group 5: Chapter 11, Winter Storm, GTA 090-01-020 <p>NOTE: You will need to identify group members prior to class and assign the supplemental readings based on the group assignment. There are also student handouts that are not meant as a pre-class assignment. They are for use as part of the Practical Exercise in class.</p>
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<p>L14(L16) WK8</p> <p>8 Mar 21 Monday</p> <p>Platoon Leadership</p>	<p>The outcome of this lesson is to have Cadets understand and practice effective leadership at the platoon level. Cadets will recognize the characteristics and attribute expected of Army leaders and will identify and apply emotional intelligence to ensure the most effective application of leadership skills. Mastering these concepts will serve Cadets well and help make them successful as a future Army officer dedicated to honorably serving the Nation.</p> <ul style="list-style-type: none"> • Differentiate Attributes and Competencies of Army Leaders • Examine How the Principles of Mission Command Enable Platoon Leader Success • Analyze a Platoon Leader Situation <p>Read:</p> <ul style="list-style-type: none"> • CALL Handbook NO. 18-24, Chapter 1 through Chapter 4 and Appendix A and B. <p>Review:</p> <ul style="list-style-type: none"> • ADP 6-0, Chapter 1, para. 1-13 through 1-110, pp. 1-3 through 1-22. • The Successful Lieutenant. Military Intelligence Professional Bulletin. <p>Skim:</p> <p>ADP 6-22, Chapter 1, para. 1-82 through 1-88, pp. 1-15 through 1-16.</p>
<p>L15(L16) WK8</p> <p>10 Mar 21 Wednesday</p> <p>Expanding your Sphere of Influence</p>	<p>Cadets will understand the differences between a leader’s internal and external span of control and how to leverage their competencies for expanding influence beyond the traditional span of control.</p> <ul style="list-style-type: none"> • Analyze the concepts of Sphere of Influence and Sphere of Control <p>Appraise the value of Emotional Intelligence within the concept of sphere of influence</p> <p>Read:</p> <ul style="list-style-type: none"> • ADP 6-22, Para. 5-1 through 5-61, p. 5-1 through 5-11. • FM 6-22, Chapter 7, para. 7-19 through 7-22 and Tables 7-12 through 7-13, pp. 7-12 through 7-15. <p>Skim:</p> <ul style="list-style-type: none"> • Increase the Span of Control. The Trust Ambassador. • About Emotional Intelligence. TALENT SMART. • How to Develop Emotional Intelligence. WikiHow to do anything.
<p>WK 8 11-14 Mar</p> <p>MID-TERM</p>	<p>Available Online in Blackboard/Project Submission</p>
<p>WK9 15-19 Mar</p>	<p>SPRING BREAK</p>
<p>L18 WK11</p> <p>22 Mar 21 Monday</p>	<p>Cadets will understand the differences between a leader’s capacity to apply influence and gain subordinates’ commitment by recognizing negative leadership behaviors that are destructive to organizational success. Cadets will also learn the fundamental traits inherent to “counterproductive leaders” and discover that toleration for such leadership has the propensity to incur long-term adverse effects on unit personnel and operations.</p>

<p>Preventing Counterproductive Leadership</p>	<ul style="list-style-type: none"> • Define Counterproductive Leadership • Categorize the “Toxic Triangle” • Summarize Impact of Counterproductive Behaviors <p>Read:</p> <ul style="list-style-type: none"> • ADP 6-22, Para. 1-73 through 1-81, pp. 1-13 through 1-14; Para. 6-20 through 6-28, pp. 6-4 through 6-6; and Para. 8-45 through 8-50, pp. 8-7 through 8-8. • Toxic leadership: What are we talking about? Army, AUSA. (pp. 47-52). • The toxic triangle: Destructive leaders, susceptible followers, and conducive environments. The Leadership Quarterly. 18 (2007) 176–194.
<p>L19 WK11</p> <p>24 Mar 21 Wednesday</p> <p>Taking Charge 1 Initial Expectations and Responsibilities</p>	<p>This lesson’s outcome is for the Cadet as a newly assigned leader to understand expectations as they take over a platoon and assess the unit’s climate and culture. Understanding the inherent expectations and responsibilities of a new Platoon Leader will help the Cadet prepare for their position as a new leader. Demonstrating and articulating this knowledge will serve Cadets well, making them successful as future Platoon Leaders and Army officers.</p> <ul style="list-style-type: none"> • Explain what is expected of a new platoon leader during the first days/weeks in the unit • Summarize the activities, interactions, and behaviors new platoon leaders should observe to assess their unit’s climate and culture <p>Read:</p> <ul style="list-style-type: none"> • AR 600-20, para. 4-1 through 4-4 and 4-14 through 4-17. • Company Command, Building Combat-Ready Teams, Taking Charge as a Platoon Leader. Army Magazine (62) 6, 54-55. • The Successful Lieutenant. Military Intelligence Professional Bulletin (23) 2, 25-27.
<p>L20 WK12</p> <p>29 Mar 21 Monday</p> <p>Taking Charge 2 (Your NCO Relationship)</p>	<p>This lesson’s outcome is for the Cadet as a newly assigned leader to evaluate techniques and understand methods that cultivate effective Officer and NCO relationships that support mutual development and mission accomplishment. Understanding the roles and dynamics of this relationship will help the Cadets prepare them for their position as a new leader in the unit. Demonstrating and articulating this knowledge will serve Cadets well, making them successful as future Army officers and leaders.</p> <ul style="list-style-type: none"> • Summarize the role of juniors officers in counseling and supporting NCO development • Outline how the NCOs support the development of junior officers <p>Read:</p> <ul style="list-style-type: none"> • Army Senior Leader Sends – Empowering NCOs. • NCO and Officer Relationship, NCO Journal (21) 11, 14-21. • The Officer and NCO Relationship, Words of Wisdom, and Tips for Success from Senior Officers and NCOs. Information Management Support Center, 1-8. • Company Command, Building Combat Ready Teams, The Platoon Leader-Platoon Sergeant Relationship. Army Magazine (62) 5, 69-73.

<p>L21 WK12</p> <p>31 MAR 21 Wednesday</p> <p>Taking Charge 3 (Your Relationship with Your PLT</p>	<p>The outcome of this lesson is for the Cadets to understand the methods to build the appropriate professional relationships with the NCOs, Soldiers, and their Platoon to set the proper foundation to build a solid team and to create an environment for success. Being able to demonstrate and articulate this knowledge now will serve Cadets well, helping to make them successful as future Army officers and leaders</p> <ul style="list-style-type: none"> • Explain the dangers of inappropriate relationships and fraternization between an officer and their subordinates • Discuss the Army leadership requirements model • Discuss methods for building a platoon into a team <p>Read:</p> <ul style="list-style-type: none"> • AR 600-20, Chapter 4, para: 4-14 through 4-17. • DA PAM 600-35, Chapters 1, and 2. <p>FM 6-22, Chapter 1.</p>
<p>L22 WK13</p> <p>4 Apr 21 Leaders Eat Last Essay Submission</p> <p>5 Apr 21 Monday</p>	<p>Cadet Group Briefings</p> <ul style="list-style-type: none"> • ATP 3-28.1, Chapters I, II, and V, <p>Review: News from the Front: Hurricane Maria Relief Operations Lessons and Best Practices</p> <p>Supplemental Reading:</p> <ul style="list-style-type: none"> • Group 1: Chapter 7: Wildland Fires, GTA 90-01-020 • Group 2: Chapter 8: Hurricane and Tornado, GTA 090-01-020 • Group 3: Chapter 9: Earthquake, GTA 090-01-020 • Group 4: Chapter 10, Flood, GTA 090-01-020 • Group 5: Chapter 11, Winter Storm, GTA 090-01-020
<p>L23 WK13</p> <p>7 Apr 21 Wednesday</p> <p>Secondary Responsibilities / Additional Duties</p>	<p>This lesson's outcome is for Cadets to understand where additional duties come from, determine the requirements associated with additional duties, and understand the resource implications for additional duties. Analyze Secondary Responsibilities / Additional Duties requirements (qualifications, training, responsibilities, duties, and time requirements)</p> <p>Read:</p> <ul style="list-style-type: none"> • ATP 1-06.1 – Chapters 1, 2, And 3. • AR 350-1 – Appendix F, Table F-1, pp 175 through 177.
<p>L24/(L22) WK14</p> <p>12 Apr 21 Monday</p> <p>Leadership Development Discussion: Leader's Eat Last and Start with Why</p>	<p>Presenting Cadet Groups:/Group Project Essay</p> <p>This lesson's outcome is to have Cadets understand the concepts of Start With Why (MS III Reading) and Leaders Eat Last and how they relate to direct level leadership, which will allow them to explain a concept that defines a leadership role. Understanding these concepts will help develop the Cadets as leaders as they become officers in the United States Army.</p> <p>Read:</p> <ul style="list-style-type: none"> • Start With Why: How Great Leaders Inspire Everyone to Take Action. • Leaders Eat Last: Why Some Teams Pull Together, and Others Don't. <p>Review:</p>

	<ul style="list-style-type: none"> • ADP 6-22, Introductory figure 1, p. ix. • Start With Why -- How Great Leaders Inspire Action, Simon Sinek, Tedx Talks, 2009. http://www.kaltura.com/tiny/1dgv6 • TEDx Maastricht - First why and then trust, Simon Sinek, Tedx Talks, 2011. http://www.kaltura.com/tiny/5lnxr • Responsibility and Leadership: Simon Sinek at TEDxColumbiaCollege, Tedx Talks, 2013. http://www.kaltura.com/tiny/7yuvp
<p>L25/(L22) WK14</p> <p>14 Apr 21 Wednesday</p> <p>Leadership Development Discussion: Leader's Eat Last and Start with Why</p>	<p>Presenting Cadet Groups:/Group Project Essay</p> <p>This lesson's outcome is to have Cadets understand the concepts of Start With Why (MS III Reading) and Leaders Eat Last and how they relate to direct level leadership, which will allow them to explain a concept that defines a leadership role. Understanding these concepts will help develop the Cadets as leaders as they become officers in the United States Army.</p> <ul style="list-style-type: none"> • Describe how Start With Why and Leaders Eat Last relates to direct level leadership • Explain a concept that defines a leadership role <p>Read:</p> <ul style="list-style-type: none"> • Start With Why: How Great Leaders Inspire Everyone to Take Action. • Leaders Eat Last: Why Some Teams Pull Together, and Others Don't. <p>Review:</p> <ul style="list-style-type: none"> • ADP 6-22, Introductory figure 1, p. ix. • Start With Why -- How Great Leaders Inspire Action, Simon Sinek, Tedx Talks, 2009. http://www.kaltura.com/tiny/1dgv6 • TEDx Maastricht - First why and then trust, Simon Sinek, Tedx Talks, 2011. http://www.kaltura.com/tiny/5lnxr • Responsibility and Leadership: Simon Sinek at TEDxColumbiaCollege, Tedx Talks, 2013. http://www.kaltura.com/tiny/7yuvp
<p>L26(L24) WK15</p> <p>18 Apr 21 Leadership Philosophy Memorandum Submission</p> <p>19 Apr 21 Monday</p> <p>Army Installation Resources/Individual and Family Readiness</p>	<p>The outcome of this lesson is to have Cadets identify the programs and resources available to them on Army Installations and online resources that are available to them to ensure Soldier, Family, and Unit readiness. Cadets will understand the programs and resources available to them through Army Community Services (ACS) to further enhance Soldier and Family readiness at their first units. Understanding available Installation, Individual, and Family Readiness resources and how to quickly access them will help these future leaders determine the most effective ways to help Soldiers (and Families) deal with everyday concerns and life stresses.</p> <ul style="list-style-type: none"> • Discuss available resources and online resources on an Army Installation • Explain the Mission of Army Community Service (ACS) <p>Review:</p> <ul style="list-style-type: none"> • Family Programs & Services, Child, Youth, and School Services, Education, Careers, and Libraries Website. • Review Military Installations Website. • Review My Army Benefits Website.

	<p>Read:</p> <ul style="list-style-type: none"> • Soldier and Family Support Programs are compiled from these three websites. <p>Download:</p> <ul style="list-style-type: none"> • Digital Garrison App and search for your BOLC-B installation
<p>L27(L28) WK15</p> <p>21 Apr 21 Wednesday</p> <p>Battle Analysis Presentations</p>	<p>This lesson's outcome is to have Cadets understand how to evaluate a historical event and develop lessons learned from those events. The Cadets will then incorporate these lessons into their future decision-making and develop key critical thinking skills. The Cadets will also continue the development of their briefing and presentation skills.</p> <ul style="list-style-type: none"> • Evaluate a historical battle using the battle analysis process • Conduct a battle analysis presentation <p>Review:</p> <ul style="list-style-type: none"> • Introduction to Battle Analysis • FM 6-0, Appendix A, Operational and Mission Variables • ADP 6-0, Chapter 1, par 1-26 through 1-69, pp 1-6 through 1-14 • JP 3-0, Appendix A, Principles of Joint Operations
<p>L28 WK16</p> <p>26 Apr 21 Monday</p> <p>Battle Analysis Presentations</p>	<p>This lesson's outcome is to have Cadets understand how to evaluate a historical event and develop lessons learned from those events. The Cadets will then incorporate these lessons into their future decision-making and develop essential critical thinking skills. The Cadets will also continue the development of their briefing and presentation skills.</p> <ul style="list-style-type: none"> • Evaluate a historical battle using the battle analysis process • Conduct a battle analysis presentation <p>Review:</p> <ul style="list-style-type: none"> • Introduction to Battle Analysis • FM 6-0, Appendix A, Operational and Mission Variables • ADP 6-0, Chapter 1, par 1-26 through 1-69, pp 1-6 through 1-14 • JP 3-0, Appendix A, Principles of Joint Operations
<p>L29 WK16</p> <p>28 Apr 21 Wednesday</p> <p>Battle Analysis Presentations</p>	<p>This lesson's outcome is to have Cadets understand how to evaluate a historical event and develop lessons learned from those events. The Cadets will then incorporate these lessons into their future decision-making and develop essential critical thinking skills. The Cadets will also continue the development of their briefing and presentation skills.</p> <p>Review:</p> <ul style="list-style-type: none"> • Introduction to Battle Analysis • FM 6-0, Appendix A, Operational and Mission Variables • ADP 6-0, Chapter 1, par 1-26 through 1-69, pp 1-6 through 1-14 • JP 3-0, Appendix A, Principles of Joint Operations
<p>L30 WK17</p> <p>3 May 21</p>	<p>This lesson's outcome is to have Cadets understand how to evaluate a historical event and develop lessons learned from those events as part of a staff ride event. The Cadets will also continue the development of their briefing and presentation skills.</p>

<p>Monday Staff Ride Presentation</p>	<ul style="list-style-type: none"> Evaluate a historical battle as part of a staff ride Present battle analysis findings as part of a staff ride <p>Review:</p> <ul style="list-style-type: none"> Introduction to Battle Analysis FM 6-0, Appendix A, Operational and Mission Variables ADP 6-0, Chapter 1, par 1-26 through 1-69, pp 1-6 through 1-14 JP 3-0, Appendix A, Principles of Joint Operations
<p>L31, L32, L33, L34</p> <p>5 May 21 Wednesday</p> <p>Oral Practicum</p> <p>M9/M4 RANGE</p>	<p>The outcome of this lesson/evaluation is to measure each Cadet's knowledge and their ability to apply and articulate the material covered in the MS IV Courses. Demonstrating and articulating this knowledge will make Cadets successful as a future Army officer dedicated to honorably serving the United States.</p> <ul style="list-style-type: none"> Demonstrate an ability to think critically and creatively and be able to effectively communicate thoughts, ideas, and analysis of course material as a culminating exercise Describe mission command and the application of leadership, character, and commitment throughout one's career <p>Review:</p> <ul style="list-style-type: none"> All MS IV (401 and 402) coursework
<p>Finals 3-6 May 21(UMHB) 6-9 May 21 (Texas-A&M)</p>	<p>Available Online in Blackboard/Project Submission or Oral Practicum Capstone exercise</p>
<p>L35 BOLC B Overview</p>	<p>Read:</p> <ul style="list-style-type: none"> TRADOC Regulation 350-36, Chapter 1, Pages 7 through 13 <p>Research:</p> <ul style="list-style-type: none"> Officer Branch Websites
<p>L36 Army ROTC Program Survey (AAR)</p>	<p>Cadets will be allowed to reflect on their basic and advance course years' experiences and begin discussing the ROTC program's strengths and weaknesses and providing suggestions to improve the program. Conduct an AAR and provide constructive feedback on ways to sustain/improve the program</p>

Note: Changes may be made to the course outline or requirements as needed.

Lab Schedule

Lab 1	Welcome Back Lab / Awards Ceremony
Lab 2	Leadership Reaction Course
Lab 3	JRs Fundamentals of Platoon Operations
Lab 4	Patrol Base Operations
Lab 5	Battle Drills 1 & 2
Lab 6	Platoon Tactics: MTC / React to Contact
Lab 7	Platoon Tactics: Recon

Lab 8	Platoon Tactics: Attack
Lab 9	Call For Fire Simulation
Lab 10	Platoon Tactics: Raid
Lab 11	Military Comms/US Army Weapon Systems
Lab 12	Weapons Training SIMS Center
Lab 13	Weapons Training SIMS Center

Appendix B
Master Reference List

NOTE: The reference list below Is Not all-inclusive for MS 402. It is provided as a starting point for the Cadre to build upon and continuously expand.

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
ADP 1-0	The Army	31 JUL 2019	
ADP 3-0	Operations	31 JUL 2019	
ADP 3-07	Stability	31 JUL 2019	
ADP 3-90	Offense and Defense	31 JUL 2019	
ADP 6-0	Mission Command	31 JUL 2019	
ADP 6-22	Army Leadership	31 JUL 2019	w/ch1, 25 NOV 2019
 			
ATP 1-06.1	Field Ordering Officer (FOO) and Pay Agent (PA) Operations	10 MAY 2013	
ATP 3-21.8	Infantry Platoon and Squad	12 APR 2016	w/ch1, 23 AUG 2016
ATP 3-28.1	Multi-Service Tactics Techniques, and Procedures for Defense Support of Civil Authorities (DSCA)	25 SEP 2015	
ATP 4-33	Maintenance Operations	9 JUL 2019	w/ch1, 19 NOV 2019
ATP 4-42	General Supply and Field Services Operations	14 JUL 2014	
 			
FM 3-24.2	Tactics in Counterinsurgency	21 APR 2009	
FM 3-96	Brigade Combat Team	8 OCT 2015	
FM 6-0	Commander and Staff Organization and Operations	5 MAY 2014	w/ch2, 22 APR 2016
FM 6-22	Leader Development	30 JUN 2015	
FM 7-0	Train to Win in a Complex World	5 OCT 2016	
 			
JP 3-0	Joint Operations	17 JAN 2017	w/ch1, 22 OCT 2018
JP 3-05	Special Operations	16 JUL 2014	
JP 5-0	Joint Planning	16 JUN 2017	
 			
TR350-36	Basic Officer Leader Training Policies and Administration	20 FEB 2020	
TRADOC PAM 525-3-1	The US Army Operating Concept: Win in a Complex World	27 NOV 2018	
TRADOC PAM 525-8-2	The US Army Learning Concept for Training and Education 2020-2040	13 APR 2017	
 			
CMH 70-21	The Staff Ride	2014	
 			
AR 350-1	Army Training and Leader Development	10 DEC 2017	
AR 530-1	Operations Security	26 SEP 2014	
AR 600-20	Command Policy	24 JUL 2020	
AR 600-85	The Army Substance Abuse Program	23 JUL 2020	
AR 608-20	Army Voting Assistance Program	5 FEB 2019	
AR 710-2	Supply Policy Below the National Level	28 MAR 2008	

AR 735-5	Property Accountability Policies	09 NOV 2016	
AR 750-1	Army Materiel Maintenance Policy	28 OCT 2019	
DA PAM 600-35	Relationships between Soldiers of Different Ranks	21 JUL 2017	
DA PAM 710-2-1	Using Unit Supply System (Manual Procedures)	01 DEC 2016	
DA PAM 750-1	Commanders' Maintenance Handbook	4 DEC 2013	
DA PAM 750-8	The Army Maintenance Management System (TAMMS) User's Manual	22 AUG 2005	
CCR 145-3	Reserve Officers Training Corps Precommissioning Training and Leadership Development	18 JUN 2019	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](http://myarmybenefits.us.army.mil/Home/Benefit%20Library/Federal%20Benefits%20Page/Army%20Community%20Service%20(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, DC: US Government Printing Office.

Headquarters, Department of the Army, Field Manual 6-22 (2006). Army leadership. Washington, DC: US 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 C
Participation Rubric

Class Participation Levels of Achievement				
Criteria	Exemplary 5 points	Proficient 4 points	Basic 3 points	Developing 2 to 0 points
<i>Classroom Discussion & Activity, Small Group Participation</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Overall, contributions that reveal limited familiarity with readings and capacity to listen, incorporate, synthesize and constructively analyze text, classmate & instructor comments • Contributes to a limited fashion to the reflective writing elements of the course 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Actively listens to students and instructor. • Ability to engage with and focus on pertinent class experiences • Follows appropriate use of cell phone & electronic devices 	<ul style="list-style-type: none"> • Displays active listening skills and adequately engages with and focuses on pertinent class experiences • Mostly follows appropriate use of cell phone & electronic devices 	<ul style="list-style-type: none"> • Sometimes displays a 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 	<ul style="list-style-type: none"> • 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

Appendix D
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 skillful and makes the presentation cohesive.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the presentation's understandability, and the speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and the speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation enjoyable, and the speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and the speaker appears polished and confident.
Central Message	The central message can be deduced but is not explicitly stated in the presentation.	The central message is basically understandable but is not often repeated and is not memorable.	The central message is clear and consistent with the supporting material.	The central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

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

TOTAL: _____

**APPENDIX E
Syllabus Agreement Form**

I acknowledge that I have received and reviewed the course syllabus for
MILS 4302-110 & 4302-510, the Army Officer, Spring 2021

My class meets on M/W 1100 – 1215 (11:00 am – 12:15 pm) at Warrior Hall, Room 417
The 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 for completing all homework assignments, quizzes/in-class assignments, and writing projects by the due dates 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 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, according to Army Regulation 145-1 for any violation of the course syllabus and Army policies.

By signing below, I acknowledge a complete understanding of the stated policy and be subject to penalties, as stated above.

PRINTED NAME _____

SIGNED _____ DATE _____